Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see http://oregonstate.edu/ap/curriculum/cati.html. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

X New degree program
☐ New certificate program or administrative unit
☐ Major change in existing program
☐ Establishment of a new College or Department

Abbreviated Proposal

☐ Rename of an academic program or unit
☐ Reorganization – moving responsibility for an academic program from one unit to another
☐ Merging or splitting an academic unit
☐ Termination of an academic program or unit
☐ Suspension or reactivation of an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: http://www.ous.edu/aca/aca-forms.html

Title of Proposal:
Proposal for the Initiation of a New Instructional Program Leading to the Master of Science/Master of Arts Degree in Communication

Effective Date:
September 2010

Department/Program: Speech Communication Department
College: College of Liberal Arts

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

[Signatures]

Sign (Dept Chair/Head; Director) Date

Print (Department Chair/Head; Director)

Michael Oriard
Print (Dean of College)
Proposal for the Initiation of a New Instructional Program Leading to the Master of Science/Master of Arts Degree in Communication

Oregon State University
College of Liberal Arts
Department of Speech Communication

Executive Summary:

This Master of Science/Master of Arts (M.S./M.A.) in Communication provides a discipline-based, integrated study of communication and rhetoric structured around a core of fundamental theories, methodologies, and applications. While speech communication departments at some universities in the United States feature only rhetoric (such as public address, argumentation, persuasion, or media) or only communication (communication in personal contexts such as intercultural, small group, organizational, or family) in their graduate degrees, this program follows a more comprehensive model that combines both rhetoric and communication under the umbrella label of Communication. In keeping with the discipline of Speech Communication, this M.S./M.A. program addresses the means, functions, and goals of symbolic human interaction. The range of approaches to course offerings within this M.S./M.A. program includes theoretical, pragmatic, epistemological, and critical perspectives.

Students pursuing this degree will combine advanced study in a selection of topics including but not limited to persuasion and argumentation, conflict management and resolution, cultural (family, sex and gender, relational) and intercultural communication, and organizational and group issues, thus preparing students for doctoral study in communication and rhetoric or for careers as communication professionals. Students who do not continue to doctoral level study can pursue careers in law, training and development, advocacy, human resources, mediation and facilitation, group and organizational consulting, politics, community leadership and development, post-secondary college instruction, public relations, and other areas.

This graduate program drives Oregon State University’s (OSU’s) commitment to “sustain human well being and improve the quality of human life.” This program engages personal well being, the public life of Oregon, the critical issues of the nation, and the pressing concerns of the global society because communication and oral rhetoric comprise the heart of the “human system.” Producing experts in oral argument who excel in promoting effective interpersonal and small group processes provides a citizenry with the means and tools for grappling with complex, intractable, and fractious issues at all levels.

Program objectives in keeping with OSU’s Strategic Plan-Phase II:

i. To equip students with the practical and cognitive skills for critical thinking and information assessment so students may design solutions to problems in dynamic
professional contexts influenced by political and social trends, including interpersonal and intercultural communication challenges as well as questions regarding persuasion and argument

ii. To produce creative problem solvers, students equipped with tools both for managing interpersonal human interaction in innovative ways and for creating and teaching others to create productive, oral arguments to inspire critical thinking through constructive debate

iii. To mentor students to grow leadership responsibilities so students serve as social resources for understanding, interpreting, analyzing and explaining communication processes in the increasingly “congested and troubled” local and global milieus

iv. To produce communication professionals who promote understanding and collaboration in human interactions within and across cultures, professionals who not only recognize human difference and embrace diversity but also teach effective interpersonal communication practices, model and provide vital argument strategies, and possess and present tools for achieving understanding among citizenry

v. To generate and increase students' commitments as dynamic agents of social change action able to manage communication consequences in personal, local, regional, national, and global contexts, including managing issues that resist simple technical or social solutions

vi. To offer students a comprehensive, in-depth grounding in communication and rhetorical scholarship, a well developed facility to conduct effective research, and a mentored experience in training and practice of effective communication techniques

vii. To prepare this generation of communication professionals to cope with the social, cultural and organizational challenges posed by new technologies

viii. To attract the best students in communication and oral rhetoric to Oregon State University by providing a program focused on information and skills vital to human processes at local and global levels: interpersonal communication, small group work, social influence, and oral rhetoric

ix. To produce leaders who value respect, integrity, and social responsibility, leaders able to achieve accountability through an understanding of guiding theory in the field and who also excel at communication and oral rhetoric to engage present and future inquiry into such areas as high-impact, public policy issues as well as other significant questions regarding human interaction in multiple contexts

x. To enhance Communication (COMM) faculty experience through teaching and advising high-quality graduate students
xi. To provide course work that serves as a resource for graduate and undergraduate students across Oregon State University

b. This program advances OSU's commitment as a public university to engage the public life of Oregon; universities not only train professionals, they educate citizens. Likewise, the fields of rhetoric and communication adhere to traditional commitments to enhance public life and generate coherence among citizens. These commitments increase the potential for this M.S./M.A. to produce more effective civic participants in interpersonal relationships, in social forums, and for society in general, in addition to shaping future leaders for the state of Oregon.

c. This program meets the needs of the state of Oregon by producing students capable of helping people adapt to changes in the Oregonian way of life, including changes in the personal lifestyles as the economy moves toward a focus on high-tech and service industries. Families and individuals will need to cope with increasing effects of social and institutional demands. Citizens of Oregon also will be facing an increasingly difficult set of social and political challenges, including decisions about natural resources, taxes, health care, education, etc. In a state where the value of citizen involvement remains high, this M.S./M.A. will help meet Oregon's need for active, interpersonal interchange within personal relationships where functional and generative communication is critical as is the need for skilled citizen leaders who can facilitate high quality public discussion and argument.
Proposal for the Initiation of a New Instructional Program Leading to the Master of Science/Master of Arts Degree in Communication

Oregon State University
College of Liberal Arts
Department of Speech Communication

Description of Proposed Program

1. Program Overview

a. CIP number

b. This Master of Science/Master of Arts (M.S./M.A.) in Communication provides a discipline-based, integrated study of communication and rhetoric structured around a core of fundamental theories, methodologies, and applications. While speech communication departments at some universities in the United States feature only rhetoric (such as public address, argumentation, persuasion, or media) or only communication (communication in personal contexts such as intercultural, small group, organizational, or family) in their graduate degrees, this program follows a more comprehensive model that combines both rhetoric and communication under the umbrella label of Communication. In keeping with the discipline of Speech Communication, this M.S./M.A. program addresses the means, functions, and goals of symbolic human interaction. The range of approaches to course offerings within this M.S./M.A. program includes theoretical, pragmatic, epistemological, and critical perspectives.

Students pursuing this degree will combine advanced study in a selection of topics including but not limited to persuasion and argumentation, conflict management and resolution, cultural (family, sex and gender, relational) and intercultural communication, and organizational and group issues, thus preparing students for doctoral study in communication and rhetoric or for careers as communication professionals. Students who do not continue to doctoral level study can pursue careers in law, training and development, advocacy, human resources, mediation and facilitation, group and organizational consulting, politics, community leadership and development, post-secondary college instruction, public relations, and other areas.

The Speech Communication faculty delayed this M.S./M.A. proposal until faculty numbers and breadth reached appropriate levels. With the hiring of a new faculty member in intercultural communication in Fall 2008, key faculty now are in place and sufficient faculty resources exist to implement the program. Courses in this department presently used for the M.A.I.S constitute a substantial basis for an M.A. program; only moderate alterations in requirements and the addition of a limited number of new graduate courses are necessary to support an M.S./M.A.

c. This M.S./M.A. program will be operational Fall 2015.
2. **Purpose and Relationship of Proposed Program to Oregon State University’s Mission and Strategic Plan**

a. This graduate program drives Oregon State University’s (OSU’s) commitment to “sustain human well being and improve the quality of human life.” This program engages personal well being, the public life of Oregon, the critical issues of the nation, and the pressing concerns of the global society because communication and oral rhetoric comprise the heart of the “human system.” Producing experts in oral argument who excel in promoting effective interpersonal and small group processes provides a citizenry with the means and tools for grappling with complex, intractable, and fractious issues at all levels.

Program objectives in keeping with OSU’s Strategic Plan-Phase II and Phase III:

i. To equip students with the practical and cognitive skills for critical thinking and information assessment so students may design solutions to problems in dynamic professional contexts influenced by political and social trends, including interpersonal and intercultural communication challenges as well as questions regarding persuasion and argument

ii. To produce creative problem solvers, students equipped with tools both for managing interpersonal human interaction in innovative ways and for creating and teaching others to create productive, oral arguments to inspire critical thinking through constructive debate

iii. To mentor students to grow leadership responsibilities so students serve as social resources for understanding, interpreting, analyzing and explaining communication processes in the increasingly “congested and troubled” local and global milieus

iv. To produce communication professionals who promote understanding and collaboration in human interactions within and across cultures, professionals who not only recognize human difference and embrace diversity but also teach effective interpersonal communication practices, model and provide vital argument strategies, and possess and present tools for achieving understanding among citizenry

v. To generate and increase students' commitments as dynamic agents of social change action able to manage communication consequences in personal, local, regional, national, and global contexts, including managing issues that resist simple technical or social solutions

vi. To offer students a comprehensive, in-depth grounding in communication and rhetorical scholarship, a well developed facility to conduct effective research, and a mentored experience in training and practice of effective communication techniques

vii. To prepare this generation of communication professionals to cope with the social, cultural and organizational challenges posed by new technologies

viii. To attract the best students in communication and oral rhetoric to Oregon State University by providing a program focused on information and skills vital to human
processes at local and global levels: interpersonal communication, small group work, social influence, and oral rhetoric

ix. To produce leaders who value respect, integrity, and social responsibility, leaders able to achieve accountability through an understanding of guiding theory in the field and who also excel at communication and oral rhetoric to engage present and future inquiry into such areas as high-impact, public policy issues as well as other significant questions regarding human interaction in multiple contexts

x. To enhance Communication (COMM) faculty experience through teaching and advising high-quality graduate students

xi. To provide course work that serves as a resource for graduate and undergraduate students across Oregon State University

xii. To provide an educational experience that encourages transformation and growth for all students by exposing them to a variety of educational experiences.

xiii. To develop students who will have exponential impact in Oregon and elsewhere by providing a superior educational experience.

b. This program advances OSU's commitment as a public university to engage the public life of Oregon; universities not only train professionals, they educate citizens. Likewise, the fields of rhetoric and communication adhere to traditional commitments to enhance public life and generate coherence among citizens. These commitments increase the potential for this M.S./M.A. to produce more effective civic participants in interpersonal relationships, in social forums, and for society in general, in addition to shaping future leaders for the state of Oregon.

c. This program meets the needs of the state of Oregon by producing students capable of helping people adapt to changes in the Oregonian way of life, including changes in the personal lifestyles as the economy moves toward a focus on high-tech and service industries. Families and individuals will need to cope with increasing effects of social and institutional demands. Citizens of Oregon also will be facing an increasingly difficult set of social and political challenges, including decisions about natural resources, taxes, health care, education, etc. In a state where the value of citizen involvement remains high, this M.S./M.A. will help meet Oregon's need for active, interpersonal interchange within personal relationships where functional and generative communication is critical as is the need for skilled citizen leaders who can facilitate high quality public discussion and argument.

3. Course of Study

a. The proposed curriculum:

3 credits  COMM 520 Introduction to Graduate Study in Communication

3 credits  COMM 517 Research Methods in Communication
<table>
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<tr>
<th>Credits</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>3 credits</td>
<td><strong>COMM 565 Research Methods in Rhetoric</strong></td>
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</table>
| 3 credits | **Communication Theory – Choose from:**
| | COMM 518 Interpersonal Communication Theory and Research |
| | COMM 522 Small Group Communication Theory and Research |
| | COMM 526 Intercultural Communication: Theory and Research |
| | COMM 530 Theoretical Issues in Communication Inquiry |
| | COMM 540 Theories of Conflict and Conflict Management |
| 3 credits | **Rhetorical Theory – Choose from:**
| | COMM 554 Advanced Argumentation |
| | COMM 556 Rhetoric: 500 BC to 500 AD |
| | COMM 558 Rhetoric 500 AD to 1900 |
| | COMM 559 Contemporary Theories of Rhetoric |
| 6-9 credits | **COMM 590 Graduate Seminar in Rhetoric (course may be repeated up to three times for credit)** |
| 6-9 credits | **COMM 591 Graduate Seminar in Communication (course may be repeated up to three times for credit)** |
| 12-15 credits | **COMM electives (additional courses, including practica and an internship option)** |
| 6-9 credits | Thesis |
| **Total** | **45 credits** |
| 15 credits | **Minor – optional (a student may complete a minor which requires an additional 15 credits for a total of 60 credits)** |

Students wishing to pursue the Master of Arts degree must meet the above requirements and exhibit a 2nd year proficiency in a second language.

Students wishing to pursue a non-thesis degree will be encouraged to enroll in the M.A.I.S. program where both thesis and project options are available.

b. **Course descriptions and explanations:**

**COMM 517 Research Methods in Communication:** This course is designed to train students how to evaluate and also perform qualitative communication research. In order to accomplish this, the assumptions and theoretical traditions of qualitative research will first be established, along with highlighting the role of the researcher in qualitative inquiry. Students will then be introduced to a variety of research methods, including interviews, focus groups, case studies, and participant observation. In order to demonstrate understanding of different data collection techniques, students will engage in practice
assignments to personally experience the challenge inherent in qualitative research. Different approaches to qualitative data analysis will be covered, and finally, ethical issues with regard to conducting qualitative communication research will be discussed. See sample syllabus in Appendix.

COMM 520 Introduction to Graduate Study in Communication already exists. The course description reads, “Introductory graduate seminar in the field of communication. Emphasis on the breadth and depth of the discipline, graduate study, and research directions.”

COMM 565: Research Methods in Rhetoric: This course will explore different approaches to rhetorical criticism practiced in the Twentieth- and Twenty-first Century. Focusing on the preeminent methods that have generated a substantial corpus of criticism, the course will examine how, in each method, rhetorical texts are selected, what contexts are deemed relevant, what aspects of the text warrant attention, and what ends the critic aims to accomplish. This will be accomplished by reading a selection of works exemplary of each mode of criticism and applying our understanding to a substantial work of rhetorical criticism. See sample syllabus in Appendix.

COMM 590 Graduate Seminar in Rhetoric: Offers an in-depth exploration into a narrowly focused topic in speech and rhetoric. The seminar will consist of interactive discussion and investigative research regarding the topic. The topic for this Speech Communication seminar will rotate among rhetorical theory; rhetoric in specific, historical eras; and rhetorical criticism. See Sample Syllabus in Appendix.

COMM 591 Graduate Seminar in Communication: Offers an in-depth exploration into a narrowly focused topic in communication. The seminar will consist of interactive discussion and investigative research regarding the topic. The topic for the seminar will rotate among conflict management, organizational and small group communication, intercultural communication, and relational communication. See Sample Syllabus in Appendix.

Each faculty member in the Speech Communication Department will provide one, targeted seminar to be offered in rotation for COMM 590 and COMM 591. Each faculty member will focus their seminar on their general area of expertise and may change the specific topic within that area to reflect current trends in the field. (See Appendix A for examples.) Students and major advisors may take advantage of the interrelationships among topics available during that student’s two-year program (for example, conflict management and environmental rhetoric or intercultural communication and rhetorical criticism in speech) to negotiate a coherent program of study for each individual student.

These seven basic courses (COMM 517, 520, 565, Communication Theory, Rhetorical Theory, 590, and 591) provide graduate students two important perspectives on the communication discipline—one a broad, wide-ranging discussion of the discipline and one a narrow, closely-focused examination of a single area. The two theory courses each extend students’ breadth and depth of knowledge about the discipline as a theoretical and historical
whole and provide students with a range of ideas for areas of study to use in their individual programs. The two methods courses provide students with the opportunity to develop research skills appropriate to graduate level extended research. Each targeted seminar, on the other hand, offers a model of in-depth study into a single area of rhetoric and a single area of communication.

Combined with these six basic courses, **COMM 520** introduces students to the rigors and structures of graduate study. Students learn requirements of graduate study—such as the construction of a comprehensive literature review—and review epistemological differences that dictate methodological choices. Students can select areas of study and methodologies to serve those ends from information they gather 1) in this course in conjunction with experiences students have investigating narrow topics, 2) in the two targeted seminars, and 3) in consultation with their major advisors. Students then can select electives that help inform their particular foci.

Elective courses qualifying for the M.S./M.A. requirement include (but are not limited to)

- **COMM 518**  Interpersonal Communication Theory and Research
- **COMM 522**  Small Group Communication Theory and Research
- **COMM 526**  Intercultural Communication: Theories and Issues
- **COMM 527**  Cultural Codes in Communication
- **COMM 530**  Theoretical Issues in Communication Inquiry
- **COMM 532**  Gender and Communication
- **COMM 540**  Theories of Conflict and Conflict Management
- **COMM 542**  Bargaining and Negotiation Processes
- **COMM 544**  Third Parties in Dispute Resolution Mediation
- **COMM 546**  Communication in International Conflict and Disputes
- **COMM 554**  Advanced Argumentation
- **COMM 556**  Rhetoric: 500BC to 500 AD
- **COMM 558**  Rhetoric: 500AD to 1900
- **COMM 559**  Contemporary Theories of Rhetoric
- **COMM 560**  Rhetoric of Revolutionaries and Reactionaries 1750-1900
- **COMM 562**  Rhetoric of Revolutionaries and Reactionaries 1900-Present
- **COMM 566**  Ethics of Rhetoric
- **COMM 572**  The Rhetoric of Popular Culture
- **COMM 576**  Issues in the Freedom of Speech
- **COMM 578**  Political Campaign Rhetoric
- **COMM 580**  History of Media Communication
- **COMM 582**  Media in Culture and Society
- **COMM 584**  Media Criticism
- **COMM 586**  Media Aesthetics
- **COMM 512**  Special Topics

The above courses are taught with a corresponding 400 level component. As the program grows and as additional faculty warrant, more 500 stand-alone classes may be added.
COMM 524 Communication in Organizations: Theories and Issues will be eliminated from the regular curriculum and will become one of the rotating graduate seminars (COMM 591) in Communication.

Sample courses of study are provided in Appendix B.

c. Non-traditional learning modes: Internships and practica are standard components of most communication curricula. In addition, some courses will be available via interactive video from Bend, OR.

d. As specific learning outcomes, students will:

   i. Exhibit an appropriate level of knowledge of core areas in communication and rhetorical theory, research, and practice as well as an appropriate level of knowledge for specialty course topics as applicable.

   ii. Manage and solve communication problems in professional and civic contexts by selecting expedient means from communication and rhetorical theory and research.

   iii. Maximize the dynamic, cross-disciplinary character of rhetoric and communication through an innovative thesis design that integrates the minor area.

   iv. Synthesize and apply the personal, professional, and civic responsibilities of communication specialists in courses, practica, internships, and departmental interactions.

   v. Employ ethical practices for communication specialists and promote ethical use of rhetoric and communication in all contexts.

4. Recruitment and Admission Requirements

a. The program will attract students already interested in OSU, but also a much larger pool of applicants who seek concentrated graduate study in Communication will find this M.S./M.A. attractive. The Department of Speech Communication regularly receives inquiries from potential students who want to do graduate study in Communication but who seek a discipline-based degree rather than an interdisciplinary degree. The number of graduate programs in communication is insufficient and inadequate in the state of Oregon. A standard M. A. program at OSU would draw to this state numerous students whose needs are not met by the M.A.I.S.

b. In addition to meeting the admission requirements of the Graduate School at OSU, students seeking admission will need to meet the following criteria:

   i. Show significant preparation in communication studies, typically a B.A./B.S. in Speech Communication or a closely related field

   ii. Demonstrate a 3.0 or better G.P.A. in their communication course work

   iii. Submit a Graduate Record Exam
iv. Provide a writing sample

c. The total number of graduate students will be limited by the capacity of faculty to administer reasonable advising and mentoring through a student’s program including a thesis process. Since the faculty size may change, graduate students will be admitted at a ratio of 4:1 to the number of current faculty. Although that formula would allow about 32 students in the start-up year, trends suggest that this target number of students would not be reached for several years.

5. Accreditation of the program

a. N/A
b. N/A
c. N/A

6. Evidence of Need

a. Evidence of student interest

i. Lack of Alternatives in the State: This program is essential because no such program exists in Oregon; the only other graduate program available is offered at Portland State University, but that program does not contain a significant rhetoric component. A discipline-based program similar to this one was abandoned in 1991 at the University of Oregon when that institution eliminated its Department of Speech, thereby abolishing not only the M.S./M.A. program but also the only Ph.D. program in the state. At present, no graduate program in Communication is available outside of the Portland area.

ii. Evidence from Previous Enrollment (See Appendix C): Most of the M.A.I.S. graduate students we have served have been from the state of Oregon. We would continue to attract these students, but also we would attract others who have gone out of state for standard (i.e., non-M.A.I.S.) programs. The desire for an M.S./M.A. program is evident in M.A.I.S. students; over the past 3 years 86%, 87% and 83% respectively named Speech Communication areas for two of their three major areas of study. These students earn approximately 36 of their 48 credits from this department. That percentage indicates the department already serves graduate students in a capacity approaching the M. A. level, but it also indicates the students’ intent to design a program for themselves that more closely aligns with a traditional M.S./M.A. program.

While some students find that the M.A.I.S. meets their needs, many express disappointment about their inability to access an M.S./M.A. at OSU. This department also has had students who have applied to Ph.D. programs only to discover, with regret, that some of those programs do not recognize the M.A.I.S. degree and require the graduate to complete additional courses before entering that program.

iii. Mutual Need for Funding: The department needs disciplined-based graduate students to fill graduate teaching assistantships for Baccalaureate Core courses that
serve both Speech Communication majors and departments across the campus; graduate students need the funding available to them through GTA positions. An M.S./M.A. will provide a mutually beneficial opportunity for graduate students, for the department, and for numerous other university programs that depend on those basic courses.

b. Needs for Employment: See Appendix B, Market Feasibility Study

c. Number and Characteristics of Students to be Served: Using the past six year period as an indicator, the department will serve 18 to 29 graduate students annually in the next few years. That number will increase as funding levels increase based on past indicators. For example, at the highest funding levels, the department served the highest number of graduate students who named two areas of Speech Communication in their M.A.I.S. programs; that correlation indicates that as funding levels rise, more students will be interested in the M.S./M.A. program.

The composition of the graduates in the program can be projected from the history of students in the M.A.I.S. program who have named Speech Communication as one or more of the three areas of study. Of those graduate students, typically, ½ to 2/3 will be female, 1/5 to 1/3 will be non-residents, up to 1/10 will be international scholars, and between 1/10 and 1/8 will be minority.

d. Other Compelling Reasons for Offering the Program:

i. The recent economic plunge in the United States demonstrates the key role communication plays in civic life and social behaviors. Many economists have explained that economic theory did not effectively predict the severity of the downturn in large part because those theories did not account for the “real-life” functions and consequences of human interaction that play such key roles in economic investment. This M.S./M.A. integrates both rhetoric and interpersonal communication, thus graduating individuals well prepared to address exactly those issues of interpersonal communication and public discourse.

ii. OSU has more graduate, Communication faculty than any other Communication program in Oregon and therefore can take the lead in this discipline in the state.

iii. Current and ongoing developments in technology create significant social changes rapidly; social organizations in Oregon will accrue critical benefits from expertise and training offered by communication experts.

iv. This program complements emerging graduate offerings in the College of Liberal Arts.

v. Students have only one practical alternative in the state of Oregon and none outside of the Portland area.

vi. Students seeking graduate work in rhetorical theory and practice within the Speech Communication field must go out of state; no Oregon option exists.
vii. This program will attract strong graduates in communication, helping to grow OSU traditions in the liberal arts areas.

viii. A comprehensive masters degree program in Communication serves the university overall. In addition to attracting top graduate students, it will provide graduate teaching assistants of a quality and quantity appropriate to serve undergraduate students in Baccalaureate Core Communication classes.

e. Special Interest Groups: American Society for Training and Development, Public Relations Association, Association for Conflict Resolution, Toastmasters International

f. Program Availability: The Communication Area of the Speech Communication Department intends to maintain its continuing commitment to offering a significant number of evening courses at the graduate level. Opportunities also exist at OSU Cascades Campus in Bend, OR where students could obtain a limited number of graduate courses offered as “slash” courses offered by one faculty member there. Several graduate-level courses also are offered regularly at the OSU campus during summer school, including courses that can be taken during the zero-week offering where students attend one-week courses consisting of eight-hour sessions for 5 days. In addition, the department historically has occasionally offered a 400/500 level course online.

Outcomes

7. Program Evaluation

a. Evidence that program objectives have been met:

i. Faculty will meet annually to review the performances of all graduate students with regard to their course work and progress in their programs. A letter reflecting this assessment will be sent to each student.

ii. Faculty will conduct exit interviews with all graduate students at the end of every two years. In addition, faculty will conduct exit interviews with graduates who complete their programs.

iii. Theses will be reviewed by a faculty committee on a bi-annual basis.

iv. Records of alumni activity, in particular employment history, will be charted.

b. Biennial review: Based on the information from 7a, the faculty will conduct a biennial review of program requirements and procedures. The program will be modified as needed to insure it meets its goals and provides a compelling learning experience.

8. Assessment of Student Learning
Graduate Assessment Plan (Master’s programs)

1. **Program Information**

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<thead>
<tr>
<th>Program</th>
<th>M.A./M.S. in Speech Communication</th>
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<tbody>
<tr>
<td>Department/School</td>
<td>Speech Communication</td>
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<tr>
<td>College</td>
<td>Liberal Arts</td>
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<tr>
<td>Report Submitted by</td>
<td>Trischa Goodnow</td>
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2. **Program Outcomes**

Provide the Student Learning Objectives/Outcomes for your Master’s program.

Outcome 1: Students will be able to identify important problems, pose relevant questions, and conduct original research that extends knowledge of Speech Communication. This requires developing novel and original arguments based on empirical evidence and theoretical justification. This will be demonstrated through discrete research as found in a thesis.

Outcome 2: Students will achieve mastery of substantive knowledge in Speech Communication demonstrated through proficiency in relevant methodological and theoretical perspectives as demonstrated in the successful completion of the required courses.

Outcome 3: Students will develop a strong background in scholarship from the area’s two related perspectives, interpersonal and small group communication and rhetorical and social influence as demonstrated in the successful completion of the required seminar courses and other electives.

Outcome 4: Students will be able to identify ways that Speech Communication can inform discussions of pressing social, environmental, ethical, and/or public issues and be able to communicate these perspectives to relevant audiences as demonstrated through the successful completion of the degree program, oral defense, participation in area’s colloquium series and conference presentations.

Outcome 5: Students will learn to conduct activities in an ethical manner as demonstrated in the successful completion of the required research methods courses.

3. **Measurement** – Provide a detailed narrative or schematic to articulate how all the outcomes will be measured for all outcomes.

a) Describe the methods you will use to assess each outcome.

Measure 1: Students conduct independent research with oversight by a major professor. This is accomplished in research seminars and as a thesis project. The research product is evaluated so that faculty can assess the qualifications of the student as an independent scholar. Documentation of deficiencies that delay or inhibit successful completion of the degree are noted and reviewed on an annual basis by the Director of Graduate Studies and the student’s major professor.

Students in the program must maintain a high level of achievement in all coursework (3.0 overall GPA). This includes not only the core curriculum but also courses outside of the program. If performance in course work proves unsatisfactory, the student will meet with the major professor and Director of Graduate Studies to develop an educational plan for addressing difficulties.

Measure 2: Each student must enroll in the required core curriculum which is designed to provide reading breadth in the field but also to provide ongoing opportunities to refine skills in research,
writing, and in formulating original scholarship. Student success is measured by successful completion of the core curriculum. Measure 3: The Director of Graduate Studies will track information about the program including the number of applicants, offers, and acceptances on a yearly basis; retention and graduation rates; and postgraduate employment. Information about all students’ background qualifications (e.g., undergrad/grad degrees, schools attended, GPA, GRE scores, etc.) will be collected and reviewed on an annual basis. The Director of Graduate Studies will bring assessment information to the Speech Communication graduate committee regularly for review and input. At one meeting each year, the full assessment package will be discussed in detail to determine if program goals are being met. As evidence is collected that curriculum, program requirements or any other aspect of the program needs improvement, the graduate committee will move to make necessary changes.

b) Describe and attach any measurement tools to be used (exam results, performance criteria, evaluation/performance rubrics, etc.,)

In addition to tracking assessment indicators described above, the Director of Graduate Studies will be responsible for collecting and maintaining information including, but not limited to:
- Number of applicants, offers, and acceptance
- Characteristics of incoming students including previous degrees, GPA, GRE scores
- Retention and graduation rates
- Employment rates and characteristics of employment (e.g., sector, position)
- Student satisfaction/feedback (as measured through student evaluations)

4. Please provide a skeletal assessment plan (Mapping Guide) for your program:

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<thead>
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<th>Outcome 1: This will be addressed through the required thesis which includes enrollment in COMM 406. Successful completion of the thesis indicates that this objective has been met. The Director of Graduate Studies will record the outcomes of each student’s program. Outcome 2: This will be achieved through enrollment in the core curriculum courses: COMM and additional elective courses and seminars. Written exams and final papers will be assessed to determine the efficacy of this outcome. Outcome 3: This will be achieved through enrollment in the core curriculum courses: and additional elective courses and seminars. Written exams and final papers will be assessed to determine the efficacy of this outcome. Outcome 4: This can be achieved in several ways, including participation in the intellectual life of the university, especially by attending public lectures, and by communicating students’ own research through participation in the Speech Communication Colloquium series, attending conferences, online commentary, and/or submission of research for publication. The Director of Graduate Studies will record student participation in regional, national, and international conferences, as well as, publications by graduate students as evidence of this outcome. Outcome 5: Students who work with human subjects in research will participate in a training course to subject their work to Oregon State University’s Institutional Review Board.</th>
</tr>
</thead>
</table>

5. Other activities that have informed decision making:
Integration of Efforts

9. Similar Programs in the State

a. Other Closely Related Programs: The only closely related program exists at Portland State University since the University of Oregon eliminated its Department of Speech, both undergraduate and graduate programs, in 1991.

Presently, the University of Oregon (U of O) offers only one program that might appear to relate to this M.S./M.A., an M.A./M.S. in Communication and Society, a division of the School of Journalism and Communication. As is noted in the liaison letter from the Dean of the School of Journalism and Communication at the U of O, their program differs significantly from the OSU program; Dean Gleason writes that the concentration in communication and rhetoric “distinguishes” the two programs. The scope of the U of O program differs significantly from that of the proposed OSU degree. Information published on its website explains that the U of O program reflects a strong mass media concentration; for example, the two, required, core courses for the M.A./M.S. examine mass communication and society and mass communication theories. The central focus is mass communication with topics like international communication or communication diversity as electives set in a context of media institutions. Likewise, the graduate certificate offered at U. of O. for communication ethics centers around mass media, training graduates in “ethical decision-making strategies covering a variety of media. . . .” (from the website)

The only overlap mentioned in Dean Gleason’s response cites the possibility that a student at OSU might design a course of study featuring a major emphasis in conflict management and conflict resolution; he mentions a possible overlap with the U of O degree in Conflict and Dispute Resolution. To that point, Dr. David Frank, Director of the U of O Robert Clark Honors College responds that “[t]he proposal you have included places a much-needed focus on the study of communication and rhetoric.” He further describes the OSU proposal as “the only systematic graduate program in communication between Portland and Humboldt State University in California,” asserting that the OSU program would “serve a unique function.” Dr. Frank offers his “full endorsement” of this proposed degree program.

Portland State University (PSU) offers an M.A. in Communication but does not include graduate study in rhetoric. Dr. Cynthia-Lou Coleman, Chair of the Department of Communication at PSU, describes the OSU program as “distinct” from the PSU M.A. and asserts that “the OSU program differs from ours at Portland State. Our program is quite broad in scope, and we offer no courses in rhetoric, argument, conflict and negotiation.” She cites that electives may be the only possible points of overlap because “[i]n terms of requirements, the programs are quite different and I see no overlap between the PSU master’s program and the one proposed at OSU.”
According to its department website, PSU’s Department of Communication has 5 full-time, graduate faculty who hold Ph.D.s in Communication and one faculty member whose Ph.D. is in political science who also serves as a department faculty member. In addition, two fixed-term faculty hold Ph.D.s. In contrast, the department at OSU has 11 faculty with Ph.D.s in Communication, including faculty in both areas of rhetoric and communication.

According to its website, none of the Ph.D. faculty at the Department of Communication at Portland State University focuses primarily on rhetoric and public address. In addition, topics of conflict mediation and resolution are housed in a separate department, the Department of Conflict Resolution, which brings together several disciplines concentrating on peace building, international contexts, mediation and negotiation. PSU’s Department of Communication strengths seem to be in mass communication, organizational communication, intercultural communication, and gender communication. OSU’s Communication program strengths include conflict and negotiation, classical and contemporary rhetoric, argument and advocacy discourse, persuasion, interpersonal and intercultural communication, organizational communication, and media aesthetics. The OSU program provides a significantly different program to students who can integrate rhetoric and communication combining, for example, contemporary rhetoric, conflict negotiation, advocacy discourse, organizational communication, media aesthetics, and intercultural communication.

b. Program Cooperation with Existing Programs: While the departments at PSU and OSU share some concentrations, each has developed unique curricular areas. Graduate students at either institution could benefit from the individual strengths of the other department. We envision working with PSU so that M.S./M.A. students could, when feasible, take some course work at the sibling institution. OSU students could enroll in specialty courses offered by PSU faculty and PSU students could elect from the range of OSU rhetoric courses not otherwise available to them.

c. Projected Impact on Other Institutions’ Enrollment: The M.S./M.A. program we propose will not draw students away from PSU because the nature of the programs is critically different. In addition, students will be deterred by the geographic distance between PSU and OSU. Since interaction between the programs will likely be constituted of particular offerings used only by certain students in each program, an M.S./M.A. program at OSU might contribute some modest course enrollment at PSU and vice-versa.

Resources

10. Faculty

a. List of faculty

i. Recurring appointment faculty (e.g., tenure-track)

- Dr. Bobette Bushnell, Instructor, Ph. D., Oregon State University (small group communication, nonverbal communication, training)
- Dr. Natalie Dollar, Associate Professor, Ph.D., University of Washington
(communication theory, intercultural communication, ethnography), OSU-Cascades campus
Dr. Erin Gallagher, Assistant Professor, Ph.D. Washington State University
(organizational and small group communication, communication theory)
Dr. Trischa Goodnow, Professor, Ph.D., University of Pittsburgh (visual rhetoric, rhetorical criticism, semiotics, argumentation)
Dr. Colin Hesse, Ph.D. University of Arizona, (health communication, family communication, interpersonal communication)
Dr. Robert Iltis, Associate Professor, Ph.D., University of Wisconsin (public address, argumentation, classical rhetoric, propaganda, ethics of rhetoric)
Dr. Mark Moore, Professor, Ph.D., Indiana University (rhetorical theory, rhetorical criticism, media criticism, environmental rhetoric, argumentation)
Dr. Mark Porrovecchio, Assistant Professor, Ph.D., University of Pittsburgh (rhetoric, history of speech communication, pragmatism, forensics).
Dr. Elizabeth Root, Associate Professor, Ph.D., University of New Mexico (intercultural communication, instructional communication, qualitative research methods)
Dr. Gregg Walker, Professor, Ph.D., University of Kansas (conflict, negotiation, mediation, research methods, argumentation, organizational communication)

ii. All **COMM** faculty who hold a Ph.D. are members of OSU's graduate faculty. The Communication area also employs a number of regular, part-time faculty.

b. New Faculty Needed: None.

c. New Support Staff Needed: None; this program can be maintained with current support personnel.

11. **Reference Sources**

a. Library Resources Audit:

   According to the Category I Library Assessment Guidelines, the library audit occurs “after completion of a draft review meeting with Academic Planning and Assessment.” Loretta Rielly, Humanities/Social Sciences Librarian, explained she would do a preliminary assessment after the proposal was approved at the college level.

12. **Facilities, Equipment, and Technology**

a. Necessary Unique Resources: None.

b. New Resources Needed: None.

13. **External Reviewers**
14. **Budgetary Impact**

a. Estimated Cost of the Program: The budget outline sheet will be presented in accordance with the Category I Guidelines after the conclusions following a draft review meeting with Academic Planning and Assessment.

b. Required Federal or Other Grant Funds: None.

c. Budget Impact: Limited new resources are needed. The M.S./M.A. program in Communication can be supported without compromising existing Communication undergraduate and minor programs. The curriculum changes will include adding 4 new graduate courses (a total of 12 credits) to the Communication curriculum; one graduate course (COMM 524, a total of 3 credits) will be eliminated from the regular curriculum and subsumed into the graduate seminar rotation.

The addition of those four course slots can be accomplished without new resources. Two years ago the department began offering a 3-credit graduate-only seminar; that course could be used as one of the 4 slots necessary. Two more slots could be gained by changing faculty options for COMM 412/512, a topics course. During 2006-7 and 2007-8 COMM 412/512 was offered more than twice a year. Reducing 2 faculty options for that course opens 2 more course slots that could be used for the M.S./M.A. Eliminating 2 sections of COMM 412/512 does not eliminate any regular graduate or undergraduate courses, but it does reduce the number of 400-level courses available for undergraduates. This reduction may not create enrollment issues; distribution of undergraduates to other 400-level courses may occur. Faculty agreed that if pressure for 400-level courses increases (as evidenced by sizes of waiting lists for courses), slightly larger class sizes for other 400-level courses being offered (an increase of 1-3 students per 400-level course) could constitute a possible solution. This plan, then, accrues 2 new slots by eliminating 2 412/512 offerings and 1 slot by subsuming the current, stand-alone graduate course for a total of 3 new course slots on existing schedules. In addition, as noted earlier, with the restructuring we have gained two new courses with the reduction of the Chair’s course release. We have also gained one-half FTE in the tenure rank, adding three additional slots.

The last course slot necessary to implement this M.S./M.A. program can be created by reducing a required, basic theory course (COMM 321) from 4 to 3 offerings a year. This course is taught by full-time faculty. Until 2004, COMM 321 had been offered regularly 3 times a year; the department increased the offerings to 4 times a year in 2004 to reduce enrollment pressure.
on the course. The course now is offered regularly both during the summer session and online, so the enrollment pressure has decreased and the course may be reduced again to being offered 3 times a year. The scheduling slot made available by that reduction will be used for the fourth graduate-only course for this M.S./M.A.

A limited amount of resources will be required to advertise the program and recruit students. The initial investment will be the largest outlay. We have set aside Foundation funds in the amount of $2500 to facilitate initial printing of advertising materials. Additional Foundation funds can be made available as advertising and recruiting needs arise.

The only other costs associated with this degree are administrative costs; current departmental infrastructure—including the Graduate Director and office management—is sufficient to accommodate this change, so no new resources will be necessary.
Appendix A

Sample Syllabi for COMM 517 and COMM 565
Three syllabi for example courses for COMM 590 and 591

COMM 590: Communication and the Environment
COMM 590: Feminist Rhetorical Theory
COMM 591: Social Identity in the Workplace
# Research Methods in Communication
## COMM 517

### Section 001

<table>
<thead>
<tr>
<th>Learning Outcomes: Through the completion of this course, students will be able to:</th>
<th>Assessment Methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe different forms of qualitative research methods (interviews, focus groups, case studies, and participant observation).</td>
<td>Participation in class discussion Midterm exam *Outcome will be assessed through students’ ability to describe important similarities and differences for each specific research method. On a midterm exam, students will be asked to distinguish between these different methods.</td>
</tr>
<tr>
<td>Evaluate different forms of qualitative research methods (interviews, focus groups, case studies, and participant observation).</td>
<td>Analysis of published qualitative research *Outcome will be assessed through students’ presentation of a published research article that utilizes one or more qualitative methods. These presentations will include a summary of the research and students’ analysis and evaluation of how effectively the method was utilized in this particular context.</td>
</tr>
<tr>
<td>Explain theoretical traditions of qualitative research.</td>
<td>Participation in class discussion Midterm exam Final research proposal *Outcome will be assessed by having students explain the theoretical traditions through midterm exam questions. Also, part</td>
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</table>
Learning Outcomes, continued: Through the completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the role of researcher in qualitative inquiry.</td>
<td>Reflective writing assignment *Outcome will be assessed through a written paper assignment where students outline their personal approach to research and how they define their role as researcher in their proposed research plan for the term.</td>
</tr>
<tr>
<td>Demonstrate a practical understanding of how to conduct qualitative research.</td>
<td>Final research proposal *Outcome will be assessed through a final term project in which students propose a qualitative research study. This paper will include an explanation of the topic and context for study, including proposed research questions, and an explanation of the rationale for which specific qualitative method students would use to appropriately answer their research questions. This assignment would also include a proposed time line for how to proceed with the research.</td>
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COURSE TEXT – Required Reading


EXPECTATIONS
1. **Attendance:** This course is a participatory class; therefore your attendance is integral to the success of this class. If you have some schedule conflict or health issue that affects regular attendance, please talk to me about these issues.

2. **Deadlines:** Late work is not acceptable. All assignments are announced sufficiently in advance to allow for thorough preparation and timely completion. All assignments must be submitted in class ON or BEFORE the due dates. Once again, **I do NOT accept late work.** If you are absent, I must receive your assignment on the day and time it is due. Please do not wait until “the last minute” to complete assignments. If you are turning in work and cannot give it to me directly, hand in the assignment to my mail box by the Speech Communication Department Office in Shepard Hall. If you can, have an office representative write the date and time that you are submitting the assignment. Late assignments will be accepted for full credit only where a serious, compelling and verifiable cause can be shown——such determination to be made by the instructor. If you are worried about your writing, please schedule an appointment with me to review any drafts.

3. **Written Work:** All papers must be written in Times New Roman font size 12 and double-spaced. All references must be formatted according to APA style, 6th edition.

   Tips for an “A” paper:
   • Has an effective introduction and conclusion
   • Includes a concise and clear topic
   • Provides support, such as evidence and examples, for arguments
   • Is well organized
   • Uses appropriate vocabulary
   • Shows originality and creativity in completing the assignment
   • Acknowledges and documents sources

Please note: I need to receive a paper copy of all assignments. Do not expect to be able to e-mail me your assignment.

4. **Academic Integrity:** You must follow the university rules for academic honesty. Plagiarism can result not only in failing this class but could be grounds for expulsion from the university. In presentations and papers you can cite the work of others, but make sure that you acknowledge their contributions.

5. **Students with Disabilities:** Some students experience physical or learning disabilities that make some aspects of this course difficult. If you are a student with a documented disability, please see me as soon as possible during the first week of class. Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

6. **Incomplete Grades:** It is standard policy of the Dept. of Speech Communication to only assign an “IF” grade (Incomplete/F) if coursework is not completed within the term. If you have a problem completing the course within the appropriate deadlines, you must consult with me about the situation.

7. **Professional Courtesy:** The reading that is assigned each week is part of what is required of you in order to successfully complete this class. You must come to class having read and reflected on the
assigned readings. Even though the classroom can be seen as a somewhat informal environment, it is still a professional place where you are expected to interact with others with courtesy and respect. This involves coming on time, giving your full attention to whoever is speaking, and taking responsibility for your assignments and tasks.

8. Discussion in the Classroom: Much of this class will involve facilitated discussion. In order to make these discussions an engaging learning experience for everyone, please consider these ground rules:
   a) Show respect for others when they speak.
   b) Be careful not to dominate the discussion.
   c) Listen well.
   d) Do not take things personally.
   e) Be willing to share your own questions, experiences, thoughts, and opinions.
   f) Understand that people’s comments do not reflect their final thoughts on any topic; what they express at one time is a reflection of their thoughts at that specific moment in their learning experience.

ASSIGNMENTS – Evaluation of Student Performance

1. Analysis of Published Research Presentation: For this assignment, you must choose a qualitative research study that has been published in an academic journal. The specific topic or scope of the study does not matter, as long as it is an empirical study that directly uses a clearly delineated qualitative method for the collection and analysis of data. Based on this article, you need to prepare a 20-minute presentation that will provide a brief summary of the study, specifically focusing on the methods. The focus of the presentation needs to be your analysis and evaluation of how effectively the method was utilized in this particular context. During Weeks 3, 4, 5, 7, 8, and 9 we will begin class with student presentations. You can sign up at the beginning of the term to determine during which week you will present. (25 points).

2. Midterm Exam: The purpose of this exam is to provide students with a chance to demonstrate their understanding of qualitative research, based on their ability to explain the theoretical foundations of qualitative research along with their ability to describe important similarities and differences for each specific qualitative research method (i.e. observations, interviews, focus groups, etc). The midterm will take place during the class period of Week 6. (50 points).

3. Reflective Writing Assignment: For this assignment, you need to write a reflective paper that outlines your personal research philosophy with regard to qualitative research, including how you will define your role as a qualitative research in your proposed final research proposal. This paper is due Week 7. (25 points).

4. Final Research Proposal: For the cumulative term assignment, you will create a research proposal that includes a brief introduction, a brief literature review to set up your topic, context, and proposed research questions, and a detailed plan to identify your method of choice as it fits the theoretical foundations of qualitative research, your rationale for why this method would best address your research questions, the research participants that would be included in such a study, and your plan to both collect and analyze the data. This assignment will also include a proposed time line for how to proceed with the research. Please present this proposal in a formal academic paper, due Week 10. (100 points).
COURSE SCHEDULE of ASSIGNED READING

Readings are to be read prior to the class date on which they are listed for discussion. It is also important to note that this schedule is tentative. I may have to make minor adjustments to the schedule, but students will be given ample notification of any necessary changes (e.g., in-class verbal notification, email notification).

Week 1: Introduction to Qualitative Research

Reading: Lindlof & Taylor, Chapter 1
Corbin & Strauss, Chapter 1
Ellingson, Chapter 1
Creswell, Chapters 1 and 2

Week 2: Theoretical Traditions to Qualitative Research

Reading: Lindlof & Taylor, Chapter 2
Ellingson, Chapter 2
Creswell, Chapters 4 and 5

Week 3: Overview of Qualitative Research Methods—Observations and Case Studies

Reading: Lindlof & Taylor, Chapter 5
Creswell, Chapter 3; Appendices E and F
Ellingson, Chapter 3

Due: Analysis of Published Research Presentations 1 and 2

Week 4: Overview of Qualitative Research Methods—Interviews and Focus Groups

Reading: Lindlof & Taylor, Chapter 6

Due: Analysis of Published Research Presentations 3 and 4

Week 5: Week 4: Overview of Qualitative Research Methods—Grounded Theory and Phenomenology

Reading: Corbin & Strauss, Chapters 2 – 4
Creswell, Appendices C and D

Due: Analysis of Published Research Presentations 5 and 6
Week 6: Midterm Exam

Week 7: Design of Qualitative Research Projects

- Reading: Lindlof & Taylor, Chapter 3
  - Creswell, Chapter 6
  - Ellingson, Chapter 4

Due: Reflective Writing Assignment

Week 8: Implementing Data Collection

- Reading: Lindlof & Taylor, Chapter 4
  - Creswell, Chapter 7

Due: Analysis of Published Research Presentations 7 and 8

Week 9: How to Analyze Qualitative Data

- Reading: Lindlof & Taylor, Chapter 8
  - Creswell, Chapter 8
  - Ellingson Chapters 5 and 6
  - Corbin & Strauss, Chapters 5, 6, 7, 8, and 9

Due: Analysis of Published Research Presentations 9 and 10

Week 10: Considerations of Writing and Presenting Qualitative Research

- Reading: Lindlof & Taylor, Chapter 9
  - Creswell, Chapters 9 and 10
  - Ellingson, Chapters 7 and 8

DUE: Final Research Proposal
Comm 565  
Research Methods in Rhetoric  
Semester Date  
3 credits

Dr. Trischa Goodnow  
B3 Shepard Hall  
Office Phone: 541-250-2604  
Office Hours: M 4-5 and W 3-5  
Email: tgoodnow@oregonstate.edu

This course will explore different approaches to rhetorical criticism practiced in the Twentieth- and Twenty-first Century. Focusing on the preeminent methods that have generated a substantial corpus of criticism, the course will examine how, in each method, rhetorical texts are selected, what contexts are deemed relevant, what aspects of the text warrant attention, and what ends the critic aims to accomplish. This will be accomplished by reading a selection of works exemplary of each mode of criticism and applying our understanding to a substantial work of rhetorical criticism.

**Learning Objectives:** The following are the learning objectives for COMM 565:
- Identify main threads of rhetorical criticism over the 20\textsuperscript{th} and 21\textsuperscript{st} centuries.
  - Assessment: Participation in class discussions and evaluation of reaction papers.
- Collect and analyze primary and secondary research for a term project
  - Assessment: Evaluation of final presentation and paper
- Defend a critical hypothesis.
  - Assessment: Evaluation of final presentation and paper
- Outline approaches to ethical assessment in criticism
  - Assessment: Participation in class discussion and evaluation of required papers
- Evaluate sources as evidenced in a literature review.
  - Assessment: Evaluation of method paper and presentation
- Relate findings from a sustained analysis of a rhetorical artifact
  - Assessment: Evaluation of final paper and presentation

**Texts:** *Readings in Rhetorical Criticism* edited by Carl R. Burgchardt, Strata Publishing, (latest ed.)

**Requirements:**
- Final Paper 200 points
- Reaction papers 100 points
- Method Paper 100 points
- Method Presentation 50 points
- Paper Presentation 50 points

**Attendance:** Attendance is required. Students are permitted one absence without penalty. For every absence after the allotted one you will receive a half letter grade deduction.

**Papers:** Students will write one formal paper due at noon on the Monday of finals week. This paper will be a rhetorical criticism of a significant message. The choice of message is to be negotiated with me during the first three weeks of the quarter. The paper should demonstrate technical sophistication in its
handling of the subject. Students will be expected to cite a minimum of 8 outside sources in the context of
the paper. No more than one source may be from the internet. The text of the speech does not count as a
source. The textbook (or information distributed in class), Wikipedia, and a dictionary will not count as
an outside source. However, if these sources are used they should be cited properly. The paper should be
thoroughly documented in keeping with the MLA or APA style sheet. 15-20 typed in Times New Roman,
double-spaced and numbered pages. There should not be a title page. There should be a one inch margin
on all margins. Only your name and the title of your paper should appear on the first page. Worth 200
points.

A Note on Proofreading: You should proofread anything you hand in to me. If there are more than three
errors on the paper or outlines, I will stop reading it, return it with one full letter grade reduction.

A Note on Topics: The topic that you choose should be delivered primarily in an oral mode. You may
choose a speech, a song, a movie, a video or any other rhetorical artifact that’s primary mode is oral. You
may not criticize an advertisement of any kind. Once your topic is chosen, you may not change it. So,
choose carefully.

All critical papers and outlines will follow the same basic organization. The first part of the paper should
demonstrate the significance and background of the artifact. The second part of the paper should explain
the methodology to be used. The third and most substantial portion of the paper should be the application
of the methodology to the artifact and the analysis. Finally, the last section of the paper should draw
critical implications about the artifact, the methodology, and the situation which produced the rhetoric.

Grading of papers will be on the following basis:

A "C" paper is one which meets the minimum requirements of the assignment including page
length, style, organization, and content. Papers should be proofread and error free.

A "B" paper is one which meets the above requirements and also shows a more in depth
understanding of the methodology in terms of its relation to the artifact. This paper will provide
an enlightening analysis of the artifact through unique discovery of the means of persuasion.

An "A" paper is one which meets the above requirements and does so with a clear, persuasive
style. This paper will not only provide critical insights into the artifact but also into the
methodology and the nature of criticism in general. The paper gives me an ah-ha moment.
In other words, it makes me think about things in ways that I might not notice at first glance on
my own.

Method Paper: Each graduate student will conduct a literature review of a methodology. You will
negotiate the methodology with me during the first two weeks of the term. This review will examine the
initial source of the method and subsequent uses of the method in the literature, including critiques of the
method. This is essentially a draft of the method chapter of a thesis. This will be an 8-10 page paper with
a minimum of 8 sources. This paper is due February 17. Worth 100 points.

Method Presentation: During an appropriate week, you will present the method to the class. This is a 10
to 15 minute presentation where you teach the method. Worth 50 points.
Paper Presentation: During the final week of the term you will present an 8-10 minute presentation of your final paper. This is equivalent to a conference presentation. Worth 50 points.

Reaction Paper Each week you will type a one-page reaction paper to the readings. This reaction paper will react to the readings. Take a concept, an argument, or some analysis and discuss it. Engage the material. Don’t just summarize the readings. What do you think about it? Do you agree with the author; do you disagree? These papers are designed to make you think about what you are reading. Each paper is worth 10 points. Since we miss Martin Luther King Day, you’ll make up that paper by coming to my office for a meet and greet by the end of the second week. I will have office hours the first week T 2-4, W 1-3:15, Thurs 2-4 and Friday 2-4. I will post week 2 office hours by the end of Week 1. Papers must be in my mailbox by the end of class. If you have competed 7 or 8 papers you will receive an additional 10 points to equal a total of 100 possible points.

Academic Integrity: You must follow the university rules for academic honesty. Plagiarism can result not only in failing this class but could be grounds for expulsion from the university. In presentations and papers you can cite the work of others, but make sure that you acknowledge their contributions.

Students with Disabilities: Some students experience physical or learning disabilities that make some aspects of this course difficult. If you are a student with a documented disability, please see me as soon as possible during the first week of class. Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

TENTATIVE SCHEDULE AND READINGS

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS (to be read for that week)</th>
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<tbody>
<tr>
<td>1</td>
<td>Intro to Rhet Crit</td>
<td>Section I</td>
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<tr>
<td>2</td>
<td>Neo-Aristotelianism</td>
<td>Section II and Reading on Blackboard</td>
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<tr>
<td>3</td>
<td>Narrative Criticism</td>
<td>Section III</td>
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<td>4</td>
<td>Metaphor Criticism</td>
<td>Section IV</td>
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<td>5</td>
<td>Social Movement Criticism</td>
<td>Section V</td>
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<td>6</td>
<td>Genre Criticism</td>
<td>Section VI</td>
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<td>7</td>
<td>Ideological Criticism</td>
<td>Section VII</td>
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<td>8</td>
<td>Feminist Criticism</td>
<td>Section VIII</td>
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<tr>
<td>9</td>
<td>Close Textual Analysis</td>
<td>Section IX</td>
</tr>
<tr>
<td>10</td>
<td>FINAL PRESENTATIONS</td>
<td>Class Evaluation Reaction Paper Paper Presentation</td>
</tr>
<tr>
<td></td>
<td>Finals</td>
<td>Final Paper Due</td>
</tr>
</tbody>
</table>
SYLLABUS SAMPLE 1

COMM 599: Topics in Speech Communication: Communication and the Environment
3 Course Credits: Course meets 3 hours per week in lecture
Spring 2006

Dr. Mark Moore
Office: Shepard Hall, Rm 102
Office Phone: 7-5387
E-mail: mmoore@oregonstate.edu
Office Hours: Tuesdays, 2:00-3:00pm; Thursdays, 2:00-4:00pm

Course Description

Communication and the Environment is designed to help students become more critical producers and consumers of environmental discourse. Through the course readings, class discussions, student research papers and assignments, the course explores the concepts of "nature" and the "environment" with respect to what they entail as communication phenomena. The course also considers the problems we face as humans communicating about the environment, along with the conflicting values, meanings, and modes of discourse that define nature and construct socially what we understand as the environment. To do this, the major premises and arguments for and against conservation and environmentalism will be examined, as well as the ways in which these premises and arguments influence environmental policy and the environmental movement as a whole. Therefore, we will study the natural environment as it is described through various types of discourse by focusing on the ways in which communication creates, shapes, and maintains our perceptions of reality and/or social reality. In doing so, the course will cover the following four units in this order: 1) A Communication Perspective of the Environment; 2) Environmental and Conservation Argument; 3) Communication and Environmental Policy; 4) Communication and the Environmental Movement.

Learning Outcomes

Upon completion of this course, students can be expected to:

–analyze substantive discourse and issues in public environmental controversies.

–critically examine how environmental arguments implicate audiences and structure audience responses to environmental problems.

–synthesize and locate sound ethical arguments for conservation and environmental policy-making.

–be more critical producers and consumers of environmental discourse with greater oral and written, environmental communication proficiency.
–evaluate and apply environmental communication skills and knowledge of environmental conflicts to the practical challenges of current environmental problems.

Course Schedule

Week One: April 4

--Introduction to the course.
–A Communication Perspective for the Environment.

–INSTRUCTIONS FOR ORAL PRESENTATION

Week Two: April 11

–Communication Perspective for the Environment.
–Environmental and Conservation Arguments.

–Read: KB&H, Chapters 1, 2, & 3. ECY, Chapter 1.

–INSTRUCTIONS FOR TERM PAPER ASSIGNMENT
–INSTRUCTIONS FOR LEADING GROUP DISCUSSIONS

Week Three: April 18

–Environmental and Conservation Arguments.

–Read: KB&H, Chapters 4 & 5; ECY, Chapter 1.

Week Four: April 25

–Environmental and Conservation Arguments.

–Read: ECY, 10, 12 & 2.

–LEAD GROUP DISCUSSIONS

Week Five: May 2

–Communication and Environmental Policy.

–Read: KB&H, Chapter 6; ECY, Chapters 8 & 11.
–GROUP DISCUSSIONS
–ORAL PRESENTATIONS

–Term paper purpose statement due

**Week Six**: May 9
–Communication and Environmental Policy.

  –**Read**: KB&H, Chapter 7; ECY, Chapter 6.

–ORAL PRESENTATIONS
–GROUP DISCUSSIONS

**Week Seven**: May 16
–Communication and Environmental Policy.

  –**Read**: KB&H, Chapter 8; ECY, Chapter 4.

–ORAL PRESENTATIONS
–GROUP DISCUSSIONS

**Week Eight**: May 23
–Communication, Environmental Policy, and the Environmental Movement

  –KB&H, Chapter 9; ECY, Chapters 7 & 9.

–ORAL PRESENTATIONS
–GROUP DISCUSSIONS

**Week Nine**: May 30
–Communication and the Environmental Movement.

  –**Read**: ECY, Chapters 3, 5, & 9.

–ORAL PRESENTATIONS
–GROUP DISCUSSIONS

**Week Ten**: June 6
–Communication and the Environmental Movement
Key to Abbreviations: KB&H = Kempton, Boster, & Hartley text  
ECY = The Environmental Communication Yearbook, vol. 1

**Assigned Reading**


**Course Assignments**

**Oral Presentation:** Each student will be assigned a class date for the purpose of giving an oral presentation and then leading a question/answer period on a particular aspect of a current debate over a perceived environmental problem. The environmental problem to be considered for this class will be on the controversy of global warming. Students will provide a full-sentence outline to class members on the day of presentation that will include at least seven sources on the topic outside of class readings. Students should expect to speak for about 15-20 minutes and then lead a question/answer period for about the same length of time. The overall presentation will be worth 100 points. More specific details will be given with the instructions, but keep in mind that the focus of the presentation should be kept on the way that communication plays a role in the nature of the controversy. Attendance on presentation days is mandatory.

**Class Discussion Leadership:** Each student will lead two class discussions on two of the assigned readings in the syllabus. More specific instructions will given during the second week of class but students should give a summary or overview of the reading assignment and then lead a discussion of it based on a set of discussion questions prepared in advance. On the day that you lead your discussion you will turn in a copy of the questions with a summary of what you think would be a fitting response to each question. Of course, the success of such an assignment will demand that all students have completed the reading assignment to be discussed and are prepared to engage in discussion. Each assignment is worth 50 points. Attendance on days when group discussions are lead is mandatory.

**Term Paper:** For this paper, each student will select a current and controversial environmental problem, examine that problem, explain how communication plays a role in it, and then offer potential ways in which communication can play a role in its resolution. The paper will be worth 150 points. Specific details will be given with the instructions during the second week of class.
### Point Value for Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation</td>
<td>100</td>
<td>315-350 A/A-</td>
</tr>
<tr>
<td>Discussion Leader (2 X 50)</td>
<td>100</td>
<td>280-314 B+/B-</td>
</tr>
<tr>
<td>Term Paper</td>
<td>150</td>
<td>245-279 C+/C-</td>
</tr>
<tr>
<td></td>
<td>350</td>
<td>210-244 D+/D-</td>
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</tbody>
</table>

### Course Requirements

Oral presentations must be given on the assigned date and accompanied by a full-sentence outline to be distributed in class on the day of the presentation.

Group discussions to be lead will cover various assigned class readings that will include a list of discussion questions prepared in advance of the day discussions are conducted.

The topic for the term paper must be approved by submitting a purpose statement at midterm and the term paper itself must be turned in on the assigned date, in class.

Late presentations, discussions, and papers will only be accepted with the instructor's approval, and if approved there will be an appropriate point-value reduction for the assignment.

All graded written materials (outlines, papers, etc.) must be typed.

Due to the amount of group interaction and oral presentation, class attendance is essential to the success of each individual student and to the course as a whole.

All electronic devices and cell phones must be tuned off and put away during class.

### Statement Regarding Students with Disabilities

“Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.

### Statement on Academic Dishonesty

Academic dishonesty is absolutely not tolerated. Link to Statement of Expectations for Student Conduct, i.e., cheating policies http://oregonstate.edu/admin/achon.htm
SAMPLE SYLLABUS 2

COMM 590
Feminist Rhetorical Theory
Fall 2010

Dr. Trischa Goodnow
204 Shepard Hall
737-5392
tgoodnow@oregonstate.edu
Office Hours: M 11:30-1, W 9-10 and by appointment

Objectives: During the course of this term we will explore the entrance of a feminist perspective into the realm of rhetorical study, examine the ways in which feminist theory has been articulated as rhetorical theory, and consider feminist rhetoric itself as an alternative to the traditional patriarchal rhetoric studied since the beginning of the art.

Learning Outcomes: Upon completion of the course, students will be able to
1. Identify and explain points of difference between traditional rhetorical theory and feminist rhetorical theory
2. Explain constructs that support a particular, feminist rhetorical theory
3. Locate and identify alternative ways to engage points of difference with others, ways juxtaposed to the traditional means espoused in standard, public speaking protocols
4. Articulate criticisms of feminist theory

Text: Course packet provided by University Readers. Here is the purchase information: Detailed instructions are available at www.universityreaders.com/students/instructions/
Your custom course materials published by University Readers contain required readings that have been carefully selected for this course. If you hope to do well in this course, it is highly recommended that you purchase the course pack and always stay on top of your reading. To purchase your course materials, please visit University Readers at www.universityreaders.com and click the white "STUDENTS BUY HERE" button located within the red "Students" section in the upper-right corner of our home page. You will create an account and be prompted to choose your state and institution. Easy-to-follow instructions will lead you through the rest of the purchasing process. Payment can be made by all major credit cards or electronic check. Your order is then processed and shipped out to you (orders are typically processed within 24 hours and often same day). Shipping time will depend on the selected shipping method. If available for your course, you will also be emailed instructions on how to download a FREE 20% PDF download so you can get started on your required readings right away. If you have any difficulties, please e-mail orders@universityreaders.com or call 800.200.3908.

You should bring your reading packet to class.
Assignments:

Grades will be based on the following assignments:

- Reaction Papers/Question 100 pts
- Literature Review 200 pts
- Final Paper 300 pts
- Presentation 100 pts
- Non-Speech Experience Paper 50 pts

**Reaction Papers:** Each week on Monday you will turn in a one page, typed and proofread reaction paper to the readings. This paper is due by the end of class. If you are not in class on a Monday, the reaction paper must be in my mailbox by the time I return from class. I will not accept late papers or papers via email. This paper should NOT be a summary of the reading. Nor should it be an assessment of the quality of the reading. Rather, you should engage the material. What do you think about the reading? What does it make you think about? Do you agree or disagree? Is there something that confuses you? The purpose of these papers is first, to make sure you’ve done the reading, but secondly, and more importantly, to make sure you’ve thought about the issues raised. This will lead to more productive discussions in class. To gain full points on the reaction papers you must illustrate that you’re thinking critically about the readings. The papers will be graded with the following points: 10 points means you’ve done a good job engaging the material, 5 points means you’ve done an adequate job and zero points means you barely tried. You must also proofread. If there are more than two errors, I will return the paper to you with zero points. There are eight weeks of readings. The Foss and Griffin reading is due Thanksgiving week. During the first month of the term (by Oct. 31), you should come talk to me in my office. We’ll have a little meet and greet in my office during the first two weeks that will count for the first reaction paper. This will be the 10th reaction paper. Each one is worth 10 points. Total: 100 points. **I WILL NOT ACCEPT REACTION PAPERS LATE OR VIA EMAIL!**

**Literature Review:** You will choose either one Feminist theory or one Feminist theorist that we study this term and conduct a literature review. If you choose the theory option you will examine the theory and reactions to it and ways in which others have used the theory. If you choose the theorist you will examine their body of work and how they have developed their theory(ies). This is a 7-10 page paper that follows the guidelines below except for the number of sources. This should be appropriate to the topic. This paper is due November 19.

**Final Paper:** You have several options for the final paper. These are to be typed and proofread. All options require a page length of 15 to 20 pages. Pages should be numbered with one inch margins. You should NOT have a cover page. The first page should ONLY include the title of your paper. The final page should include your name. Each paper will include a MINIMUM of eight outside sources. These sources should be scholarly sources. The following will NOT be counted toward the required total of sources: wikis, dictionaries, any readings from the course packet, more than one source from a webpage. You may include the above, but they will not count toward the required total. If you use a source, cite it. If I discover plagiarism (using another person’s words or ideas without giving them credit), you will receive a “0” for the
assignment. You should cite these sources according to the APA style manual. If you do not know how to cite according to this style, you can reference the Department of Speech Communication website: http://oregonstate.edu/dept/speech/writing.html. You can also access the APA style manual at the library. Failure to follow this style manual or any of these instructions will result in a full letter grade deduction for this assignment.

All essays should follow the following outline: introduction (attention getter, thesis statement, preview of how you will proceed in the paper), the body (this is a clear explanation of two to four arguments you wish to make in your paper with each argument be explained separately) and conclusion (review of main arguments, restate thesis, and concluding statement).

Options:

A) Choose one theory essay that we have read this term and refute it. We will read several essays that take issue with previous feminist theory. You should not just parrot these criticisms. While you may share some of their concerns, you should expand their logic, approach from a different angle, or explain your own critiques. The idea here is that feminist rhetorical theory is evolving and no theory is considered a law. Your job here is to challenge assumptions and advance theory by pointing out where a particular theory falls short.

B) Choose one theory essay that we have read this term and extend it. Theory is a starting point in the humanities. Consider the essay you’ve chosen. Are there weaknesses? Are there areas that have not been fully developed? In this paper, you might talk about ways that this theory could be used in areas the author(s) did not think about. The idea here is to think more broadly about the proposed theory.

C) Choose one rhetorical theory that you have studied in another class that would not be considered a feminist rhetorical theory. Using theory or theories we study this term draw a comparison between the traditional theory and the feminist rhetorical theory. In what ways are they similar? Where are the differences? Are the theories compatible or are they mutually exclusive? In this paper you will explore the place of the feminist theory in relation to traditional rhetorical theory.

D) For the final option, you may choose to explore one piece of contemporary rhetoric using one of the Feminist theories we explore this term. This is essentially a rhetorical criticism using Feminist theory. You will choose one speech act (either verbal or nonverbal/visual) and apply a feminist theory to draw conclusions. The essays on the Grimké sisters, Barbara Jordan, and Bernadette Devlin are examples of this assignment. However, you should not be constrained by methods used in these articles. The purpose here is to test the validity of the theory in practical application.

Papers are due Monday of finals week at 5 p.m.
Presentation: During the course of the term, you will lead a discussion of your topic for the literature review on the appropriate day in class. You will begin with a 15 to 20 minute lecture that covers your research. You will then lead the class in a discussion of the reading for that day.

Non-Speech Experience: One of the arguments that is made in a variety of ways in Feminist Rhetorical Theory is that women often seek alternative rhetorical outlets to public speaking. During the first three weeks of the term, you will experience one of these ways. You have two options: 1) Birth 2) Unraveling the Ribbon. Birth and Unraveling the Ribbon are plays sponsored by various organizations and the University Theatre. Birth explores the idea of women’s ownership of the birth process while Unraveling the Ribbon examines how breast cancer impacts relationships. Birth will take place on Thursday, Friday, and Saturday Oct. 9-11 at 7:30 in the Lab Theatre and on Sunday Oct. 12 at 2 in the Lab. Your admission is free (you will have to give your name at the box office). Unraveling the Ribbon opens the following weekend Oct. 16-18 at 7:30 in the Lab Theatre. Admission is free. Upon seeing one of the shows, you will write a two page reaction paper. This paper should not be about the quality of the production. Rather, the critique should engage the content of the play. How does it communicate its message to the audience? What is the message? How would this differ from a speech on the same topic? Is this a more or less effective way to communicate the message? What are the advantages and disadvantages of communicating through this medium? The paper should be types and proofread. It is due October 22 in class.

Tentative Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9.29</td>
<td>Intro</td>
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<td>10.1</td>
<td>Sarah Palin</td>
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<td>10.6</td>
<td>First entries</td>
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<td>10.8</td>
<td>Womanization</td>
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<td>10.13</td>
<td>The Grimke Sisters</td>
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<td>10.15</td>
<td>One Woman, One Vote</td>
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<tr>
<td>10.20</td>
<td>Jordan and Devlin</td>
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<td>10.22</td>
<td>Mother Jones</td>
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<td>10.27</td>
<td>Dow</td>
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<tr>
<td>10.29</td>
<td>Blankenship, et. al.</td>
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<tr>
<td>11.3</td>
<td>Blair, et. al.</td>
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<td>11.5</td>
<td>Clinton and Obama</td>
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<td>11.10</td>
<td>Wood</td>
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<td>11.12</td>
<td>Biesecker and Campbell</td>
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<td>11.17</td>
<td>Condit</td>
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<tr>
<td>11.19</td>
<td>Foss and Griffin</td>
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<tr>
<td>11.24</td>
<td>No Class</td>
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<tr>
<td>11.26</td>
<td>Video</td>
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<tr>
<td>12.1</td>
<td>Catch up...</td>
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<td>2.3</td>
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Course Overview: A focus on diversity in the workplace responds to demographic changes and anticipates future cultural shifts in the workplace by framing diversity as a process and a resource to be leveraged rather than as a problem to be solved. To be successful, managers must learn to integrate different viewpoints to enhance creative problem solving, task performance and leadership ability. In short, the organization of the future will be increasingly heterogeneous. Therefore, many of the key opportunities and challenges for diverse workplaces will center around people from different cultures working together effectively.

Course Credit Hours: 3

Course Objectives:
- Demonstrated knowledge, synthesis and critical assessment of fundamental theories of social identity and their impact on workplace relations and related outcomes
- Analysis, evaluation and understanding of theoretical concepts of social identity such that students can make use of and challenge theories of social identity
- Application and integration of personal experiences with social identity theories and principles via experiential assignments

Course Format: This course will begin with an overview of diversity issues in the workplace. More specifically, the goal of this course is to teach students how to make strategic use of intercultural and other synergies to help organizations improve market penetration, employee engagement, customer loyalty and the bottom line. To this end, we will examine organizational strategies for creating and sustaining a workforce which is inclusive of difference of race, gender culture and personal values.

Course Methodology: Instructional activities consist of both lecture and discussion although I will try to emphasize the latter as much as possible. The success of this course is predicated upon highly interactive methods of teaching. Thus, students who offer original perspectives and who integrate examples from other contexts will be rewarded. This course requires on significant writing assignment as well as several short analytic papers and responsibility for one presentation.
Student Accommodations

Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.

Academic Integrity

The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and other sanctions as specified in the academic integrity policies of the individual colleges. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities.

Assignments

Your Area of Interest/Area of Honest Inquiry/Hot Button/Rationale/Other

During the first part of this course, you are expected to select an article (academic or popular culture), a film clip, or a book or maybe even a picture/photo that focuses on an area of interest to you related to social identity at work. Your topic may be linked to your thesis or project, to something you always wanted to explore or to something that you think is connected to a current event of interest. Your objective is to bring the article to class and conduct a mini-presentation of the issue to the class. Specifically, using 5-7 minutes, overview the topic and then using another 5-7 minutes lead us in a brief discussion about the relevance of the topic to workplace social identity and to our previous discussion of Chapters 1, 2 and 9 in the Allen text. This is considered part of your participation grade and will be assessed largely as "pass/fail" in terms of meeting the basic requirements outlined herein.

Presentation: Leading A Class Discussion

Each student will be responsible for a presentation which will articulate framing questions, offer an interpretive context, and introduce other resources relevant to a specific text, film clip or other course material. The format is flexible and can be, for example, an individual oral presentation, a structured debate with guest speakers or a video you make addressing the issues. This presentation will require you to exhibit careful analysis, creativity, originality and strong presentation skills. In essence, you will be given a portion of the class in which to lead discussion on a specific topic. Your goal is to teach the rest of us; give us some knowledge, awareness and skills that we can use in our professional lives. See the last page of this syllabus (articles for student-led presentations) for a list of the possible articles from which to choose your class presentation topic. They are available on a first-come, first-served basis.
Individual Experiential Paper (IEP): Being Exposed to Diversity
The purpose of this assignment is to expose you to a new situation that required to carefully observe your surroundings and asks you to both describe what you felt and what other individuals might feel about having you among them. Your assignment is to go by yourself (you may not take anyone with you) to a place you have not been before and to observe what you see (and participate if appropriate). Please note that these two conditions (going by yourself and doing something you have not done before) are important. After your field experience, you will write a 4-5 page paper that includes the following:

✓ Date and address of where the experience took place
✓ Length of time you were there
✓ Brief description of the setting
✓ Your reaction to the situation in terms of your behavior and feelings
✓ The reaction of the other individuals toward you
✓ What this experience teaches you about being different from others in your environment
✓ How such an experience might influence your development in you were to work in such a setting for a major period of your life
✓ Concluding comments

Listed below are some examples of places other students have visited:

- A protestant visits a Buddhist service
- A man takes a “Lamaze” class
- A Caucasian visits a Black church or student organization
- A student of color visits a resource center for a different minority group (e.g., Native American visits Asian cultural center)
- An atheist or agnostic visits any institution of faith (e.g., church, synagogue, etc.)
- A hearing individuals visit a school for the deaf
- A man visits a maternity clinic
- A student visits “dignity village” (Portland) or other local “homeless” shelter
- A younger person visits an assisted living facility for the elderly
- A single person visits a children’s nursery at times to include observation of the dropping off and picking up of children by their parents
- An able person visits student disabled services to learn about the range of disability issues the organization deals with
- Other

Do not choose to visit a setting where you might feel like an intruder into someone’s privacy. In some situations, you may need to get permission to observe the group. Use your good judgment. Do not place yourself in a situation that is physically dangerous. Choose a setting that you truly want to learn about so you don’t feel like an undercover agent. The papers are due at the end of
the term and must be double-spaced, and typewritten with 1-inch margins. They will be evaluated on the extent to which they are clearly organized, with no grammatical or spelling errors. In writing your paper, make sure to make specific references to readings and their content and to appropriately reference work when you draw from readings and other literature.

Short Analytic Papers (HBR Case Studies)

For your choice of any 3 of the 5 topics below, develop a focused, cleanly written 2-4 page analysis addressing the issues raised in each question. For each paper, a well-thought out argument is required; to that end, use the questions below as a “jumping off” point for developing your perspective of the issues raised in the case. Each paper is worth 20 points and is due on or near the date the topic is discussed in class.

1. How do stereotypes around leadership styles work to the “disadvantage of both men and women” in “Three Men, Two Women on a Raft?” What really happens in Raft No. 4 to undermine the team’s effectiveness?

2. At the close of “It Wasn’t About Race. Or Was It?”, Jack Parson must come up with an agenda for the Wednesday morning meeting. What are the underlying issues in the case? What should he do?

3. Based on the “Case of the Religious Network Group”, how should corporations “accommodate diverse religious practice and spiritual values” in the workplace setting? If you select #3, you must also do #5.

4. In “Mommy-track Backlash”, what are the work/life balance issues Jessica feels are clouding the waters for her in terms of making an equitable decision regarding her employees? What would you do and why?

5. In “Dear White Boss”, what parallels do you see with the Connor case study? (#3 above). For this case study, respond with a letter of reply as the “white boss.” If you select #5, you must also do #3.

Note: As an alternative to one or more of the suggested topics above, individual students are welcome to propose their own arguments for short analytic papers. Theses topics must derive from particular course readings. My consent is required before submission.

Participation

Class participation is central part of the learning process in this course. Classes may include discussions, role plays, pre-class/in-class writing, debates and guest lectures. Each student is expected to attend class fully prepared, complete assignment by due dates and contribute to class discussion. Additionally, students are expected to frame appropriate questions in anticipation of question and answer sessions with guest speakers.
Major Paper

Final papers can focus on one of two specific contexts:

1. A specific domestic social identity group
2. A specific organization or industry

Within the context of your choice, you have two options for completing your paper:

Option One involves conducting primary or secondary research on a specific topic of interest to develop implications for practice. For example, you might focus on performance, creativity, innovation or small group performance. Then, using your variable of interest, tell me what specific actions you would recommend be taken or avoided to a) promote and sustain an inclusive workforce, b) make welcome a particular employee subculture or c) more effectively recruit and also retain diverse employees and so forth.

Option Two involves choosing a specific organizational context and using course materials to develop a manual that would provide diagnostic questions for the resolution of conflict due to the integration of specific forms of diversity. Your manual might include suggestions for conflict de-escalation in specific situations and recommendations for conflict management system design, including specific steps an organization might take to anticipate and mitigate potential conflict due to diversity in the first place.

Each student must make a 12-minute presentation of his work. Presentations will be held on the last day of class or in the final exam time slot (not decided yet). Your goal is to teach the rest of us; give us some knowledge, awareness and skills that we can use in our professional lives.

Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Individual Experience Paper</td>
<td>75</td>
</tr>
<tr>
<td>HBR Case Study (3 at 25pts each)</td>
<td>75</td>
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<tr>
<td>Class discussion</td>
<td>50</td>
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<tr>
<td>Major Paper</td>
<td>200</td>
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<tr>
<td>Presentation of Major Paper</td>
<td>50</td>
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<tr>
<td>Participation</td>
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Total Points 500
## Tentative Course Schedule

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<th>Date</th>
<th>Class Activity</th>
<th>Readings Covered/Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>T, 4/1</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>R, 4/3</td>
<td>Why examine social identity at work?</td>
<td>Allen, Ch. 1 and Ch. 9</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>T, 4/8</td>
<td>Power</td>
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<tr>
<td>R, 4/10</td>
<td>Power cont. . .</td>
<td>Allen, Ch. 2</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>T, 4/15</td>
<td>Social Identity at Work (your interests)</td>
</tr>
<tr>
<td>R, 4/17</td>
<td>Your issues cont. . .</td>
<td>Students bring article, film clip, book or picture</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>T, 4/22</td>
<td>Class</td>
</tr>
<tr>
<td>R, 4/24</td>
<td>Class cont . .</td>
<td>Allen, Ch. 5</td>
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<tr>
<td></td>
<td>*Mommy-Track Backlash due.</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>T, 4/29</td>
<td>Gender</td>
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<tr>
<td>R, 5/1</td>
<td>Gender cont. .</td>
<td>Allen, Ch. 3; Read Tannen's Power of Talk</td>
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<tr>
<td></td>
<td>*Three Men, Two Women due; Class discussion leader</td>
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<tr>
<td><strong>Week 6</strong></td>
<td>T, 5/6</td>
<td>Religion</td>
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<td>*Religious Group Network due; Class discussion leader</td>
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<tr>
<td><strong>Week 7</strong></td>
<td>T, 5/13</td>
<td>Sexual Orientation</td>
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<tr>
<td>R, 5/15</td>
<td>Sexual orientation cont. . .</td>
<td>Allen, Ch. 6</td>
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<td>Class Discussion Leader</td>
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<tr>
<td><strong>Week 8</strong></td>
<td>T, 5/20</td>
<td>Race</td>
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<td></td>
<td>Allen, Ch. 4</td>
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R, 5/22  Race cont. . .

*About Race or Was it? and *Dear White Boss due.; Class discussion leader

Week 9

T, 5/27  Ability
Allen, Ch. 7; Read Wendt & Slonaker, Sr., (2006)

R, 5/29  Ability cont. . .
Class discussion leader;
IEP due.

Week 10

T, 6/3  Age
Allen, Ch. 8; Class discussion leader;
Read Paul & Townsend, 1993; Wilson, 2006

R, 6/5  Age cont. . .
Major Papers due.

*Case studies (short analytic papers); the two on race [5/22] are linked so that both must be completed. Complete any three of the five.

Regular italics, no asterisk, are supplemental readings designed to be read along with the Allen text.

__________________________________________________________________________

Student-Led Discussion Articles


ageism and causal attributions. *Journal of Applied Psychology, 36, 6, 1337-1364.*


*Note: These articles are not in the reserve reading packet; please locate online.*
Appendix B

Examples of schedules for M.S./M.A. students
These are sample programs that could be executed for a particular student's interests. These three fictional grad students could take these courses to complete their programs. Electives are noted in italics:

Student I
Interest: Mediation and Facilitation

First Year 2006-7
Fall: 200701  Winter: 200702  Spring: 200703
Grad Seminar (520)  Target Sem Comm (591)  Target Sem Rhet (590)
Rhet Theory  Comm Res Meth (517)  Rhet Res Meth (565)
Comm Theory  *Internat Conflict (546)*  Adv. Interpersonal (518)

Second Year 2007-8
Fall: 200801  Winter: 200802  Spring: 200803
*Ethnography* (516)  *Intercultural* (526)  Thesis (9 credits)
*Bargaining* (542)  Target Sem Comm (591)  Defense
Target Sem Rhet (590)  Third Party Dispute Res (544)

Total: 54 credits

Student II
Interest: Peace, community relations or non-profit

First Year 2006-7
Fall: 200701  Winter: 200702  Spring: 200703
Grad Seminar (520)  Target Sem Comm (591)  Target Sem Rhet (590)
Rhet Theory  Comm Res Meth (517)  Rhet Res Meth (565)
Comm Theory  *Internat Conflict (546)*  Sm Group (522)

Second Year
Fall: 200801  Winter: 200802  Spring: 200803
*Bargaining* (542)  Targeted Rhet Sem (590)  Thesis (6 credits)
Targeted Sem Comm (591)  *Intercultural* (526)  Defense
Health Comm (527)  Thesis (3 credits)

Total: 51 credits
Student III  
Interest: Law, persuasion

**First Year 2006-7**

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<tr>
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<th>Spring: 200703</th>
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<td>Target Sem Comm (589)</td>
<td>Target Sem Comm (588)</td>
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<tr>
<td>Rhet Theory</td>
<td>Comm Res Meth (517)</td>
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<tr>
<td>Comm Theory</td>
<td>Minor (Political Sci – 4 cr)</td>
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**Second Year**

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<td>Targeted Comm Sem (591)</td>
<td>Targeted Rhet Sem (590)</td>
<td>Minor (Political Sci – 4 cr)</td>
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<td><em>Adv Argumentation</em> (545)</td>
<td><em>Internat Conflict</em> (546)</td>
<td>Thesis (8 credits)</td>
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<td>Minor (Political Sci – 4 cr)</td>
<td>Minor (Political Sci – 4 cr)</td>
<td>Defense</td>
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Total: 60 credits
## Appendix C

### History: Student Demographics

#### MAIS Students

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<tr>
<th>Year</th>
<th>Total for Year</th>
<th>Two COMM Areas</th>
<th>One COMM Area</th>
<th>Female</th>
<th>Male</th>
<th>OR</th>
<th>Out State</th>
<th>Int'l</th>
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#### MAIS Degrees Awarded

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* Summer 2008
Appendix D

Faculty Curriculum Vitae

Judith Bowker
Bobette Bushnell
Natalie Dollar
Trischa Goodnow
Robert Iltis
Mark Moore
Mark Porrovecchio
Elizabeth Root
Gerald Voorhees
Gregg Walker
DRAFT LETTER
9 March 2011 (CLC)

Dear Professor Itlis:

Thank you for contacting the Department of Communication with the news that Oregon State University hopes to house a master's program, and I appreciate the opportunity to review your packet.

Based on the information, the OSU program differs from ours at Portland State. Our program is quite broad in scope, and we offer no courses in rhetoric, argument, conflict and negotiation. Our main core courses engage students in three areas of theory and three areas of methods. Speaking briefly our required theory courses cover (1) Social, Institutional and Media Theories, (2) Cognitive and Relational Theories, and (3) Critical and Cultural Theories. Our three required research courses entail qualitative, quantitative and critical methodologies.

In terms of requirements, the programs are quite different and I see no overlap between the PSU master's program and the one proposed at OSU. Indeed, the only areas where I see similarities are with the electives. For example, you note that each OSU faculty member will teach a seminar in her or his area of expertise, such as intercultural communication. To that end, we do have graduate faculty who teach, for example, intercultural communication as their area of expertise. But, unlike OSU, we typically teach courses in media studies, political communication, new technologies in mass media, health communication, metaphor, and conversation analysis.

In summary, I find the OSU program distinct from the master's in communication at Portland State, and wish you every success.

/s/ CLC
Robert S. Ilitis, Ph.D.
Associate Professor
Department of Speech Communication
Shepard Hall
Oregon State University
Corvallis, OR 97331
541-737-2461
541-737-4443 (fax)

From: Cynthia-Lou Coleman [mailto:ccoleman@pdx.edu]
Sent: Wednesday, March 09, 2011 3:59 PM
To: Ilitis, Robert
Cc: Jeffrey D. Robinson; Grant Farr
Subject: RE: Request for Liaison, MA/MS Proposal, OSU

Prof. Ilitis:
Thank you for the opportunity to review the materials for the OSU master’s program. I will make sure our department graduate advisor and the dean’s office gets a copy for their files.

I am happy to write a letter that supports the program, which is substantively different from ours. Your focus in rhetoric, argumentation and conflict makes it quite distinctive. I have drafted a letter (attached): let me know if this meets your needs and, if so, I will send you a clean copy.

Success, Cindy Coleman

Cynthia-Lou Coleman, Chair
Department of Communication
Portland State University
Website: http://www.pdx.edu/communication/cynthia-lou-coleman-0
Blog: http://nativescience.wordpress.com/

****

From: Ilitis, Robert [mailto:rlitis@oregonstate.edu]

Professor Cynthia-Lou Coleman, Chair
Department of Communication
Portland State University
Portland, Oregon 97403

Dear Professor Coleman:
In September 2001 Professor David Ritchie provided a favorable liaison letter to Dr. Gregg Walker for our department's Master of Arts proposal in Communication. Unfortunately, budget constraints in the College of Liberal Arts required the tabling of that proposal and others in the college. With a more favorable economic scenario the Department of Speech Communication is resubmitting the proposal. I am writing to request again a liaison letter.

We hope to complement your excellent program's focus on Urban Life, Media Theories, Critical, Cultural and Relational Theories and Cognitive Theories. Our proposed program's strengths include conflict and negotiation, classical and contemporary rhetoric, argument and advocacy discourse, persuasion, interpersonal and intercultural communication, organizational communication, and media aesthetics. The O.S.U. program will provide a significantly different program to students who can integrate rhetoric and communication combining, for example, contemporary rhetoric, conflict negotiation, advocacy discourse, organizational communication, media aesthetics, and intercultural communication.

We believe that graduate students at either institution could benefit from the individual strengths of the other department. We envision working with your program so that M.S./M.A. students could, when feasible, take some course work at the sibling institution. O.S.U. students could enroll in specialty courses offered by P.S.U. faculty and P.S.U. students could elect from the range of O.S.U. rhetoric courses not otherwise available to them.

The proposal is fundamentally the same as the one Dr. Ritchie reviewed in 2001, except that we will offer an MS option as well as the MA.

I have attached the current draft of the proposal as well as a copy of your letter from 2001.

It is facile to say that your time is valuable, but it is true. I regret requesting an update of an old letter, but members of the University Curriculum Committee properly reasoned that new liaison letters would be prudent. Too much time has passed.

Of course I am happy to answer any questions you may have about the proposal.

Sincerely,

Robert S. Itlis, Ph.D.
Chair
Department of Speech Communication
Shepard Hall 104
Oregon State University
Corvallis, OR 97331

541-737-2461
541-737-4443 (fax)
December 9, 2010

Robert S. Iltis, Ph.D., Chair
Department of Speech Communication
Shepard Hall 104
Oregon State University
Corvallis OR 97331

Dear Professor Iltis:

Thank you for the opportunity to again review the Master of Arts degree program in Communication.

As I wrote when reviewing the proposal in September 2001, the proposed program’s focus on communication and rhetoric distinguishes it from the graduate programs offered in the University of Oregon School of Journalism and Communication.

I will note that the proposal does propose “conflict management and resolution” as a major option. This option may overlap with the UO’s Master’s Degree Program In Conflict and Dispute Resolution, http://conflict.uoregon.edu/.

Sincerely,

[Signature]

Tim Gleason
Edwin L. Artzt Dean
Professor of Journalism
Dear Dr. Walker:

I am delighted that you have asked me to offer my judgment on your M.A. proposal. As you know, the University of Oregon was forced to eliminate its Speech department, leaving a significant void in our curriculum and leaving students interested in pursuing graduate work in non-mediated communication with very few choices of programs in the Pacific Northwest. I hold a Ph.D. in Rhetoric and Communication, and am qualified to assess the proposed program.

The proposal you have included places a much-needed focus on the study of communication and rhetoric. The program objectives, clearly set forth in the first paragraph of the proposal, would provide graduate students with refined insight on the functions played by symbols in human society. While other disciplines touch upon the symbol, the field of communication and rhetoric places the symbol at the center of research and instruction. Scholars of communication and rhetoric build on a heritage of some 2,000 years, providing theoretical insight and practical guidance on the most important problems in society. Without question, students entering and graduating from OSU with a M.A. in Communication would be well prepared to enter careers in marketing, public and community relations, and a host of other occupations.

As part of the curriculum, the program would offer coursework in organizational communication, rhetoric theory, and a number of other curricular options. Oregon State would have the only systematic graduate program in communication between Portland and Humboldt State University in California. The program would serve a unique function and offer an essential discipline to students.
Oregon State has the faculty and the facility to offer a graduate degree, and I give my full endorsement of the proposal you have included. You have developed a strong proposal, deserving adoption. If I can be of assistance, I am hopeful you will contact me.

Sincerely,

[Signature]

David A. Frank, Ph.D.
Director
Robert D. Clark Honors College
University of Oregon
Category I Proposal
Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3550)

Title of Proposal: Proposal for the Initiation of a New Instructional Program Leading to Master of Science/Master of Arts Degree in Communication

Effective Date: September 2010

Department/Program: Department of Speech Communication

College: College of Liberal Arts

X Faculty Guidelines (http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff)
X Information Technology Guidelines (http://oregonstate.edu/accessibility/)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Sign (Dept Chair/Head; Director)  Date

Print (Department Chair/Head; Director)
Library Evaluation for Category I Proposal

Proposal for the Initiation of a New Instructional Program Leading to the Master of Science/Master of Arts Degree in Communication

Title of Proposal

Speech Communication

Department

College of Liberal Arts

College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

[ ] inadequate to support the proposal (see budget needs below)
[ X] marginally adequate to support the proposal
[ ] adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

**Year 1**

- Monographs $500/year
- New journals $5,433/year
- Total $5,933/year

**Ongoing (Annual)**

- Monographs $500/year
- New journals $5,433/year
- Total $5,933/year

Comments and Recommendations:

Date Received: 10/5/2010

Subject Librarian

Date Completed: 10/19/2010

Signature

Head of Collection Development

Signature

Date

University Librarian

Signature

Date

Created: October 15, 2010
Updated: October 19, 2010
Page 1
Oregon State University Libraries
Collection Evaluation for the proposed MA in Speech Communication

Overview
In response to the Category I Proposal submitted by the Speech Communication Department, I reviewed the monographs collection, including the age of the OSU collection, the number of monographs published in the discipline, use of the current collection as well as the number of titles being published in the discipline. I also compared some of this data with other institutions with programs similar to the one being proposed. For serials, I reviewed the journals with the highest impact factor, compared this to our holdings, usage statistics, journals titles recommended by Magazines for Libraries\(^1\), the journals cited by faculty, and journals where our faculty have published. I also solicited journal title recommendations from the faculty. In general, the monographic holdings compare favorably to other institutions but purchasing has declined significantly in the last decade and the collection is not adequate to maintain an MA program. The collection is also missing several core journals in the discipline. This is especially crucial when considering an MA program that requires a thesis.

Comparator Institutions Overview
I reviewed the current collection against 4 comparator institutions recommended by the Speech Communication faculty. These institutions were selected because they are considered a) peer-institutions of Oregon State and b) they off an MA program that is comparable in course work and course offering to the proposed OSU program. All are MA programs with the exception of NCSU which also offers a PhD. I reviewed the class lists to see if generally the curriculums are comparable. They require fewer credit hours for the MA program than the proposed OSU program.

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<th>Institution</th>
<th>Credit hours</th>
<th>MA Thesis</th>
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<td>Colorado State</td>
<td>27 credits</td>
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<tr>
<td>San Diego State</td>
<td>30 credits</td>
<td></td>
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<td>Cal State Fullerton</td>
<td>30 credits</td>
<td>Yes</td>
</tr>
<tr>
<td>NCSU</td>
<td>27 credits</td>
<td>Comps</td>
</tr>
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</table>

Collections - Monographs
The Category I proposal identifies four areas of concentration for the MA program.

- Persuasion and argumentation
- Conflict management and resolution
- Cultural and intercultural communication
- Organizational and group issues

Speech Communication is interdisciplinary. Students and faculty doing research in speech communication use the collections in the areas of philosophy, rhetoric, political science, history, mass media, psychology, business and education. This assessment used subject areas rather than call numbers due to the interdisciplinary nature of the subject.

The last assessment of the communications collection was done in 2000. That assessment acknowledges that in conjunction with collections in other disciplines “the collection is able to support the department at a much higher level - at a level 3b or 3c” but the summary of that assessment concluded that “the collection is barely able to

---

support Masters level research and should be brought to and maintained at a 3c level. Overall, the picture is one of an aging collection unable to keep up with publishing trends.” Since then, the number of monographs purchased for the collection has decreased in all but a few areas which makes is unlikely that the collection is now at the 3c level.

Comparing our holdings to other libraries is not a perfect indicator, since we do not have collection ages for these institutions and we do not know which of those titles are for graduates or undergraduates. I used selected Library of Congress Subject Headings, based on the areas that the program wants to emphasize, to make the comparison. This indicates that there are gaps in our collections. Overall, OSU has from 58-93% of the number of titles owned by the comparator institutions depending on the subject area. The largest gaps (under 55%) are in conflict management, crisis management, discourse analysis, mediation (international), negotiation, and visual communication. Our collection in the subject heading of communications is equal to Cal State Fullerton but less that Colorado State (82%), San Diego State (74%), and NCSU (70%). See Appendix A for OSU holdings compared to peer institutions.

Speech Communications is a discipline that still relies on monographic literature. This based on a conversation with the Speech Communications faculty and the library use statistics for selected subject headings. Usage of monographs is quite high, indicating that the need for a healthy book budget to continue the support of the program. See Appendix B: Use Statistics. Access to print materials (books, videos) can always be supplemented with Summit and Interlibrary Loan materials. However, there are always costs involved with Summit and Interlibrary Loan and the OSU Libraries cannot be only a borrower but also needs to be a lender in the alliance. To rely solely on other collections for books is not advisable.

Since we are purchasing far fewer items than in the past, we are also looking at an older collection which is an area of concern. In some areas of the discipline, such as the history of rhetoric, this is not a major problem but it is in political discourse, mass media and visual communication, for example. MA students and faculty will require access to the latest research. Again, I used subject headings rather than call numbers. In all but 3 areas, mass media, rhetoric--philosophy, rhetoric--political aspects (United States) and visual communication, the number of books purchased has declined by an average of 33% between 1991-2000 and 2001-2010. See Appendix C: OSU Breakdown by Age of Collection.

I searched YBP, our book vendor service database, to get an overview of how many titles were published for certain Library of Congress subject areas in 2009, 2008 and 2007 to see if the number of items publish has increased, decreased or remained stable. In all areas the number of titles published has increased from anywhere from 27% to 100% (average of 240 titles in selected areas). See Appendix D: Monographs published in selected areas in the last 3 years.

The current book budget for Speech Communications is:

<table>
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<th>Firm</th>
<th>$995 (12 books/year)</th>
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</thead>
<tbody>
<tr>
<td>Approval</td>
<td>$8,700 (112 book/year)</td>
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<tr>
<td>Total</td>
<td>$9,695</td>
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</table>

Firm order books are selected by the subject librarian or used to purchase faculty requests. The approval books come in under the YBP approval plan and are primarily university press titles.

I asked several of the peer institutions about their budgets for Speech Communications but only one was willing to provide the information. Again, the interdisciplinary nature of the study makes it hard to compare budgets.

---

2 Conspectus Level 3c is considered the level necessary to support advanced study in an MA program
3 Average cost of a social sciences monograph is $77. Per YBP Annual Book Price Update 2009/2010.
4 The librarian asked me not to include the institution’s name.

Created: April 27, 2011
Updated: April 27, 2011
<table>
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<td>3,000 (30 books/year)&lt;sup&gt;5&lt;/sup&gt;</td>
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<tr>
<td>Approval</td>
<td>3,500 (40 books/year)</td>
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<tr>
<td>Students</td>
<td>36</td>
</tr>
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The OSU budget is quite comparable for purchasing scholarly and academic sources (YBP Approval) but Speech Communication also requires trade publications. If we want to maintain the collection and keep up with publishing output, I recommend supplementing the firm book budget by 50% raising the book budget to $1,500. This would allow us to purchase an additional 20 books per year. In the first 2 years, we can build up the areas which are currently less well developed and then use the funds to improve the collection overall in the coming years. This should help create a robust collection and we can continue to supplement the collection with Summit and Interlibrary Loan.

**Recommendations:**
- Increase the firm order book budget by $500.

<sup>5</sup> This librarian estimated the cost of a title at about $98.
Collections-Serials

The last assessment of the Communications collection was done in 2000. The summary of that assessment concluded that "the journal collection is very low - an absolute minimum to support our programs." As with all other programs, Speech Communication has had serials cancellations in the last few years.

To review the journals holdings, I
1. Used Journal Citation Reports to see which journals have the highest impact factor and compare this to what titles OSU owns
2. Reviewed where our faculty are publishing
3. Reviewed what journals the faculty are citing in their research
4. Reviewed ILL statistics to see what faculty and students in Speech Communication are requesting most frequently
5. Reviewed list of journals recommended by Magazines for Libraries for Communications

Indexes and Abstracts
Discoverability is not as difficult as it used to be with the advent of Google Scholar. It is much easier to locate citations to articles in journals that are not included in a major index but a search in Google Scholar will not locate all of the literature on a given topic. Access to the major indexing sources is a must especially for an MA program where comprehensive research is required.

Magazines for Libraries lists the recommended journals for a specific discipline. It also includes where these journals are indexed. There are 52 indexes listed. Not all of these are completely relevant, such as the American Bibliography of Slavic and East European Languages or Index Islamicus, but appear on the list because a specific journal is indexed there. Magazines for Libraries lists the following as important indexes for communications related topics: America, History and Life, ComAbstracts, Linguistics and Language Behavior Abstracts, MLA, Peach Research Abstracts, PsycInfo, Sociological Abstracts, Social Sciences Citation Index, Social Sciences Abstracts, and Violence and Abuse Abstracts. See Appendix E: Databases for Communication Studies for a complete list.

OSU provides online access to all of these except Peace Studies Abstracts, Social Sciences Abstracts and Violence and Abuse Abstracts. There are no journals indexed in these databases that are not indexed elsewhere. Other relevant indexes to which OSU has access includes Communications and Mass Media, Education Research Complete, Education Reference Complete, Psychology and Behavioral Sciences Collection, Psychology Collection, Social Services Abstracts and Women's Studies International. We have access to the major indexes and do not need to purchase any additional databases. We do need to make sure, however, that databases that are crucial to communication studies are maintained.

Serials
Serials are always a challenge since they are an ongoing financial investment and costs generally increase every year. We can use Interlibrary Loan to supplement journal needs but this too can become expensive and may even be more expensive that actually purchasing the journal itself.

---

6 This is a quantitative measure that reflects the frequency with which the "average article" in a given scholarly journal has been cited in a particular year or period. Used in citation analysis, Impact Factors are calculated each year by the Institute for Scientific Information.
I compiled a list of 105 journals based on the factors of use\(^7\), impact, citing and publishing by faculty, recommendations by faculty, interlibrary loan requests and recommendations by *Magazines for Libraries*. Of those journals, OSU libraries does not own 38 titles (27%), either in print or online, which is not an unreasonably large number. However, there are some journals that are high impact and high use that OSU does not have and should acquire to support the program. See Appendix F for a Journal Summary including the selection criteria.

For the high impact journals, as determined by Journal Citations Reports, OSU Libraries owns 21 out of 55 titles (38%). Two of these titles are particularly important since they also have the highest impact factor; *Journal of Computer Mediated Communication* and the *Journal of Communication*.

Interlibrary Loan data indicates there were over 400 interlibrary loan requests for communication related journals in 2009. The data cannot tell us who requested the item (which department) but does tell us if the person is undergraduate, graduate or faculty. Of the 400 requests, 247 were from faculty or graduate students (62%). Of the 15 top requested journal articles, we do not own 8. Several of these journals are high impact journals. Journals with the highest number of interlibrary loan requests were:

<table>
<thead>
<tr>
<th>Journal Title</th>
<th>OSU Holdings /online</th>
<th>OSU Holdings /print</th>
<th>Impact factor</th>
<th>times cited by OSU faculty</th>
<th>times OU faculty published</th>
<th>2009 Uses</th>
<th>2010 Uses</th>
<th>H.I. (Fac/Grad)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition and Communication</td>
<td>1990-</td>
<td>1971-</td>
<td></td>
<td></td>
<td>n(^8)</td>
<td>n</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Communication Studies</td>
<td>1997-</td>
<td>1989-2006</td>
<td></td>
<td></td>
<td>70</td>
<td>20</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Mass Communication and Society</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Science Communication</td>
<td>0</td>
<td>0</td>
<td>1.054</td>
<td>1</td>
<td>n</td>
<td>n</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Health Communication</td>
<td>0</td>
<td>0</td>
<td>1.277</td>
<td>2</td>
<td>n</td>
<td>n</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Political Communication</td>
<td>0</td>
<td>0</td>
<td>1.282</td>
<td>3</td>
<td>n</td>
<td>n</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Language and Intercultural Communication</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>n</td>
<td>n</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Rhetoric Review</td>
<td>1982-</td>
<td>1989-2008</td>
<td></td>
<td></td>
<td>n</td>
<td>n</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Communication Quarterly</td>
<td>1976-</td>
<td>1976-2006</td>
<td></td>
<td></td>
<td>n</td>
<td>n</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Communication Research</td>
<td>1997-</td>
<td>1974-2007</td>
<td>1.354</td>
<td>20</td>
<td>162</td>
<td>113</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Information, Communication and Society</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>n</td>
<td>n</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Journalism and Mass Communication Quarterly</td>
<td>0</td>
<td>1995-</td>
<td>0.362</td>
<td>1</td>
<td>n</td>
<td>n</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

OSU Libraries had access to several Wiley journal packages in the past through a consortial agreement. This agreement ended in 2009 and OSU lost access to some important, high-impact journals in the field. These include Communication Theory, Human Communication Research, Journal of Communication, and Journal of Computer Mediated Communication. All four are Wiley titles. Three additional titles that are high impact or have been recommended by the faculty. The high impact journals are also the most expensive but need to be considered if we are to support a MA program.

---

\(^7\) Usage data is not available for all titles  
\(^8\) Not available
<table>
<thead>
<tr>
<th>Journal title</th>
<th>Holdings</th>
<th>Impact factor</th>
<th># of times cited by OSU faculty</th>
<th># times published in</th>
<th>2009 Uses</th>
<th>2010 Uses</th>
<th>ILL (Fac/grad)</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of Communication</td>
<td>2006-2009 (Cancelled)</td>
<td>2.415</td>
<td>27</td>
<td>2</td>
<td>131</td>
<td>81</td>
<td>9</td>
<td>$1,034</td>
</tr>
<tr>
<td>Journal of Computer Mediated Communication</td>
<td>2006-2009 (Cancelled)</td>
<td>3.639</td>
<td>n</td>
<td>n</td>
<td></td>
<td></td>
<td></td>
<td>$1,034</td>
</tr>
<tr>
<td>Human Communication Research</td>
<td>2006-2009 (Cancelled)</td>
<td>2.2</td>
<td>6</td>
<td>1</td>
<td>73</td>
<td>41</td>
<td></td>
<td>$1,034</td>
</tr>
<tr>
<td>Communication Theory</td>
<td>2006-2009 (Cancelled)</td>
<td>1.208</td>
<td>2</td>
<td>4</td>
<td>16</td>
<td>8</td>
<td></td>
<td>$1,138</td>
</tr>
<tr>
<td>Negotiation Journal (Faculty recommendation)</td>
<td>0</td>
<td>0.725</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$780</td>
</tr>
<tr>
<td>Environmental Communication: Journal of Nature and Culture (Faculty recommendation)</td>
<td>0</td>
<td>0.185</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$413</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$5,433</strong></td>
</tr>
</tbody>
</table>

Putting together all of the criteria of use, impact, citing and publishing, interlibrary loan requests and faculty recommendations, there are 6 titles I recommend adding to the collection.

**Recommendation:**

- The library does not need to purchase any additional databases/indexes.
- Purchase subscriptions to:
  - Journal of Communication
  - Journal of Computer Mediated Communication
  - Human Communication Research
  - Communication Theory
  - Negotiation Journal
  - Environmental Communication: Journal of Nature and Culture

**Summary**

The library collection is currently small but provides a good beginning foundation for an MA in Speech Communication, especially when it comes to the monographs. The journal collection requires some additional resources. If we want to maintain and grow the library collection for Speech Communication and support a growing student population, I recommend the following:

<table>
<thead>
<tr>
<th>Monographs</th>
<th>$500/annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Journals</td>
<td>$5,433/year</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$5,933</td>
</tr>
</tbody>
</table>

Created: April 27, 2011
Updated: April 27, 2011
Page 7
<table>
<thead>
<tr>
<th>LCSH</th>
<th>OSU</th>
<th>Colorado State</th>
<th>San Diego State</th>
<th>Cal State Fullerton</th>
<th>NC State</th>
<th>OSU compared to lowest peer</th>
<th>OSU compared to median</th>
<th>Summit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arbitration International</td>
<td>113</td>
<td>95</td>
<td>174</td>
<td>113</td>
<td>136</td>
<td>119%</td>
<td>74%</td>
<td>780</td>
</tr>
<tr>
<td>Communication</td>
<td>1,678</td>
<td>2,028</td>
<td>2,267</td>
<td>1,635</td>
<td>2,398</td>
<td>103%</td>
<td>70%</td>
<td>23,179</td>
</tr>
<tr>
<td>Conflict management</td>
<td>394</td>
<td>679</td>
<td>681</td>
<td>449</td>
<td>752</td>
<td>88%</td>
<td>52%</td>
<td>1,883</td>
</tr>
<tr>
<td>Crisis management</td>
<td>74</td>
<td>188</td>
<td>154</td>
<td>103</td>
<td>143</td>
<td>72%</td>
<td>48%</td>
<td>416</td>
</tr>
<tr>
<td>Discourse Analysis</td>
<td>361</td>
<td>966</td>
<td>815</td>
<td>437</td>
<td>934</td>
<td>83%</td>
<td>37%</td>
<td>2,868</td>
</tr>
<tr>
<td>English language - Rhetoric</td>
<td>1,248</td>
<td>1,848</td>
<td>1,713</td>
<td>1,679</td>
<td>1,938</td>
<td>74%</td>
<td>68%</td>
<td>4,370</td>
</tr>
<tr>
<td>Intercultural communication</td>
<td>434</td>
<td>590</td>
<td>612</td>
<td>429</td>
<td>592</td>
<td>101%</td>
<td>71%</td>
<td>1,566</td>
</tr>
<tr>
<td>Interpersonal communication</td>
<td>395</td>
<td>501</td>
<td>515</td>
<td>372</td>
<td>574</td>
<td>106%</td>
<td>77%</td>
<td>1,551</td>
</tr>
<tr>
<td>Mass Media</td>
<td>1,417</td>
<td>2,256</td>
<td>2,130</td>
<td>1,723</td>
<td>2,352</td>
<td>82%</td>
<td>60%</td>
<td>7,966</td>
</tr>
<tr>
<td>Mediation</td>
<td>89</td>
<td>123</td>
<td>136</td>
<td>100</td>
<td>143</td>
<td>89%</td>
<td>65%</td>
<td>1,161</td>
</tr>
<tr>
<td>Mediation, International</td>
<td>31</td>
<td>44</td>
<td>69</td>
<td>50</td>
<td>89</td>
<td>70%</td>
<td>45%</td>
<td>152</td>
</tr>
<tr>
<td>Negotiation</td>
<td>136</td>
<td>210</td>
<td>256</td>
<td>158</td>
<td>243</td>
<td>86%</td>
<td>53%</td>
<td>968</td>
</tr>
<tr>
<td>Oratory</td>
<td>356</td>
<td>384</td>
<td>342</td>
<td>329</td>
<td>293</td>
<td>122%</td>
<td>93%</td>
<td>1,536</td>
</tr>
<tr>
<td>Persuasion (Rhetoric)</td>
<td>110</td>
<td>191</td>
<td>188</td>
<td>113</td>
<td>182</td>
<td>97%</td>
<td>58%</td>
<td>430</td>
</tr>
<tr>
<td>Political oratory – United States</td>
<td>54</td>
<td>100</td>
<td>84</td>
<td>54</td>
<td>82</td>
<td>106%</td>
<td>64%</td>
<td>107</td>
</tr>
<tr>
<td>Reasoning</td>
<td>336</td>
<td>381</td>
<td>389</td>
<td>261</td>
<td>406</td>
<td>129%</td>
<td>83%</td>
<td>1,312</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>1,804</td>
<td>2,742</td>
<td>2,571</td>
<td>2,207</td>
<td>2,732</td>
<td>82%</td>
<td>66%</td>
<td>10,717</td>
</tr>
<tr>
<td>Rhetoric – philosophy</td>
<td>88</td>
<td>131</td>
<td>122</td>
<td>62</td>
<td>114</td>
<td>142%</td>
<td>67%</td>
<td>374</td>
</tr>
<tr>
<td>Visual Communication</td>
<td>141</td>
<td>236</td>
<td>163</td>
<td>155</td>
<td>350</td>
<td>91%</td>
<td>47%</td>
<td>595</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>9,259</td>
<td>13,693</td>
<td>13,381</td>
<td>10,429</td>
<td>14,453</td>
<td>89%</td>
<td>64%</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix B: Usage Statistics of OSU Collections for Selected LCSH areas

<table>
<thead>
<tr>
<th>LCSH</th>
<th>Titles for 2000+</th>
<th>30+</th>
<th>20-29</th>
<th>15-19</th>
<th>10-14</th>
<th>5-9</th>
<th>1-4</th>
<th>0</th>
<th>% of collection that circulated in 2009/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>31</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>13</td>
<td>6</td>
<td>80%</td>
</tr>
<tr>
<td>Conflict Management</td>
<td>104</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>28</td>
<td>44</td>
<td>24</td>
<td>77%</td>
</tr>
<tr>
<td>Intercultural Communication</td>
<td>114</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>27</td>
<td>46</td>
<td>26</td>
<td>77%</td>
</tr>
<tr>
<td>Mediation</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>160%</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>45</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>12</td>
<td>18</td>
<td>8</td>
<td>82%</td>
</tr>
</tbody>
</table>

9 Circulation statistics may include multiple copies of a title
### Appendix C: OSU Breakdown by Decade (Age of Collection)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arbitration International</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>113</td>
<td>-30%</td>
</tr>
<tr>
<td>Communication</td>
<td>247</td>
<td>400</td>
<td>410</td>
<td>1,678</td>
<td>-38%</td>
</tr>
<tr>
<td>Communication – Sex differences</td>
<td>14</td>
<td>22</td>
<td>12</td>
<td>50</td>
<td>-36%</td>
</tr>
<tr>
<td>Communication in small groups</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>24</td>
<td>-50%</td>
</tr>
<tr>
<td>Communication in social action</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>+100%</td>
</tr>
<tr>
<td>Conflict management</td>
<td>139</td>
<td>175</td>
<td>61</td>
<td>394</td>
<td>-21%</td>
</tr>
<tr>
<td>Crisis management</td>
<td>27</td>
<td>29</td>
<td>16</td>
<td>74</td>
<td>-7%</td>
</tr>
<tr>
<td>Discourse Analysis</td>
<td>97</td>
<td>131</td>
<td>93</td>
<td>361</td>
<td>-26%</td>
</tr>
<tr>
<td>English language - Rhetoric</td>
<td>234</td>
<td>334</td>
<td>591</td>
<td>1,248</td>
<td>-30%</td>
</tr>
<tr>
<td>Intercultural communication</td>
<td>148</td>
<td>185</td>
<td>67</td>
<td>434</td>
<td>-30%</td>
</tr>
<tr>
<td>Interpersonal communication</td>
<td>86</td>
<td>103</td>
<td>112</td>
<td>395</td>
<td>-17%</td>
</tr>
<tr>
<td>Mass Media</td>
<td>407</td>
<td>383</td>
<td>311</td>
<td>1,417</td>
<td>+6%</td>
</tr>
<tr>
<td>Mediation</td>
<td>22</td>
<td>46</td>
<td>19</td>
<td>89</td>
<td>-52%</td>
</tr>
<tr>
<td>Mediation, International</td>
<td>2</td>
<td>22</td>
<td>3</td>
<td>31</td>
<td>-91%</td>
</tr>
<tr>
<td>Negotiation</td>
<td>26</td>
<td>34</td>
<td>37</td>
<td>136</td>
<td>-24%</td>
</tr>
<tr>
<td>Oratory</td>
<td>26</td>
<td>32</td>
<td>26</td>
<td>356</td>
<td>-19%</td>
</tr>
<tr>
<td>Persuasion (Rhetoric)</td>
<td>17</td>
<td>32</td>
<td>28</td>
<td>110</td>
<td>-47%</td>
</tr>
<tr>
<td>Political oratory – United States</td>
<td>13</td>
<td>18</td>
<td>23</td>
<td>54</td>
<td>-28%</td>
</tr>
<tr>
<td>Reasoning</td>
<td>59</td>
<td>79</td>
<td>101</td>
<td>336</td>
<td>-26%</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>373</td>
<td>497</td>
<td>372</td>
<td>1,804</td>
<td>-25%</td>
</tr>
<tr>
<td>Rhetoric – philosophy</td>
<td>20</td>
<td>29</td>
<td>27</td>
<td>88</td>
<td>-31%</td>
</tr>
<tr>
<td>Rhetoric – political aspects</td>
<td>83</td>
<td>51</td>
<td>22</td>
<td>157</td>
<td>+62%</td>
</tr>
<tr>
<td>Rhetoric – political aspects – United States</td>
<td>72</td>
<td>34</td>
<td>19</td>
<td>125</td>
<td>+111%</td>
</tr>
<tr>
<td>Visual Communication</td>
<td>67</td>
<td>40</td>
<td>27</td>
<td>141</td>
<td>+67%</td>
</tr>
</tbody>
</table>

**TOTAL TITLES**

| 1,555 | 2,183 | 2,386 |

Created: April 27, 2011
Updated: April 27, 2011
## Appendix D: Monographs published in selected areas in the last 3 years

<table>
<thead>
<tr>
<th>Published by year (YBP). Restricted to General academic, Advanced academic</th>
<th>2009</th>
<th>2008</th>
<th>2007</th>
<th>% increase 2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>993</td>
<td>518</td>
<td>437</td>
<td>48% (475 titles)</td>
</tr>
<tr>
<td>Conflict management</td>
<td>98</td>
<td>72</td>
<td>52</td>
<td>27% (26 titles)</td>
</tr>
<tr>
<td>Communication in groups</td>
<td>4</td>
<td>1</td>
<td>2</td>
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*YPB may not include all publishers in the field.*
# Appendix E. OSU Databases that Index Communications Journals

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Appendix F: Journal Summary (sorted alphabetically)

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**MS / MA Degree in Communication**

**Faculty List (All Vitae are on file)**

- Judy Bowker, Ph.D., Associate Professor
- Bobette Bushnell, Ph.D., Instructor
- Trischa Goodnow, Ph.D., Associate Professor
- Robert Iltis, Ph.D., Associate Professor
- Mark Moore, Ph.D., Professor
- Mark Porrovecchio, Ph.D., Assistant Professor
- Elizabeth Root, Ph.D., Assistant Professor
- Judi Sanders, J.D., Adjunct Instructor
- Gerald Voorhees, Ph.D., Assistant Professor
- Gregg Walker, Ph.D., Professor
- Celeste Walls, Ph.D., Associate Professor
April 20, 2011

To: University Curriculum Council

From: Robert S. Iltis, Department of Speech Communication

Subject: Liaison Responses for MS/MA Proposal

Please note that we have included our responses to liaison letters in the liaison pdf’s. We incorporated responses to points raised by the liaisons into the proposal that the CLA Curriculum Committee approved.
Hello Gary,

I hope your summer has gone well also.

You are correct – we approved the MA, MS in Communication proposal at our last meeting.

There were no fundamental budgetary issues with this proposal – all members in attendance voted to approve the proposal. Please use this email as the formal written confirmation of the FY11 BFP Committee’s approval of this proposal.

Thanks,
Steve Hoelscher
541-737-6631
To the Graduate Council: Responses to questions received October 20, 2011

1. We were not able to find the responses to CLA Liaison.

Responses to the CLA liaisons were integrated into the text of the proposal. For clarity, we have attached copies of both the liaison comments and our responses to those comments. Please note in our responses the specific item and line for each reply or change we made.

2. We were confused by a statement at the bottom of page two of the English Liaison document. The liaison letter indicates that when graduate students name Speech Communication as both their first and second areas, they complete their masters’ work using only 9 credits outside the department. Yet page 12 of the proposal states that these students earn 36 of their 48 credits from the Communications department. Please explain the disparity, and how this meets the MAIS requirement of 15 credits from each of the three areas.

The confusion may stem from two points: the 36/48 is an average and the 15-credit presumption is incorrect. After we explain these figures, however, we also will explain how these figures must now be adjusted to reflect changes in the MAIS program, changes that occurred after this proposal began its journey through the university system.

First, the 36/48 comparison cited in the observation above is explained in the text as an average based on the average ratio drawn from the 3-year record of students who named Speech Communication as 2 of their 3 areas. The statement reads that “[t]hese students earn approximately 36 of their 48 credits from this department.” In the MAIS program operating at the writing of this proposal, some 2-area students earned as many as 39/48 credits from our department; others earned fewer than 39/48. The average was 36/48. We were demonstrating the existing reliance by 2-area, MAIS students on our program for 4/5 of the courses they use to complete their degrees. Our argument throughout the proposal is that 1) we already are providing a significant proportion of a 2-area graduate students’ degrees and 2) the majority of our MAIS students are 2-area Comm students. These figures were evidence to support our argument.

With limited changes in our program, we can offer to these students—who are at present trying to maximize their work in our discipline—an MA/MS focused on Speech Communication. Those curriculum changes on our part also would open new possibilities for us to attract prospective graduates from across the nation who are looking for an MA/MS program in Speech Communication. We make these arguments in our proposal.

The second part of your question—and the second part of the confusion with these figures—results from an inaccurate presumption. As cited below, at the time of the writing of this document and also after the recent MAIS changes, the MAIS required a minimum of 9 credits in each of the 3 fields of study rather than 15 as cited in the question. Therefore, if a student elected two areas of Comm, that student could complete as many as 39 credits divided between the two Comm areas, taking only 9 more credits outside Comm in the third
Program Requirements

The Master of Arts in Interdisciplinary Studies (MAIS) degree is granted for attainment of broad, advanced knowledge and achievement integrated from three fields of study. Any graduate major or minor may serve as a field for this degree. Two of the three fields may be from one department if the areas of concentration within these two fields are different. A minimum of 9 credits in each of the three fields of study is required. The degree requires a minimum of 49 credits, including 4 credits of course work on interdisciplinary research methods.

As the third part of our response to your inquiry, we will explain how these figures must now be adjusted in this MA/MS document to reflect changes in the MAIS program. The MAIS requirement of total credits has changed since this document was submitted to the council; the “48” credit requirement has changed to “49” in the document and will be used in this answer as the minimum graduate credits required for an MAIS degree. In addition, the MAIS program now requires that 4 of those 49 credits consist of 3 credits of IST 512 and 1 credit of IST 511. As a consequence, MAIS students now will divide their 3 areas of concentration among 45 credits (instead of the 48 credits in the old program). At present, then, a 2-area Comm graduate could enroll in as many as 36 of 45 credits. Although the actual numbers have changed slightly, the new ratio of the number of credits in Speech Communication to the number of credits in the program changes only very slightly. (Old ratio of 39/48 = .81; new ratio of 36/45 = .80)

3. We were not able to find a clear distinction between the MA and the MS degree requirements within the proposal.

In clarifying this point, we have altered the language in 3.b. to include:

“Students pursuing the Master of Arts degree must show foreign language proficiency (including American Sign Language) equivalent to that attained at the end of a second-year university course in that language with a grade of “C” (2.0) or better. The foreign language requirement must be completed before the student takes the final oral examination for the degree.”

We believe the M.A. option is appropriate for students pursuing certain areas of study, such as intercultural communication, or for students intending on pursuing Ph.D. work in Communication or Rhetoric. The M.S. option is appropriate for
students intending the Masters degree to be a terminal degree.

4. The Category 1 lists Fall 2011 as the implementation date. (pg 4, item 1c)

We continue to reset the date to the nearest possible start time; we will continue to make this change as the proposal moves through committees. The date has been changed to Winter 2013.

5. We are concerned with the extensive use of slash courses in the proposal. If the thesis credits are removed from the equation, at least 41% of the course work is slash courses. Since the proposal is for building an MA/MS degree with a projection of 20 students, why not develop the proposal with more stand-alone graduate coursework? What is driving the choice of using slash courses in the curriculum?

We have several responses to this concern. First, the related item in Question 6 has been rectified. We concur that methods courses should be offered at the graduate level as stand alone courses. To that end we have added two methods courses to the required graduate class load, one in Communication Research Methods and one in Rhetorical Research Methods. This increases the required stand alone graduate course load for MA/MS students to 21 required stand alone credits not including the 6-9 thesis credits.

We believe these totals to be consistent with other MA/MS programs in the College of Liberal Arts. For example, English, with 4 credit courses, requires only 4 stand alone courses, allowing 16 credits of slash course work, Women Studies requires 21 stand alone credits with 12-13 credits of slash course work permitted. Consequently, requiring 21 stand alone credits is appropriate.

6. Related to the point above, we note that the research methods courses are slash courses. We believe it may be more appropriate to use stand-alone graduate coursework for research methods. See answer to Question 5 and 3A in the proposal.

7. Given the large percentage of slash courses, would this degree program really be an option for OSU Communication undergraduates?

Even without the addition of the two stand alone methods courses, a large percentage of our M.A.I.S. students come from our undergraduate population. Of the current group of MAIS students only one comes from outside of Oregon State University. While this may seem to diminish the need for the degree outside of OSU, the difficulty in recruiting students has been in the offering of the M.A.I.S. degree rather than a discipline based degree.

8. Pg 9, item 3d – Learning outcomes. The third learning outcome suggests
the thesis will integrate the minor area. However, the curriculum proposed does not specify the requirement for a minor area. Please explain.

The curriculum proposed specifies 12 credits of a minor area of study under 3A, Proposed Course of Study.

9. The proposal cites that the GRE will be required for admission, but does not specify minimum scores. How will the results of the GRE be used in the selection decisions? (pg 10)

Because of the recent changes in the GRE exam, we feel that it would be premature to cite a minimum score at this time. However, as we collect data and begin to assess how GRE scores correlate to graduate success we may put in place a minimum score. We would note that the History of Science Masters requires a GRE without citing a minimum score.

10. On page 11 (item 6aiii), the proposal seems to justify the need for this degree program because GTAs are needed to teach lower-division Communication classes. From the university perspective, and giving consideration to the lost revenue associated with tuition remission, it would seem that the use of professional faculty to deliver classes would be more cost effective. The GTA positions should be used to attract highly qualified candidates for the degree program.

We want to attract excellent scholars from our discipline to OSU to pursue graduate course work. Students’ opportunities to earn Graduate Teaching Assistantships operate as enhancements for this program rather than justifications for a need. If we can attract high quality students whose interests are directly targeted to Speech Communication, we can focus our courses and our student research endeavors on discipline-based issues and discipline-based inquiries. We have sufficient professional faculty to deliver courses; we would make choices about course instruction based on who can provide the finest service to students and to the department.

11. Is data available on the current enrollments in the UO and PSU Master in Communication degree programs?

The School of Communication and Journalism at the UO accepts between 110 and 120 applicants for ALL of its Masters programs.

David Sandin of Portland State reports they have 40 graduate students currently in their program.

12. Pg 12, item 6b – Needs for employment:
What are the specific labor market projections (Oregon and US) for master's graduates from CIP # 09.0101? (n.b., http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88045)

We attempted to access the information at the site provided. However, no information was available. Further, we would note that this information is not required of degree programs, and, therefore, has not been provided.

13. To the point that many of the MA/MS students will come from the MAIS program:
• Can placement results from past MAIS-dual-communication-area graduates be provided? The proposal makes very general statements regarding demand for graduates from this degree program. It would seem that the placement results of past graduates could be used to demonstrate demand and the types of career opportunities available.

Because we do not have placement results from MA/MS graduates, it would seem that placement results from the MAIS would be misleading as to the desire for the MA/MS degree. We can, however, summarize some trends in our MAIS students and their course of action after receiving the MAIS degree:
Community College or University Instruction: 12
College Recruitment: 2
Ph.D. Programs: 6
Management 4
Law 2

• Is there any data to suggest the number of students who are currently pursuing the MAIS with a concentration in Communication that would opt to switch to a Communication master's degree?

In responding to a query sent to current MAIS students with a Communication concentration, 15 students responded. 12 stated that they would switch should the MA/MS become available, 2 stated that they would not switch because of the status of their current program but would have entered as an MA/MS student had the option been available. One student would not switch as, though Communication is her concentration, her main area is Theatre, which is listed under Communication.

14. Is there data on the number of alumni from the MAIS with a dual concentration in Communication that would have instead opted for a Master in Communication?

We do not have specific numbers at this time. However, three years ago, we did do a survey of 14 then-current MAIS students and who would switch to the MA/MS and at that time all said they would.
15. Pg 14, Item 8. Assessment. The proposal indicates that assessment will be based on individual courses and the evaluation of the thesis. If so, then the learning outcomes need to be mapped to the specific courses in which they are evaluated and assessed. Given the current emphasis within the university on assessment, a more thoughtful program for assessment should be included in the program.

We have revised the assessment plan to be in line with current master’s program plans. See section 8 in the proposal.

16. The proposed budget does not seem to reflect the diversion of faculty time for teaching additional stand-alone graduate classes and guiding up to 32 thesis projects. If it is budget neutral with no additional faculty resources, then what impact would this degree program have on the quality of the current undergraduate program?

Since we initially proposed this program, our faculty has changed to the benefit of the MA/MS proposal. We have gained an additional .5 FTE is a Provost’s Initiative Hire whom we share with New Media Communications. Further, with the College reorganization, we have gained two courses. This occurred with the elimination of the Chair’s position who was granted a three course release for Chair duties. In the current structure, the Department Liaison has only a single course release. Thus, the Department nets two additional courses, for a total of five additional courses since the MA/MS was first proposed. In addition, our increasing presence in e-campus provides ample opportunities for undergraduates in our program.

We are currently chairing 20 MAIS committees. With 10 and 1/2 full time faculty, that averages approximately 2 committees each in the proposed MA/MS program. Given that at certain times, particular faculty have chaired between 5 and 7 committees, three seems reasonable.

When the proposal has been revised, please re-submit the proposal using the CPS. If you wish this proposal to be re-considered at the next Graduate Council meeting on 2 November, we will need the revised proposal one week before that date. However, we would encourage you to take all the time necessary to make a full response to the Council’s concerns.

(comment from Walter Loveland on October 19, 2011 10:33 pm)
Response to the council’s latest questions:

GC: Graduate Council requests additional information, including: need and employment market analysis; further information on the relationship between curriculum, and assessment and learning outcomes; and clarification of slash and stand-alone courses.

SC: We have included the economic feasibility study in a separate tab. The study clearly shows a need for Masters in communication. According to the report, “A majority (59%) felt the degree would be very or somewhat valuable.”

We have provided substantial explanation of how the curriculum addresses the learning outcomes and how these will be assessed. These have been reworked in sections 8: 1-5. The purpose of the program is to provide students with advanced study in the theory and practice of communication, specifically interpersonal communication and rhetoric (as general labels). Students who successfully complete the core coursework and Master’s thesis will have met the learning outcomes expressed in this proposal.

The Masters in Communication is a minimum of 45 credits, of which 27 are required stand-alone credits. Students may complete all but six credits with stand-alone credits. We have streamlined course requirements to clarify this confusion.

GC: Details: Denise noted that requested proposal revisions were made in some instances but, in other cases, she could not find the requested revisions. Two new required methods stand-alone graduate courses were created

SC: We have included the descriptions in the proposal in Section 3B.

GC: there is still a question about whether a minor is required for the degree program

SC: This has been clarified in Section 3A with the following wording:

15 credits Minor - optional (a student may complete a minor which requires an additional 15 credits for a total of 60 credits)

GC:; and it is still uncertain as to the difference between the MA and MS.

SC: This has also been clarified in Section 3A with the following wording:

Students wishing to pursue the Master of Arts degree must meet the above requirements and exhibit a 2nd year proficiency in a second language.

This wording is consistent with other programs in CLA that offer both MA and MS degrees.

GC: Some of the unit responses stated that they weren’t making requested revisions because other unit’s aren’t doing it, i.e. specific labor market data analysis was not provided because other programs have not provided the information.

SC: We have commissioned an economic feasibility study which in included as separate tab.
GC: Their assessment strategy has a list of activities, but not how the activities will be achieved.

SC: The assessment is based on student success in courses and in the final thesis project. The chart in Section 8 outlines how coursework and the thesis connect to the learning objectives.

GC: The budget is neutral, with no funding allocated to address recruiting.

SC: We have included a Foundation allocation of $2500 to cover initial recruitment and advertising with a commitment for additional funds as needed.

GC:
- If the purpose of the program is to provide instruction, Jim questioned whether the education minor being worked on by Brenda should be incorporated. If providing instruction is no longer the purpose, the proposal should be revised.

SC: The program has never been intended to provide instruction. That was a misinterpretation of an earlier inclusion which has since been reworded.

GC:
- Cass stated that he is not ready to vote until there is a market analysis and until he sees the Category II courses in the system so syllabi can be viewed. Denise questioned why one would prepare Category II proposals if the program is not approved. Bruce noted that concurrent Category I and II proposals could be prepared and the Category II courses would be approved only upon approval of the Category I. Jim felt that the minimum requirements (i.e., learning outcomes and assessment) for each course needs to be available for review.

SC: We have included course syllabi for the proposed courses. We are not prepared to propose these classes unless this proposal is approved. Since, if the proposal is not approved we would not teach those courses.

GC:
- Regarding proposals, Carolyn noted that the Graduate Council needs to be consistent in enforcing requirements and/or requested revisions.

SC: This is what we have suggested in providing examples of inconsistencies in the last response.

We believe that we have addressed all of the council’s concerns. We have streamlined the proposal, clarified areas of confusion, and commissioned an economic feasibility study. We hope that the grad council will enable us to move forward with this program.
EXPLORATORY STUDY:
MASTERS IN SPEECH COMMUNICATIONS

REPORT SUMMARY
MARCH 2014

Michael J Riley & Crystal Bolyard
Riley Research Associates

RESEARCH | INSIGHT | KNOWLEDGE
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Oregon State University (OSU) is considering adding a new Master of Science/Master of Arts in Speech Communication. The goal of this degree is to provide students with advanced skills in persuasion and argumentation, conflict management and resolution, cultural and intercultural communication, and interpersonal, organizational and group issues, to prepare them for positions that will benefit from these types of skills. The degree will focus both on rhetoric and communication.

As part of an initial discovery process, OSU was interested in gathering information about the existing and potential job market for graduates with such a degree. Specifically, OSU was interested in learning the following:

- What job opportunities exist for program graduates, outside of academia?
- How can OSU best position its program to appeal to potential students and employers?
- How can OSU create a program that stands out among the competition?

In order to do this, Riley Research Associates (RRA) conducted an environmental scan of current programs and career opportunities, and conducted an exploratory survey of business leaders in various industries to assess the demand and appeal of graduates with such a degree.

The environmental scan included exploratory online research of the current masters and majors programs in colleges and universities across the country, insights into the career opportunities for graduates, and examples of current job openings.

The survey included exploratory interviews with nationwide organizations in various industries. These interviews sought to explore the job demand for such a degree, perceptions of such a degree, and any perceived challenges for job candidates with such a degree.

Because of the breadth of industries and the relatively limited number of interviews in each, this is not considered a scientific survey, but rather intended to provide in-depth anecdotal information. The information gathered provides a snapshot of how leaders in various industries relate to such a degree, the concerns they might have, as well as the perceived benefits for their organization and their industry. The results show insights into the thought processes, awareness, needs, and perceptions among decision-makers representing these various industries. Findings are cross tabulated by industry; however, the reader should be cautioned that some industries are represented by few respondents, and thus should not be considered projectable to the entire industry.

This report contains the results of the survey, as well as the existing graduate and major programs, and a few job listings that specified such a degree.
METHODOLOGY

Environmental Scan

RRA conducted online searches of universities and colleges across the United States that offer graduate programs similar to the Master of Science/Master of Arts in Speech Communication degree. The list included in this report is extensive, but not comprehensive. Information that illustrates how other universities market their degree program and attempt to appeal to potential students is included in this report.

Additionally, RRA has collected information about the degree, including attitudes about its usefulness, anticipated earnings for a graduate with this degree, and the types of industries that are often connected with this type of degree.

Exploratory Interviews

RRA identified numerous broad industries that were related in some manner to a career a graduate of Speech Communication and Rhetoric could follow. With the understanding that many graduates with such a degree move on to academia or literature, we wanted to identify less obvious career choices, in order to show the range of opportunities outside of the most obvious career paths.

Because this degree can be widely applied to many industries, the study collected information from a broad cross-section of potential employers, intended to document existing career opportunities for the program’s degree holders.

A total of 51 interviews were conducted between February 17th and 28th, 2014. Respondents were considered qualified if they indicated they represented their organization in terms of hiring needs and practices. RRA purchased a random list of qualified organizations within each targeted industry across the United States.
EXECUTIVE OVERVIEW: EXPLORATORY INTERVIEWS

Respondents were read the description of the proposed Master of Science/Master of Arts in Speech Communication program and were asked to indicate how valuable such a degree would be to their organization and industry. A majority (59%) felt the degree would be very or somewhat valuable. With 4% undecided, 37% did not see a direct value for their organization.

- The industries more likely than others to consider the degree valuable included advertising/marketing/media, nonprofit/healthcare, and professional services.

- “Communications skills” and the ability to “represent an organization to the public well,” were among the most desirable aspects of this degree; most respondents could see a fit for someone with this skill set in their organization.

Respondents were read a list of specific skill sets that holders of this degree would possess, then asked to indicate the value of each. Public relations and Human resource and human resource management were the most valuable skills, although all but one skill (Politics) were seen as valuable by at least half of respondents.

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Valuable</th>
<th>Not valuable</th>
<th>Unsure</th>
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</thead>
<tbody>
<tr>
<td>j. Public relations</td>
<td>86%</td>
<td>12%</td>
<td>2%</td>
</tr>
<tr>
<td>a. Human resource and human resource management</td>
<td>84%</td>
<td>16%</td>
<td>-</td>
</tr>
<tr>
<td>b. Organizational development</td>
<td>80%</td>
<td>18%</td>
<td>2%</td>
</tr>
<tr>
<td>f. Mediation, facilitation, and conflict resolution</td>
<td>80%</td>
<td>16%</td>
<td>4%</td>
</tr>
<tr>
<td>c. Training and development</td>
<td>78%</td>
<td>20%</td>
<td>2%</td>
</tr>
<tr>
<td>g. Public service</td>
<td>70%</td>
<td>25%</td>
<td>4%</td>
</tr>
<tr>
<td>d. Public and community leadership and development</td>
<td>68%</td>
<td>31%</td>
<td>-</td>
</tr>
<tr>
<td>e. Advocacy</td>
<td>63%</td>
<td>29%</td>
<td>8%</td>
</tr>
<tr>
<td>h. Public participation processes</td>
<td>53%</td>
<td>39%</td>
<td>8%</td>
</tr>
<tr>
<td>i. Politics</td>
<td>34%</td>
<td>61%</td>
<td>6%</td>
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</tbody>
</table>

About one in three respondents felt that a Master of Science/Master of Arts in Speech Communication degree would be more valuable to their organization than another degree (29%). Some thought it would be no more or no less valuable (27%), while 43% felt it would be less valuable to their organization than other types of degrees.

- The industries more likely to consider the degree valuable included advertising/marketing/media, nonprofit/healthcare, and professional services.

- Those who saw it as more valuable appreciated the communications skills that it would produce, expected that the graduates would come highly-trained, and saw the skill-set as valuable to helping them market their businesses.

- Those who saw it as less valuable felt the degree wouldn’t be as specifically targeted as needed for their particular organization.
Master of Science/Master of Arts in Speech Communication is a degree that can apply to myriad industries and positions, and the degree is applicable to virtually every industry interviewed and researched. The skills from this degree apply to both internal and external communications positions, and can be a benefit for everything from public relations and marketing firms, government, lobbying, and law, to hospitality, manufacturing, and other professional services.

Speech Communication gives students the opportunity to develop and refine skills in a variety of communication niches. Unlike many degrees that cater to a very specific industry segment and provide specific skills relevant for that industry – which makes it difficult for graduates to apply their degree to anything else – this degree offers the skillset necessary to launch a professional career in any number of desired industries, and to continue to evolve career opportunities. Because of this, the earning potential of graduates is only defined by the field they choose.

This degree goes beyond generalized communications skills and provides a more highly-skilled and refined graduate. Employers appreciated that this degree implied a high level of communications skills. They saw potential for higher-level positions in many industries, and assumed a graduate of this degree would have advanced skills.

In addition to general communications, the elements of persuasion and potential crisis management are appealing, and frame the degree as something beyond more basic and/or technical communications skills that are more common today, such as Internet and social media communications, and ad copy.

The most common barrier for the general organizations that were interviewed was the concern graduates wouldn’t have enough knowledge in the technical skills needed to be a good fit for their specific organization. This is a barrier that is easy to surpass if a graduate chooses to appeal to a specific field, and supplement their graduate work with those technical skills or knowledge base. Another challenge is establishing this degree as something different and more advanced than technical communications programs.

To help make this degree more marketable to both students as well as prospective employers, OSU can emphasize the variety of industries applicable for graduates with such a degree, and also illustrate the more refined skills the program offers. Graduates will have a deeper ability to communicate with various audiences, promote organizations, manage conflict resolution or crises, and have a professional and influential demeanor.

Many colleges and universities provide options for Master of Science/Master of Arts in Speech Communication. However, there are few in the northwestern United States. This establishes Oregon State University as a more attractive option for those seeking rigorous study in this region. Many of the respondents in the larger local organizations would be ideal targets for this degree.

Many program websites do not elaborate on degree specifics and fail to communicate the possibilities such a degree holds for potential students. Leveraging the OSU website to promote some of the more unique features could help position program above others. Including information on how the degree applies to emerging markets, trends, and community programs will help facilitate employer as well as student engagement.
Q1. Based on the description I gave you, would you say, for your organization or industry, a Master of Science/Master of Arts in Speech Communication would be: (Aided)

About three-fifths of respondents indicated a Master of Science/Master of Arts in Speech Communication would be valuable for their organization, while just over one-third said the degree would not be of value, and few were unsure.

Respondents in advertising/marketing/media were more likely than others to consider the degree valuable, followed by those in nonprofit/healthcare and those in professional services.

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<thead>
<tr>
<th>INDUSTRY</th>
<th>GOV</th>
<th>EDU</th>
<th>AGRI</th>
<th>MANU</th>
<th>CONSTRCT</th>
<th>ADVERT</th>
<th>MEDIA</th>
<th>HOSP/TLTY</th>
<th>NONPRFT</th>
<th>HLTH/CRE</th>
<th>PRO</th>
<th>SERVICE</th>
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<th>NOT/ DEPENDS</th>
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<td>100%</td>
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<td>57%</td>
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<td>20</td>
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<td>33%</td>
<td>67%</td>
<td>22%</td>
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<td>90%</td>
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<td>7%</td>
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<td>Depends</td>
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Q1b. And why is that?

**Very valuable**
Florida Fish and Wildlife hires a wide range of people, and it would be very valuable for a few positions. However we would be, it wouldn't be a full time position. That's something we do every day; work with people and public outreach. Valuable in marketing and business development; we are located in Philadelphia and inter-cultural communication is important in this area. Very valuable because the market is there. We base everything on communication; we are a national and international nonprofit.

**Somewhat valuable**
Any time you can communicate well it's valuable; helpful for any business. As a career no, but communications is valuable and I could use some aspects of the degree. Clearly the ability to communicate precisely and effectively is a boon to any profession, regardless of technical qualifications. Communication is a critical aspect in every endeavor; people with that skill have the ability to develop relationships. Communications with different demographics, different demographic groups, is vital for us. We're a summer camp; conflict resolution is the main thing we do all summer. Dealing with employees and dealing with executives it's a good idea it probably would help. Definitely good, we definitely deal with a lot of people and not necessarily happy people, but they would also need a background in finance. Depends on the specifications of the position. For HR, it's so law based; there should be some mix. Having those extra skills definitely enhances anyone's skills. Adds an extra level of skills. I guess most of the positions - we have a lot of the training here; we are a major corporation. In our direct business, there are not enough positions available, but there would be some. Only because we are in health services. People industry; people skills are good. Somewhat valuable in human resources and public administration. Sounds in line with a master in communication or masters in psycholinguistics. Those are really soft skills that would only help employees move forward, but our industry requires more technical skills. I think the soft skills would be helpful in the human resources department. Types of properties we have in Oregon are very small; would not be valuable in Oregon; nationwide - the degree would be very valuable. We are a small casino, but any type of public relations. We look more for tech- we get opportunities for looking at more people with technical degrees. We're content marketing, so I'm looking for different things, for specific qualities that relate to what we're doing. Will be hiring teachers with academic disciplines, the skills mentioned are important, but I need people with a more traditional background. Would be good in any position, but maybe not as the sole qualification; I think there's other more important skill sets that would have to come first in a lot of positions. Would have a balance of skills, not a specialized degree, we're in education, so were looking for specialized training.
Q1b. And why is that?

**Not very valuable**
A speech pathologist, assistant for teachers, but we would be unable to hire someone for that position because of budget limitations.
All we have here is engineers, so that kind of degree doesn’t really apply.
Do not require a Masters for any of our positions.
Don’t have a need for that type of job.
In some areas a master’s degree in human resources would be more valuable; a communication degree would just be a small piece of what this position would require.
Not very valuable for a small town; you’d have to get out of here before a degree would matter.
Someone with this degree would not work for what we start at, which is minimum wage.
The piece of the work we do is the business side, so it’s not valuable; we need a degree in business; at least for me.
Vast majority of my folks are caregivers, then servers, then maintenance and housekeeping. We just have a few managers. Learning how to argue is not necessarily a good skill for our folks.
We are an industrial repair operation and while there are internal communications and some customer service that is not the bulk of our business.
We are more of an engineering and sales company.
We are more of an environmental compliance industry we do a lot of scientific studies.
We deal more with psychological issues. We hire counselors and interns to deal with the kids here.
We have sales and finance; we send anyone without experience to our own training related to sales or auto industry.

**Not valuable at all**
Do not need that many of those positions because at a high level we contract that out to fill those positions.
Don’t require educational degrees, our industry requires personality and human interaction.
In this type of organization this degree would not be needed.
Interpersonal skills would be great, but we are generally looking for candidates with a degree in finance, or accounting.
Most of our employees are focused on child development and related issues; we’re a preschool.
We do not recruit people.

**Depends / Too soon to say**
Depends on what credentials they carry with that degree, a teacher’s credentials.
Sounds more like a management-level individual; we have fieldworkers here.
Q2. What are some of the positions, if any, for which someone with a Master of Science/Master of Arts in Speech Communication might be considered, either for your organization specifically or for your industry in general?

Human Resources / HR (9)
Marketing (7)
Sales (3)
Administrative positions (2)
Public Relations/PR (2)

Adult education, writing skills; most any position we would need a specific degree, not as broad as the one mentioned

Any type of communication manager or marketing manager

Business development; sales aspect of selling attorneys is very important to our organization

Case managers
CEO, COO, maybe a few director positions

Client or customer relations being able to interface with different people

Communications
Communications manager
Community relations (the press)
Conflict resolution

Dealing with a group of tech people who design interface, I need tech skills; communication is a definite plus, but if they can't produce on the tech side, it’s of no use

Degrees in general are a benefit, but an MSW is more what I’d be looking for in regards to management. Being a good public speaker in general is a good skill depending on the position. For this organization, that degree would not merit a second look

Director of administration or development
Facilitation coordinator
Finance
General management
Human resource manager

I’m a small agency, and everybody wears hats; that would take some time

In a larger firm, public relations in environmental concerns

In our industry, Alzheimer’s facility, having other skills really helps. Administrative jobs would be the only ones that would benefit from a master. A graduate would be overqualified for care giving positions

Investor relations
Manager

Maybe for special needs, but the amount of money would be extremely high, and the school district does not have extra funds

Media

Media communication

Not sure there is a position that would go for something like that; we prefer other functions like marketing, and business engineering degrees

Outreach consultant
Owner

Parent/teacher liaison; a person helping families with support, providing workshops

Policy and planning
Q2. What are some of the positions, if any, for which someone with a Master of Science/Master of Arts in Speech Communication might be considered, either for your organization specifically or for your industry in general? (Continued)

Public Information
Public-workshop-related positions
Someone with a master degree would be a little overqualified, but if they wanted to work here they could definitely be general counselors
Someone with that degree would not be from the business side
Speech pathologist
Teacher of science
They would be considered for positions in which a degree is not required; though we are looking for candidates with a degree in finance or accounting
Training and development
Upper level sales director; we are international and do business in different countries; could be used in law, mediation, claim mediation, and negotiation
Upper management
We are small; we have one person that is director of communication
We do have a communications specialist position, and based on the description you just gave we have some others like HR or that kind of thing, but would need other skills in addition
We have a director of communications. She does PR things and that would be the only one
We hire communications people, so we would consider them in that area
Would have to be in addition to a tech degree of some kind
Q3. I'd like to read a list of skills graduates of this program will possess, and please tell me if that skill would be very valuable, somewhat valuable, or not valuable to your organization (or industry):

Summary

The highest proportion of respondents considered *training and development* to be very valuable, followed closely by *human resource and human resource management*, with nearly half of respondents indicating they were very valuable. *Organizational development, mediation, facilitation and conflict resolution*, and *public relations* were considered very valuable by more than one-third of respondents.

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a. Human resource and human resource management

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b. Organizational development

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(Continued)

d. Public and community leadership and development

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e. Advocacy

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f. Mediation, facilitation, and conflict resolution

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**g. Public service**

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**h. Public participation processes**

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**i. Politics**

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Q3. I’d like to read a list of skills graduates of this program will possess, and please tell me if that skill would be very valuable, somewhat valuable, or not valuable to your organization (or industry): (Continued)

**Q3j. Public relations**

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</table>
Q4. Other criteria being equal, does having an employee with a Master of Science/Master of Arts in Speech Communication sound like it would be more or less valuable to your organization (or industry) than having someone with a different degree? (Much or somewhat)

More than half of respondents feel a Master of Science/Master of Arts in Speech Communication degree would be more valuable (29%) or no different than a different degree (27%), while 43% felt it would be less valuable to their organization.

Respondents in professional services were more likely than others to consider the degree more valuable, followed by those in nonprofit/healthcare. Those in agriculture/manufacturing were more likely than others to consider it less valuable, followed by those in government/education.

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Q4b. And why is that?

**Much more valuable**
Communication is such a vital piece of what we do
Managers need to have a degree. If a graduate of this program also had a healthcare degree they'd be perfect
Valuable for marketing and business development these two areas go hand in hand

**Somewhat more valuable**
Depend on their background besides this degree; would need finance
Fairly new area, not yet tested
I’m dealing with a tech discipline; have to sell ideas. To do so, one must be an effective communicator, but communication alone isn’t going to do it; need the underlying skills
Most of our real estate operations are at street level conflict. Our overall corporate structure is very small compared to real estate; our corporate structure is only 5%
Person with this degree should be knowledgeable. So often people today with degrees who join our company need retraining, according to local laws and procedures
Skill set applies to billing area, patient enrollment, and public services
They will be better trained
We have all types of positions, so it depends on then position
We look more for positions in healthcare, and healthcare administration
We’re looking for a different specialization, looking for specific expertise
With the right credentials it would put them in that area of science
You look at people’s credentials, when they are hired they learn the business, but hopefully they will bring to the table something new and creative that keeps us on the cutting edge

**No difference / equal**
Depends on what we would be looking for, it might be useful to a general manager, but as a director the degree could be equal to some other degree.
More sales based education can have all the education, but not be able to sell something
No one in this county has a degree like that and it isn't needed
Not about the type of degree it’s more about what they have done with it
Not sure that would have any specific job skills that would match up with our organization
Our business does not require graduated degrees
Would be nice to have, but a degree in marketing, operational, accounting and business degree would be much more important in this industry
Q4b. And why is that? (Continued)

**Somewhat less valuable**
Communications is good for any job or position, but may need a different skill set as the primary qualification for whatever the specific position is; that by itself is probably not going to be enough
Do not know if it would have a useful purpose in this town
For our communications positions, we would hire someone with a different degree because the description of this new degree does not sound like it would address the skills we need
Looking for degrees in child development and early child education
Not specific to the positions
Our positions are healthcare specific, and so more general
Tend to hire people with more traditional academic backgrounds
We are a manufacturing industry
We would focus on engineering and sales degrees
We would use someone with a different degree
We’d look for a different degree
We’re federally contracted, but we only have 16 centers, so no issue
We’re primarily in the business area; we deal with business, so we’d look for a degree in business
Without being an engineer the degree just wouldn't apply to what we do

**Much less valuable**
Budget restrictions
Do not have a need for that specific degree because we are a small company. We contract out to fill those positions
Does not fit our needs; it is specific to communication, and that is just a small piece of what an employee would need to fill a position
Doesn't really fit with what we're doing here
If I had to pick two people with two different degrees, and one was more specific to caring for elders that would be my first choice. If the person could demonstrate through work that they have some of these skills then that would be different. In and of itself the degree is not a benefit without some other things
Look for degrees in engineering
Not looking for candidates with this degree; something in finance and accounting would be more applicable
We are scientific, with environmental concerns

**Depends / Too soon to say**
Depends on what department; valuable in media communications
Do not require a master for any positions, so I do not have an opinion
There are other areas that are valuable; it would add value, but not more so than other degrees
We are a State; we also have requirements set by the State of Florida
We look at the whole package and compare applicants with other degrees
Would use pieces of the degree and some skills are very valuable, but I would not have a position for someone with that degree
Q5. What suggestions do you have for OSU as they consider ways to add additional value to this program? How could OSU make this program more marketable or valuable for your organization or industry in general?

Add some type of details about job descriptions graduates could qualify. It is like in the armed services where soldiers are coming out with varying degrees of skills and no easy way to determine their skills. Universities would do well to translate what these degrees actually mean - what are the skills they will have that will lend themselves to the business world.

Be online
Careers in public relations; maybe for government in dealing with the public regarding environmental concerns
Consider making a portion available to those in other disciplines, ex-engineers can always use more, but rather have an engineer then a non-engineer who can talk well. It would be better as an add-on to another discipline. I know it doesn’t work that way in academia; I taught for a long time, so I get it, but if it could be done as an add-on that would be most helpful.
Could offer as a minor, so it could be tacked on to another degree
Discount for our employees tuition
Do the homework and see what the federal requirements are; they need to wear more than one
Each degree gives different specific skills. This degree is totally different than something we’d utilize - the candidate would need psychology too
Establish an internship program, so they can do hands-on, and be a part of the whole program
Go to the west coast; find out local demands in the local market
Great and useful, but not so much as a standalone degree; needs to be in addition to a job specific qualification of some kind, in this case something in education.
I would tie it with a degree in business administration or human resources, I would bundle it with other master degree programs
If we were recruiting for marketing and business development it would be helpful to have a job board for alumni graduates. Unfortunately our business has changed in the last few years and it is difficult for graduates to find a position without experience.
If you took PhD in teaching, more along the lines of communicating and building relationships it would apply to law, and caring for senior citizens, geriatrics
Interdisciplinary degree with a minor in marketing or hospitality
Internships
Internships are always a very useful tool - having experience will help with the job search
Is it an online program
It has a tremendous value, but not as much in the real estate title industry
It will have to be related to telecommunications or the degree won't do any good
Make a great minor degree, but it has no value as a masters
Maybe having an intern program, we love interns; we do not have enough of them; to teach them what it is like to work for a nonprofit. With social media we have to keep on top of everything
Minor in human resources if you are looking at public service; I would hire someone in a heartbeat if they had that degree and a background in human resources
No idea; like I said, for my industry it isn't relevant
Not sure you could for our organization
Offer some of the core courses for other degrees; communication is so important in business and having those soft skills under one's belt can really help. Offer some supplemental business, or business courses
Q5. What suggestions do you have for OSU as they consider ways to add additional value to this program? How could OSU make this program more marketable or valuable for your organization or industry in general? (Continued)

OSU needs to gather different job descriptions to help students become aware of what jobs would be available to them when they graduate. Positions I mentioned, and all the skills I mentioned would be very valuable; we try to keep politics out of city government, and all our training and certifications are from outside sources. Skills are valuable, but we would not have the funds to hire someone with that degree. Speech and people skills with this degree would be good for the interactions in banking, but I think this degree will be difficult to sell to the banking industry. We look for people familiar with our manufacturing process. We're just not in an industry where this degree would have value.
Q6. To finish up, may I ask your title?

<table>
<thead>
<tr>
<th>INDUSTRY</th>
<th>VALUE OF MASTERS DEGREE</th>
<th>REGION</th>
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<tbody>
<tr>
<td>Total</td>
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<tr>
<td>Total Participants</td>
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<tr>
<td>Owner/Pres/CEO</td>
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<td>Director / Manager</td>
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<td>HR / Hiring</td>
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<tr>
<td>General</td>
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Q7. (As necessary/confirm) And in which industry is your organization?

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<thead>
<tr>
<th>INDUSTRY</th>
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<tr>
<td>Total</td>
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<th>INDUSTRY</th>
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<tr>
<td>Government / Education</td>
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<td>Energy</td>
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<th>INDUSTRY</th>
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<tr>
<td>Agriculture / Construction / Manufacturing</td>
<td>24%</td>
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<td>Manufacturing</td>
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<th>INDUSTRY</th>
<th>Total</th>
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<tr>
<td>Advertising / Media / Hospitality</td>
<td>18%</td>
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<td>Hospitality / Hotel</td>
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<td>Media / Entertainment</td>
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<td>Advertising</td>
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<td>Retail</td>
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<td>Law</td>
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<tr>
<td>IT / Engineering</td>
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<tr>
<th>INDUSTRY</th>
<th>Total</th>
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<tr>
<td>Nonprofit / Social service / Healthcare</td>
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<tr>
<td>Healthcare</td>
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Education Portal
http://education-portal.com/speech_communication_masters.html

Employment Outlook and Salary Information
Those graduating with a master's degree in speech communication can land numerous types of employment. According to the U.S. Bureau of Labor Statistics (BLS), www.bls.gov, public relations specialist employment from 2010-2020 is expected to increase 21%, which is faster than average when compared to other professions. As reported by the BLS, the median per-hour rate for public relations specialists as of May 2012 is $26.04, which translates to $54,170 annually.

Another popular career for graduates of the master's degree program in speech communication is that of a postsecondary communications teacher. This type of job allows employees to teach courses in communications, including journalism and radio broadcasting. According to the BLS, the median annual salary for communications teachers as of May 2012 was $62,180.

Speech communications and rhetoric programs teach students the theory and physiology of spoken communication so that they can help people with speech problems or work in a communications field. People who have obtained a degree in speech communications and rhetoric may find work as announcers, newscasters, writers or any other professionals whose work is based in oral or written communication and public speaking.

Information about a Degree in Speech Communications and Rhetoric
Individuals interested in working in the public speaking or communications fields often pursue degrees in speech communication and rhetoric. Techniques such as repetition, irony and double meaning are extremely important to writers, politicians and other professionals. According to the Princeton Review, coursework in speech and communication programs includes the basics of writing and delivering speeches, as well as the principals of persuasion and formulating arguments. Additionally, students also study the ways in which people listen to, understand and think about what others are saying.
PayScale

http://www.payscale.com/research/US/Degree=Master_of_Arts_%28MA%29%2c_Communication/Salary

Master of Arts (MA), Communication Degree Average Salary (March 2014)
Employees with a Master of Arts (MA), Communication Degree Salary Ranges by Job

<table>
<thead>
<tr>
<th>Job Title</th>
<th>National Salary Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications Manager</td>
<td>$44,494 - $91,475</td>
</tr>
<tr>
<td>Communications Specialist</td>
<td>$41,022 - $80,136</td>
</tr>
<tr>
<td>Director of Communications</td>
<td>$39,548 - $120,000</td>
</tr>
<tr>
<td>Executive Director</td>
<td>$31,972 - $122,554</td>
</tr>
<tr>
<td>Marketing Communications Director</td>
<td>$41,500 - $127,451</td>
</tr>
<tr>
<td>Marketing Director</td>
<td>$44,934 - $136,846</td>
</tr>
<tr>
<td>Marketing Manager</td>
<td>$37,506 - $91,962</td>
</tr>
</tbody>
</table>

College Toolkit

http://colleges.collegetoolkit.com/colleges/browse/majors/byid/communication_studies-speech_communication_and_rhetoric/09.0101.aspx

Overview for Communication Studies/Speech Communication and Rhetoric
A program that focuses on the scientific, humanistic, and critical study of human communication in a variety of formats, media, and contexts. Includes instruction in the theory and practice of interpersonal, group, organizational, professional, and intercultural communication; speaking and listening; verbal and nonverbal interaction; rhetorical theory and criticism; performance studies; argumentation and persuasion; technologically mediated communication; popular culture; and various contextual applications. A major in Communication Studies/Speech Communication and Rhetoric is highly relevant for the following careers. National averages for wages in each career are provided.

- Communications Teachers, Postsecondary - $63,330
- Public Address System and Other Announcers - $37,530
- Public Relations Specialists - $58,960
- Technical Writers - $64,210
Preparing Answers
Adopted from http://www.eiu.edu/~speech/old/dowithug.htm

Many employers have problems trying to place communication program graduates into a traditional occupational category. Candidates often need to assist the employer in coming to understand what a communication degree can offer for their organization.

The underlying assumption for this section is that all employers are really looking for five basic items from any candidate. Those items are:

- Relational skills (interpersonal, group/team, conflict management)
- Critical thinking skills
- Writing skills
- Computer skills
- Degree and/or specific skill area (demonstrates ability to master content areas and rite of passage)

As a Speech Communication major, you have a competitive advantage. You have more experience with relational and critical thinking skills than others. If you managed your degree program positively, you would have developed the computer and writing skills you need. Finally, if you have constructed a coherent major program and perhaps have a minor program, you have a content area which demonstrates your ability to learn. Ability to learn is important because what you know will change, who you are does not. For new college graduates it is a little more basic, an employer will hire for what you are and train you in what you need to know.

So, what do you need to do to prepare for your job search efforts? Consider the following items as additional things to consider beyond the normal advice.

- You need to be able to explain how your skills and experiences fit the five categories described above.
- You need to be able to explain what a communication degree is in terms that a recruiter will understand.
- You will need to be able to differentiate your degree from other degrees and describe its competitive advantage.
- You need to be able to explain what you can do for an organization.
Communication Studies/Speech Communication
http://ubalt.edu/downloads/commstudies.pdf

What can I do with this degree?

General Information
- Develop strong written and verbal communication skills and excellent interpersonal skills.
- Get experience with public speaking by joining Toastmasters.
- Learn to work well on a team and develop leadership skills.
- Explore specializations within major and professional field. Select electives to enhance knowledge in area(s) of interest.
- Obtain experience through part-time employment, co-op, internships, or volunteer experience.
- Get involved in campus activities and professional organizations.
- Speech communication is a broad degree that can lead to job opportunities in many different fields. Skills and experiences gained through co-curricular activities, internships, part-time jobs, and volunteering are critical in shaping a career path.
- Speech communication is also good preparation for graduate school in many disciplines.

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<thead>
<tr>
<th>AREAS</th>
<th>EMPLOYERS</th>
<th>STRATEGIES</th>
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<tbody>
<tr>
<td>Sales</td>
<td>Product and service organizations</td>
<td>Develop strong verbal and written communication skills.</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Retail stores</td>
<td>Demonstrate excellent interpersonal skills.</td>
</tr>
<tr>
<td>Management</td>
<td>Hotels</td>
<td>Learn to work well on a team.</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Restaurants</td>
<td>Join related professional associations.</td>
</tr>
<tr>
<td>Training and Development</td>
<td>Manufacturers</td>
<td>Get involved in other campus organizations.</td>
</tr>
<tr>
<td>Labor Relations</td>
<td>Financial companies</td>
<td>Take business courses or earn a business minor.</td>
</tr>
<tr>
<td>Writing/Editing</td>
<td>Insurance companies</td>
<td>Gain experience through internships, part-time, or summer jobs.</td>
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<tr>
<td>Office Management</td>
<td>Hospitals and other healthcare organizations</td>
<td>Develop computer skills in areas such as spreadsheets,</td>
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<td>Print and electronic media</td>
<td>databases, and presentation software.</td>
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<td>Other business corporations</td>
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</table>
Communication Studies/Speech Communication (Continued)

http://ubalt.edu/downloads/commstudies.pdf

<table>
<thead>
<tr>
<th>AREAS</th>
<th>EMPLOYERS</th>
<th>STRATEGIES</th>
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<tbody>
<tr>
<td><strong>PUBLIC RELATIONS/ADVERTISING</strong></td>
<td>Public corporations</td>
<td>Develop excellent writing skills.</td>
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<tr>
<td>Public Relations</td>
<td>Private corporations</td>
<td>Gain experience through internships, even if unpaid.</td>
</tr>
<tr>
<td>Advertising</td>
<td>Public service organizations</td>
<td>Serve as public relations officer of an organization.</td>
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<tr>
<td>Marketing</td>
<td>Public opinion research firms</td>
<td>Take additional courses in marketing, advertising, public relations, or other area of interest.</td>
</tr>
<tr>
<td>Corporate Public Affairs</td>
<td>Public relations firms</td>
<td>Develop a portfolio of writing samples, ad campaigns, and other relevant work.</td>
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<tr>
<td>Development</td>
<td>Advertising agencies</td>
<td>Join related professional associations.</td>
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<tr>
<td>Media Analysis/Planning Creative</td>
<td>Public opinion organizations</td>
<td>Be willing to move to locations with greater numbers of job opportunities.</td>
</tr>
<tr>
<td>Directing Writing/Editing</td>
<td>Radio and television companies</td>
<td>Be prepared to start at the bottom and work to more desirable positions.</td>
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<tr>
<td>Audience Analysis</td>
<td>Sports and entertainment organizations</td>
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<tr>
<td>Public Opinion Research</td>
<td>Hospitality and tourism industry</td>
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<td>Nonprofit organizations</td>
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<td>Consulting firms</td>
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<td><strong>PUBLIC SERVICE ORGANIZATIONS</strong></td>
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<td>Private corporations</td>
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<td><strong>PUBLIC OPINION RESEARCH Firms</strong></td>
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| MEDIA                                | Publishing firms including newspaper, magazine and book Internet sites Television and radio stations Film industry | Develop excellent interpersonal and presentation skills. |
|                                      | Publishing firms including newspaper, magazine and book Internet sites Television and radio stations Film industry | Take elective courses in journalism, broadcasting, public relations, and advertising. |
|                                      | Publishing firms including newspaper, magazine and book Internet sites Television and radio stations Film industry | Develop research skills. |
|                                      | Publishing firms including newspaper, magazine and book Internet sites Television and radio stations Film industry | Work for campus or local newspaper, radio station, or television station. |
|                                      | Publishing firms including newspaper, magazine and book Internet sites Television and radio stations Film industry | Get related experience through internships, even if unpaid. |
|                                      | Publishing firms including newspaper, magazine and book Internet sites Television and radio stations Film industry | Learn desktop publishing, webpage design, and other computer skills. |

| NONPROFIT                            | Nonprofit organizations                | Take courses in psychology, sociology, or social work to broaden perspective. |
|                                      | Professional associations              | Volunteer with community and campus organizations. |
|                                      | Chambers of commerce                  | Learn to work well with different types of people. |
|                                      | Community centers                      | Develop a wide array of skills including writing, speaking, budgeting, grant writing, and leadership. |
|                                      | Philanthropies                         |                                                 |
|                                      | Hospitals                              |                                                 |

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|                                      | Professional associations              | Volunteer with community and campus organizations. |
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|                                      | Philanthropies                         |                                                 |
|                                      | Hospitals                              |                                                 |
**Communication Studies/Speech Communication (Continued)**

http://ubalt.edu/downloads/commstudies.pdf

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<th>AREAS</th>
<th>EMPLOYERS</th>
<th>STRATEGIES</th>
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<tbody>
<tr>
<td>Public Information</td>
<td>All branches of local, state and</td>
<td>Learn local, state, and federal government job application process.</td>
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<tr>
<td>Campaigning</td>
<td>federal government</td>
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<tr>
<td>Programming</td>
<td>Political parties</td>
<td>Take courses in conflict management and develop negotiation skills.</td>
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<td>Legislative Assistance</td>
<td>Political action committees</td>
<td>Volunteer to work on a local political campaign.</td>
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<tr>
<td>Research</td>
<td></td>
<td>Join related student organizations and earn leadership roles.</td>
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<tr>
<td>Lobbying</td>
<td></td>
<td>Find an internship with a government organization to get a foot in the door.</td>
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<tr>
<td>Conflict Negotiation</td>
<td></td>
<td>Maintain a strong grade point average as many government programs are very competitive.</td>
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<tr>
<td><strong>GOVERNMENT</strong></td>
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<tr>
<td><strong>LAW</strong></td>
<td>Law firms</td>
<td>Plan on attending a specialized paralegal training school or law school depending upon area of interest.</td>
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<tr>
<td>Law Assistance</td>
<td>Law firms</td>
<td>Participate in a debate or forensic team to hone communication skills.</td>
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<td>Prosecution</td>
<td>Government agencies</td>
<td>Join pre-law organizations.</td>
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<td>Defense</td>
<td>Corporations</td>
<td>Obtain a part-time or summer job at a law office.</td>
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<td>Contractual</td>
<td>Public interest organizations</td>
<td>Take courses in and gain experience with mediation and conflict resolution.</td>
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<td>Corporate</td>
<td>Private practice</td>
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<td>Nonprofit or Public Interest</td>
<td>Colleges and universities</td>
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<td>Government</td>
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<td>Mediation</td>
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<td>Lobbying</td>
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<tr>
<td><strong>EDUCATION</strong></td>
<td>Colleges and universities</td>
<td>Ph.D. required for teaching and research in colleges and universities.</td>
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<tr>
<td>Teaching</td>
<td></td>
<td>Maintain a high grade point average and secure strong faculty recommendations.</td>
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<tr>
<td>Research</td>
<td></td>
<td>Earn a master's degree in college student personnel or a related field for administrative positions.</td>
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<td>Student Support Services</td>
<td></td>
<td>Get involved in campus leadership roles in residence halls, student unions/activities, programming boards, etc.</td>
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<td>including:</td>
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<td>Admissions</td>
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<td>Recruitment</td>
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<td>Alumni Affairs</td>
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What is Communication?
The discipline of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. The discipline promotes the effective and ethical practice of human communication.

Communication is a diverse discipline which includes inquiry by social scientists, humanists, and critical and cultural studies scholars. A body of scholarship and theory, about all forms of human communication, is presented and explained in textbooks, electronic publications, and academic journals. In the journals, researchers report the results of studies that are the basis for an ever-expanding understanding of how we all communicate.

Areas within Communication
Areas of emphasis differ from one institution to another, but listed below are some of the most common areas of study:

- Applied Communication - The study of how communication theory, research, and/or best practices help inform knowledge and theory about communication for practical issues.
- Communication Education - The study of communication in the classroom and other pedagogical contexts.
- Communication Theory - The study of principles that account for the impact of communication in human social interaction.
- Electronic Media - The study of radio, television, media technology, and web design with streaming audio and video.
- Health Communication - The study of communication as it relates to health professionals and health education, including the study of provider-client interaction, as well as the diffusion of health information through public health campaigns.
- International and Intercultural Communication - The study of communication among individuals of different cultural backgrounds, including the study of similarities and differences across cultures.
- Interpersonal Communication - The study of communication behaviors in dyads (pairs) and their impact on personal relationships.
- Language and Social Interaction - The study of the structure of verbal and nonverbal behaviors occurring in social interaction.
- Legal Communication - The study of the role of communication as it relates to the legal system.
- Mass Communication and Media Literacy - The study of how mass forms of communication, such as print, radio and television disseminate information and influence society.
- Mediation and Dispute Resolution - The study of understanding, management, and resolution of conflict within intrapersonal, interpersonal, and intergroup situations.
- Organizational Communication - The study of processes used to analyze communication needs of organizations and social interaction, including how to improve communication between supervisors and employees.
- Performance Studies - The study of components such as performer(s), text, audience, and context within the communication discipline.
- Political Communication - The study of the role that communication plays in political systems.
Areas within Communication (Continued)
Areas of emphasis differ from one institution to another, but listed below are some of the most common areas of study:

- Public Address - The study of speakers and speeches, including the historical and social context of platforms, campaigns, and movements.
- Public Relations - The study of the management of communication between an organization and its audiences.
- Rhetorical Criticism - The process of defining, classifying, analyzing, interpreting, and/or evaluating rhetorical artifacts.
- Semiotics - The use of verbal and nonverbal symbols and signs in human communication.
- Small Group Communication - The study of communication systems among three or more individuals who interact around a common purpose and who influence one another.
- Speech Communication - The study of the nature, processes, and effects of human symbolic interaction. While speech is the most obvious mode of communication, human symbolic interaction includes a variety of verbal and nonverbal codes.
- Theatre and Drama - The study and production of dramatic literature.
- Visual Communication - The study of visual data, such as architecture, photography, visual art, advertising, film, and television as it relates to communication.
What can I do with a Speech Communications Degree?
Major: Communications Studies/Speech Communication and Rhetoric Basic Information

Ratings prove that television audiences prefer laugh tracks over silence. Now and then a new show will go experimental, opting to can the canned laughter, only to be promptly cancelled. So why do we want to laugh on cue? Why are shows funnier when a studio full of people laughs with us? You may soon have the answers as a major in communications studies/speech communication and rhetoric. In this program, students learn how certain messages influence individual and group behavior—and why—as well as how our reactions reflect the underlying values of society. You’ll spend a significant amount of time studying different kinds of speaking and writing and the strategies speakers and writers use to make their points and drive them home. You’ll take a look at verbal and nonverbal messages, audience reaction, and the varied effects of different communication environments. Communication theory will play a part too, as you delve into monumental speeches, revolutionary political campaigns, radical social movements, and the trends in styles of news reporting.

Rhetoric itself is about putting together good arguments—communication for the means of persuasion. Fiery personalities, quick wits, and the cunning will take pleasure in a major that includes rhetoric—mastering different types of appeals and how to craft those appeals and make them situation-specific, audience-tailored, and sharp as all get out. Your studies will range from classical forms of rhetoric, like great Roman orations, to modern day places where it rears its head, like websites, film, and television.

A major in communications studies/speech communication and rhetoric makes for solid pre-professional training. It will prepare you for a wealth of careers in business, public relations, advertising, human resources, government, education, media, and social services. You won’t come away with specific skills—like putting together an ad campaign or producing a television show. It will, however, give you a strong foundation from which to launch any number of careers and aspirations.
Master's Degrees in Speech Communication: Online & Campus-Based Programs
The multidisciplinary field of speech communications examines both personal and professional communications. Master's degree programs in speech communications will teach you how to understand your audience and use that knowledge to communicate effectively.

What Will I Learn in a Master's Degree Program in Speech Communications?
Master's degree programs in speech communications, which are generally conferred in the Master of Arts (M.A.) format, will educate you in numerous aspects of interpersonal and rhetorical communication. You'll learn to communicate with colleagues and customers in a variety of professional settings. You will also become educated in all aspects of interpersonal communication, with required courses investigating such linguistic issues as the effect of culture and social roles upon verbal and nonverbal interaction.

In addition, you'll learn how to use communicative speech as a persuasive tool; several courses in rhetorical speaking will likely be required. Finally, as with most advanced degree programs, relevant research will also prominently figure into your plan of study, with curricula typically including at least a few mandatory courses in communications research and theory.

What Is the Curriculum Like?

Some institutions offer master's degree programs specifically in speech communications, while others have general communications M.A. programs with speech communications concentrations. Typically, master's degree programs in speech communications may require more courses in the topics described above than general programs with speech concentrations. However, all curricula leave considerable room for electives, so you can take a full load of speech-related courses even in a broad communications program.
Masters in Rhetoric

Within the field of communications, a Masters in Rhetoric has become a popular option for students who wish to study the way that communication can affect others. This includes an emphasis on speeches, and the techniques of delivery and persuasion. Some topics that could be included in this type of course include verbal and nonverbal interaction, media studies, intercultural communication, and international studies. This all combines with coursework that is more field-oriented, and could include an internship or thesis project to finish the program and prepare students to deliver what they have learned out in the workforce.

Potential students of Rhetoric Master’s programs may wish to investigate the option of taking this coursework from a remote location. Online degrees have grown in popularity in recent years, as the technological advances online have allowed for a stimulating learning environment that can include video conferences, virtual discussions, and all the other same features that a student might expect within a traditional classroom setting. That has led to an explosion of the online course offerings, from specific colleges that only offer their lectures online, to larger institutions that have branched out into virtual academic programs to better suit student needs.

With a background in communications, graduates may manage to find employment in any number of positions. Rhetoric training can be extremely useful for a career in public relations or the media, for example. Some will choose to stay in the academic world and teach rhetoric to others, or be a speech and debate coach at a high school or college level. According to the latest figures from the US Bureau of Labor Statistics, graduates can expect to make an average salary of $54,976 for those who enter the academic side of this career range.
Communication studies is an academic field that deals with processes of human communication, commonly defined as the sharing of symbols to create meaning. The discipline encompasses a range of topics, from face-to-face conversation to mass media outlets such as television broadcasting. Communication studies also examines how messages are interpreted through the political, cultural, economic, semiotic, hermeneutic, and social dimensions of their contexts.

Communication studies integrates aspects of both social sciences and the humanities. Much of the work being done in the field is academic in nature. As a social science, the discipline often overlaps with sociology, psychology, anthropology, biology, political science, economics, and public policy, among others. From a humanities perspective, communication is concerned with rhetoric and persuasion (traditional graduate programs in communication studies trace their history to the rhetoricians of Ancient Greece).

A focus on research development sets communication studies apart from general communication degrees. Many of the students that chose the field do so in order to pursue doctoral level ambitions. Requirements for undergraduate degrees focus on preparing students to ask questions concerning the nature of communication in society and the development of communication as a specific field. University of Southern California, University of Pennsylvania, University of Kansas and Temple University have led the way, offering undergraduate and graduate degrees that prepare students to ask critical questions in this research driven context.

In the United States, the National Communication Association (NCA) recognizes nine distinct but often overlapping sub-disciplines within the broader communication discipline: technology, critical-cultural, health, intercultural, interpersonal-small group, mass communication, and organizational, political, rhetorical, and environmental communication. Students take courses in these subject areas. Other programs and courses often integrated in communication programs include journalism, film criticism, theatre, public relations, political science (e.g., political campaign strategies, public speaking, effects of media on elections), as well as radio, television and film production. More recently, computer-mediated communication and the implications of new media for communication have drawn new research and courses.

Part of what makes communication studies popular is its reputation for being flexible. Graduates of formal communication programs take many different career paths, including university professors, marketing researchers, media editors and designers, journalists, advertising executives, actors, human resources managers, corporate trainers, public relations practitioners, and media managers and consultants.
Professional associations
Association for Business Communication (ABC)
Association for Education in Journalism and Mass Communication
Association for Teachers of Technical Writing (ATTW)
European Association for the Teaching of Academic Writing (EATAW)
European Communication Research and Education Association (ECREA)
IEEE Professional Communication Society (PCS) International Association for Media and Communications Research (IAMCR)
International Association of Business Communicators (IABC)
International Communication Association
National Communication Association (NCA)
Public Relations Society of America (PRSA)
Society for Cinema and Media Studies
Society for Technical Communication (STC)
University Film and Video Association
Online Adjunct Instructor - Speech Communication
https://cci.taleo.net/careersection/2/jobdetail.ftl?job=142319&src=JB-10022

If you're looking for an exciting opportunity with a robust company committed to changing students' lives and doing the right thing, Corinthian Colleges, Inc. is the place for you. As one of the largest post-secondary education companies in North America, we are at the forefront of the industry and passionately focused on student success.

Job Summary
You're a leader and champion for the people who need you most—your students! You rise to the occasion every time you interact with a student by planning, preparing, and delivering topnotch course instruction. In this role you will provide a quality student experience by effectively delivering the course content of your assigned program in compliance with curricular expectations. You will utilize a variety of instructional methods when teaching approved course objectives to ensure that students with all types of learning styles have 'Aha' moments. You'll help evaluate and resolve student inquiries, issues, and problems, and ensure appropriate action is taken to the satisfaction of the student, company, and regulatory agencies in compliance with policies, procedures, and legal requirements. Most importantly, you will have an opportunity to successfully engage, guide, advice, support, and coach individual students to success in their programs of study and make a difference in the lives of many.

Job Responsibilities
- Work with the Program Director / Academic Dean to maintain an acceptable retention rate of students in accordance with institution, accreditation, and company guidelines
- Work with the Program Director to address and resolve student concerns and issues quickly and effectively
- Interact with students in accordance with course outcomes and objectives to engage them in the learning process
- Inform students about course outcomes, assessment procedures, and attendance policies
- Provide students with academic support-tutoring, advising, and coaching-and give referrals for additional assistance as required
- Monitor, evaluate, and document individual student progress using monitoring, interaction, and ongoing assessment
- Ensure each student receives individual attention as warranted to promote academic integrity, customer satisfaction, and student retention
- Support student retention by utilizing a variety of communication methods to contact students and acting to remediate at-risk students
- Apply an appropriate amount of time teaching each class, which includes: planning, development of engaging learning activities, maintaining an active and accessible instructor presence, and assessing student understanding
- Select and utilize a variety of approved materials and teaching methods within the assignment and assessment sections of courses to ensure the needs of individual students are met
Online Adjunct Instructor - Speech Communication (Continued)

Job Responsibilities (Continued)
- Teach assigned courses in a professional manner based upon the standardized syllabus provided to assure that course content and objectives are met
- Keep the prescribed number of office hours each week for both student-facing and administrative duties
- Submit requested changes to assignments and assessments in course syllabi (leaving outcomes and objectives unchanged) to Program Director / Academic Dean for approval
- Assist in providing student appreciation, morale maintenance, and awards in coordination with Student Services and the Academics Department
- Work as a team with all campus departments to ensure that overall student satisfaction levels are at 85% or higher as appropriate to the campus
- Meet all faculty credentialing, certification, and accreditation requirements
- Ensure that all educational activity is conducted in a legal and ethical manner

Job Requirements
- Academic credentials appropriate and necessary to warrant the employment including a graduate Degree from an accredited college or university in one of the following specific areas of study: Speech or Communication
- Experience in the field of instruction, post-secondary required, online preferred
- Demonstrate effective organizational skills and the ability to work independently with minimum supervision
- Computer skills, including Microsoft Office Suite
  Must own a reliable computer running Windows 7, 8, Vista, XP or Mac OS 10.6 or higher and Java 7 compatible
- Exceptional communication and interpersonal skills, including the ability to communicate via email, texting, phone, and other virtual modalities
- Online teaching experience preferred, including familiarity with online delivery platforms such as eCollege or Blackboard
- Commitment to student retention, including strong problem solving skills
- Demonstrated strong desire to support student success via connection and support activities
Communication Specialist

Job Description
Kemper Corporation is a diversified insurance holding company. We are currently looking for an Internal Communication Specialist (My Kemper, Events, Projects).

As part of the Internal Communications team supporting the Kemper Property & Casualty segment and Corporate HR function, this role will have responsibility for managing and maintaining the P&C MyKemper Intranet site. In addition, the role will support events such as Town Hall meetings and other special programs/campaigns. The candidate will need to possess business acumen, interpersonal and relationship-building skills as well as having experience in dealing with employees at all levels across the business. The specialist will support the delivery of internal communication through established channels by writing, editing, developing, posting or publishing content. The position reports to the Internal Communications Manager.

Areas of Responsibility
- Supports the development of the internal communications strategy and tactical plans to ensure alignment among employees and corporate/P&C mission, brand, and values.
- Maintains relevant content for Intranet in support of employee engagement and all audiences and stakeholders.
- Posts content on Intranet and functions as an expert in the content management system.
- Liaises across the company and businesses to support internal communication needs and achievement of employee engagement objectives.
- Supports the tracking of appropriate measurements to ensure the effectiveness of internal communications including MyKemper site.
- Supports events and meetings to ensure high quality execution and meeting of internal communications objectives.
- Supports special programs/campaigns through content development, design and execution.

Job Requirements:
- Bachelor degree in communications, marketing, journalism, or related field.
- 3-5 years of experience in communication.
- Excellent writing and editing skills.
- Excellent skills with Microsoft Office-Word and PowerPoint.
- Able to interact at all levels within the organization with ability to build strong working relationships as a trusted business partner.
- Ability to work collaboratively with tact at all times and with confidentiality as required.
- Strong knowledge of employee communications techniques, vehicles and workplace culture through writing and delivering communications.
- Experience in project management.

Desired Qualifications:
- Familiar with creative design/development programs such as Photoshop, etc. a plus.
- Skills with Intranet content management programs and SharePoint or ability to learn.
- Experience in the insurance industry is a plus.
- Ability to work with visual media such as video shooting and editing.
- Event planning experience.
- Experience with Website analytics and measurement.
Account Manager

Position Summary
The Account Manager is responsible for devising effective marketing strategies to attract/recruit qualified candidates for client’s job vacancies; maintaining a regular presence at client work sites to quickly address all client needs; and coordinating an efficient and productive relationship between Aquarius and its client.

Essential Functions and Responsibilities
- Serving as the primary liaison between the client and Aquarius.
- Acting as an extension of Aquarius management by presenting a professional, courteous, and collaborative demeanor at all times with client representatives.
- Recruiting qualified candidates for client job vacancies through a variety of means, such as utilizing job searching websites, social media sites, attending job fairs, and fostering relationships with local community and professional organizations.
- Travelling to client work sites within assigned geographic area to address client questions/concerns, assist with on-going training efforts for location managers, and complete all tasks necessary to attract qualified talent to the client.
- Building and maintaining strong working relationships with client’s location managers and executives.
- In collaboration with Account Director, acts as an escalation point for any client, candidate or recruiter issues.
- Communicating time sensitive information to Aquarius management and all necessary parties in a timely manner.
- Adhering to standard recruiting process methodology for all client/candidate facing interactions.
- Responsible for in-depth understanding of the Client’s HR Policies and Procedures to ensure compliance with Aquarius processes.
- Ability to quickly become proficient with applicant tracking software and navigate through the candidate pipeline.
- Demonstrate knowledge of both ATS and Manager Portal and ability to effectively train client on the Manager Portal when necessary.
- Understanding and execution of marketing strategies for designated positions.
- Utilizing extensive knowledge of multiple recruiting sources with on-going revision of alternative sourcing venues.
- Creating and updating operating reports to send to Aquarius President, as needed, in an effort to identify ongoing methods to improve client-Aquarius relationship.
- Collaborate with Aquarius management to introduce new ideas on process improvement.
- Assist in resolution of any invoicing discrepancies.

Success Factors/Job Competencies
Sales skills, negotiation skills, conflict resolution skills, time management, relationship building, networking with location managers, commitment to company values, problem solving skills, interpersonal/communication skills, and teamwork.
Account Manager (Continued)

Required Qualifications
- Bachelor's degree in Business Management, Marketing, Communications, or related field
- 2 years of prior experience in account management
- 2 years of outside and/or inside sales experience
- Proven track record of success in a sales/commission environment
- Clean Driving record with valid proof of insurance

Preferred Qualifications
- Prior experience with applicant tracking/recruiting software
- Strong understanding of transportation industry basics, client needs, and position details in order to accurately and efficiently recruit on positions
Copywriter

Job Description
Paladin’s Phoenix, Arizona office is actively recruiting for a Copywriter for one of our nationally recognized clients. If you are a mid-senior level professional that is enthusiastic and eager to join an industry leading organization then we’re interested in hearing from you!

Responsibilities
- The Copywriter will be responsible for writing, editing and proofing all marketing materials and product descriptions for print and web, multimedia, mobile, and speech/presentations.
- Must be able to interpret incredibly detailed/complex terminology and translate into simple copy and terms that allow customers to properly understand products and services.
- Provide creative and strategic insight regarding copy approaches, calls to action, follow-up strategies and promotional strategies.
- Needs to have a well-rounded understanding of the web and familiarity with leading trends in usability, online marketing, and search engine optimization. Knowledge of writing keyword rich web content and SEO is a bonus!
- Research and analyze competitor strategies and materials (print and online).
- Mastering corporate voice in messaging while advancing the consistency and influence.
- Ensure compliance and consistency with corporate brand guidelines.
- Focus on accuracy and quality is crucial and mandatory for this role.
- Must be able to adjust to an ever-changing environment that is deadline driven.

Qualifications
- Bachelor’s Degree in Communication, Marketing, Journalism, Finance and/or related field of study.
- 4 years minimum experience in a professional environment (corporate or agency)
- Must have samples of work to prove outstanding writing, proofreading and presentation skills.
- Expert in copywriting process and grammar.
- Proficient in Microsoft products.
- Understanding of the financial industry is a bonus
Bowling Green State University
Rhetoric & Writing PhD Program: Since its founding in 1980, this program has been committed to preparing students for faculty careers in rhetoric and composition. Students and faculty in the Rhetoric & Writing PhD Program utilize the range of approaches—rhetorical, cultural, empirical, and technological—that characterize the field of rhetoric and composition in the twenty-first century. While some courses emphasize writing instruction and writing administration, students have varied scholarly interests and do research on a wide range of dissertation topics. The program has a very strong placement record into tenure-line faculty positions at universities and colleges.

Carnegie Mellon University
The Doctor of Philosophy in Rhetoric at Carnegie Mellon University focuses on how people produce and understand discourse across a variety of social, cultural, and material contexts, in schools, workplaces, and communities. The program familiarizes students with the history and theory of rhetoric and language study and with a variety of methods, qualitative and quantitative, for systematically exploring their interests in research projects and dissertation work. The program prepares students for academic careers centered on the history and theory of rhetoric, research about the writing process and communication design more generally, or rhetorical approaches to discourse and cultural studies.

Clemson University
The Rhetorics, Communication, and Information Design (RCID) PhD program seeks an overall balance of ecologies in rhetorics and communications and, thereby, features a cross-cultural, transdisciplinary curriculum with a conceptual emphasis on Aristotle’s triad of knowing, doing, and making, that is, on theoretical, practical-pedagogical, and productive approaches to knowledge. Communications is not simply speaking and writing. The RCID curriculum emphasizes, in addition, the study and multimodal production of language-communication apparatuses such as pictographic and alphabetic rhetorics, or more specifically, gestural, silent, oral, aural, temporal-spatial, visual, written and digital rhetorics.

The first word of the name of the program, "Rhetorics," is in plural form. It may be peculiar in this form for some readers, but it acknowledges that there is more than one rhetoric for there is more than one culture. Rhetoric(s)—in its singular-plural possibilities—establishes the conditions for How we discover not only the available means but also innovative forms of living, working, and playing together, across a multitude of cultures, with others. Through rhetoric(s) we not only build cultures but also construct multiple linkages among them.
Colorado State University
Graduate Students in the Department of Communication Studies undertake a specialized study of human communication from its classical antecedents to contemporary areas. The central focus is the pragmatic communication in which human beings engage when they are making decisions, solving problems, managing conflict, or participating in public discussions. Graduate course work, in combination with the thesis, enables students to develop expertise in one or a combination of three areas of emphasis: (1) media and visual culture, (2) relational and organizational communication, or (3) rhetoric and civic engagement. Graduate students also have the opportunity to apply for the Deliberative Practices specialization and work with our nationally recognized Center for Public Deliberation.

Indiana University Purdue University - Indianapolis (IUPUI)
The graduate English program has been designed to prepare students for careers in the analysis and production of texts. The program covers issues and skills in reading and writing, in the richest sense of these words - in order to prepare students to address these issues and to teach these skills. Graduates of the program should be prepared for such careers as teaching writing and literature; teaching English as a second language; and writing for business, government, and other professions. In contrast to traditional M.A. programs, which place heavy emphasis on literary history, the IUPUI program focuses on the application of English studies to contemporary situations and problems. Within the M.A. program, we have a Certificate in Teaching Writing.

Iowa State University
Ph.D. program in Rhetoric & Professional Communication: Our Ph.D. program in Rhetoric & Professional Communication focuses on the rhetoric of science and technology, visual communication, and multimodal communication pedagogy across the disciplines. Graduates are qualified for academic positions in rhetoric and professional communication as well as work in the private sector as writing specialists, editors, and communication production managers. Our graduates enjoy 100% placement in academia and industry.

Kent State University
"Literacy, Rhetoric, and Social Practice," our doctoral program in R/C embraces theoretical foundations for the study of writing and rhetoric in postsecondary disciplinary and workplace contexts.

Miami University
Since 1981 we at Miami have had the pleasure of collaborating with hundreds of MA and PhD students to promote diverse and equitable scholarly inquiry, professional development, and pedagogical creativity. Please visit our web site for more information.
Ohio University
We emphasize rhetoric and composition theory, history, and research, and the ways these underlie the teaching of writing. Situated within the English department, the rhetoric and composition concentration maintains conceptual connections with the department's literary, cultural and creative writing concentrations. Because most of our students are also teaching associates, the combination of coursework, teaching experiences, and administrative opportunities has resulted in our graduates consistently earning tenure track positions at a variety of colleges and universities.

Old Dominion University
The PhD in English, now in its first year, is an innovative program that integrates writing, rhetoric, discourse, technology, and textual studies. Offering opportunities for creative reinterpretation of these fields within the discipline of English, we emphasize research that examines texts in a variety of overlapping and sometimes competing language-based worlds. Our focus is on how the creation and reception of texts and media are affected by the form, purpose, technology of composition, audience, cultural location, and communities of discourse. All students take 15 hours of core courses, 9 hours of electives, a 3-hour Dissertation Seminar, and 12 hours of specialized courses in one of two fields:

Rhetoric and Textual Studies. Designed for those interested in applying the analytic tools provided by rhetoric, linguistics, and critical/literary theory to the study of verbal, graphic, and visual texts, this track prepares students for placement and advancement in academic and nonacademic careers related to the study and teaching of rhetorical theories/practices, composition instruction and administration, as well as rhetorical approaches to composition, discourse, literature and culture.

Professional Writing and New Media. Designed for those in education and industry who wish to study the connections between discourse and technology and involving both theoretical exploration and experiential learning, this track prepares graduates for leadership roles in technical and professional communication, composition instruction and administration, and software development.

Students may pursue full- or part-time study through a combination of on-campus and distance learning courses. At present, we offer one to two distance learning courses per semester, and distance students will visit the campus to take six to nine additional hours through our Doctoral Summer Institute program, which offers intensive study of major issues in English Studies in the company of nationally-known specialists.

Penn State University, Dept. of Communication Arts and Sciences
Penn State offers courses in Rhetoric and Public Discourse, Social Movements, Rhetoric of the Media, Rhetorical Criticism, Rhetorical Theory, and the History of Public Address. Graduate students enjoy extensive opportunities for interdisciplinary study within the community of rhetoricians in CAS and English and a chance to work with and learn from rhetorically minded colleagues in African-American studies, education, history, linguistics, philosophy, women's studies, and other fields.
Purdue University
Purdue’s graduate program in rhetoric and composition dates to 1980 and has 264 graduates (183 PhD and 81 MA). Our graduates hold positions as writing teachers, program and writing center administrators, graduate program faculty, department heads, editors, usability testers, and professional and technical writers/managers.

Saint Cloud State University
The graduate program in Rhetoric and Writing at St. Cloud State University builds on our B.A. program by further equipping students with knowledge of how language shapes our perceptions of the world as well as instruction in written and digital communication skills that enable greater facility to write and communicate in a diversity of workplace, organizational, and everyday contexts. The M.A. emphasis in Rhetoric and Writing provides two tracks of courses from which students can choose: professional communication courses and the teaching of writing/literacy courses. Some of our graduates have gone on to become professional writers (freelance writers, editors, grant writers, publishers, etc.). Others have gone on to teach at community and technical colleges. A third group of our graduates have gone on to pursue their doctoral work (recent graduates have pursued doctoral degrees in Technical Communication at Illinois State University; Rhetoric and Composition at Purdue University; Rhetoric and Composition at Ball State University; Rhetoric and Composition at Texas Christian University; and Rhetoric and Writing at Bowling Green University).

San Diego State University
The M.A. program in Rhetoric and Writing Studies prepares students for advanced study in rhetoric, composition, communication, and related fields, as well as for careers in areas requiring advanced skills in writing and rhetorical analysis. Students from a variety of educational and professional backgrounds will have an opportunity for intensive examination of the nature of written discourse and its relationship to knowledge, culture, and professional practice.

University of Arizona
The RCTE program was officially created in 1988. Its progenitor was a program in English Education founded at UA in the 1960s. It is one of four graduate programs in the Department of English. The others are Literature, Creative Writing, and English Language and Linguistics. RCTE offers the MA and PhD degrees.

At the University of Arizona, we view rhetoric and composition as arts that must be studied and practiced in the context of broad cultural and public interests. These commitments are reflected in the array of research published by our faculty and graduate students and by our efforts to improve the teaching of writing at the undergraduate and graduate levels. Our work on writing program administration and curriculum development is informed by our commitment to addressing issues of difference in equality and our outreach to the community. Our outreach efforts have taken us to local schools, reservations, community literacy centers, and advocacy groups. Because of these commitments, students and faculty look for opportunities within our institution and the Southwest region to relate the study of rhetoric to the cultural and technological changes that are redefining what it means to teach writing in the twenty-first century.
University of Colorado at Boulder
The Communication Department at the University of Colorado at Boulder offers advanced work leading to the MA and Ph.D. in Communication. Students emphasizing rhetoric will study in an environment that brings rhetoric into dialogue with interpretive social sciences. Themes of emphasis include the rhetoric of science, rhetoric and social theory, and vernacular rhetoric.

University of Findlay
The MA program in Rhetoric and Writing at The University of Findlay assumes that today's communication practices are multimodal in nature and all of our core courses, from composition pedagogy to research methods, read and develop both print and multimodal texts. Students gain firsthand experience with writing not only sustained print pieces, typical of graduate programs in rhetoric and writing, such as scholarly articles and white papers, but also develop videos, podcasts, websites, and electronic portfolios as part of their education. Both print and digital theses options are available to accommodate student interests. Our program prepares students for a variety of writing-focused careers, including teaching writing at the college level (including at community colleges and in dual enrollment courses), editing and publishing, law, grant writing, public relations, marketing, and technical communication. Because publication and presentation skills are emphasized throughout the program, graduates are also well poised to pursue PhD work in rhetoric and composition or other English or communication fields. Because UF is one of only two private schools in Ohio that offers this program, we focus on one-on-one course and career advising. Students in the program are offered a variety of classes and times to meet program requirements, and the night class and summer schedule is flexible for working students. Teaching, research and administrative full and part time assistantships are available.

University of Houston - Downtown
UHD offers an M.A. degree in Rhetoric and Composition (MARC). Students complete all of their course work in writing and rhetoric on our urban campus in the heart of downtown Houston. The program is especially focused on pedagogical strategies for the multicultural composition classroom. The MARC degree qualifies students for the teaching of college-level writing. It also serves as an excellent foundation for doctoral study in rhetoric and composition.

University of Kansas
The Department of Communication Studies at the University of Kansas offers graduate courses in public address, rhetorical criticism, critical theory, publics' theory, the rhetorical tradition from classical through contemporary times, new media, and argumentation. Graduate students enjoy extensive opportunities for interdisciplinary study within the community of rhetoricians at KU. Beyond the Communication Studies Department—which boasts nine full-time faculty devoted to the study of rhetoric and three faculty members who approach rhetorical artifacts using qualitative methods—students will find a thriving group of rhetorical scholars in the English Department and they will have the chance to learn from rhetorically minded colleagues in African and African-American studies, Sociology, American Studies, Political Science, Women's Studies, and other fields.
University of Maryland, College Park
The University of Maryland offers an MA Program with a Minor in Rhetoric and Composition and a flexible PhD Program that may encompass a specialty in Rhetoric and Composition.

The MA Program combines requirements in literature, theory, and rhetoric and composition. Within requirements, the student may choose courses to focus on a particular professional or academic interest: editing and professional writing, for example, or the teaching of writing, or rhetorical analysis of texts, or history of rhetoric and composition. While MA students are not funded, once admitted, students may apply for GA positions on campus, or take ENGL 611, “Approaches to College Composition,” and apply to teach the first-year writing course.

The PhD program also combines requirements in literature, theory, and rhetoric and composition, but with a great deal of flexibility to develop an individualized program of study: feminist history of rhetoric for example, or composition and digital studies. Admission is highly competitive, but all admitted students receive a five-year funded package.

Faculty at the University of Maryland provide students with opportunities to study rhetorical theory, composition theory and pedagogy, digital media, history of rhetoric, literacy studies, cognitive linguistics, discourse analysis, technical and professional writing, and writing program administration. Graduate courses available prepare students for long-term careers in academia or bolster their professional development in the workforce. Many faculty offer students the possibility of independent study in highly specialized areas not covered by the curriculum.

The Language, Writing, and Rhetoric discipline group at UMD includes faculty and students who are interested in the power of language and writing to shape an audience’s view of the world and persuade them to certain beliefs or actions. They host speakers, put on symposia, meet to discuss research topics, and discuss the latest research in a reading group.

University of Nebraska-Lincoln
Faculty and students in the Rhetoric and Public Culture area focus on understanding communicative sites of citizenship as they are transformed by globalization, digital mediation, and an accelerating cultural pluralism. Scholars explore the tensions created by these paradigmatic changes through the study of cultural myth and civic identity, networked public spheres and deliberation, and relationships between social identity and public argument. Graduate students will have the opportunity to take a variety of graduate seminars including Classical Rhetorical Theory, Contemporary Rhetorical Theory, Rhetorical Criticism, Public Argument and Deliberation, Gender and Communication, Political Communication, and Cultural Criticism.
University of Pittsburgh
The graduate program in Communication at the University of Pittsburgh aims to train rigorous researchers, insightful theorists, and excellent teachers for placement in tenure-stream positions at either major research universities or quality four-year colleges. To this end, the program offers philosophical, theoretical, critical, historical, and cultural approaches to the study of communication. The curriculum includes traditional and innovative course work from four areas of emphasis:

- History, Theory and Criticism of Rhetoric
- Media and Culture
- Public Address and Argument
- Rhetoric of Science

University of Utah
The University Writing Program offers the PhD in Rhetoric and Composition through its affiliated departments. Students take courses with faculty in the Program while individualizing their curriculum through English; Communication; Linguistics; or Education, Culture, and Society. Students pursue varied projects in writing and rhetoric working with leading researchers in a collaborative, interdisciplinary environment.

University of Washington
M.A. and Ph.D. in Communication. Rhetoric is a thriving area of study in the department, with research emphases on the rhetoric of science, rhetorics of the marketplace, and critical/cultural studies of multiracial media representations. All graduate students in the program are funded, with most getting the opportunity to teach classes like rhetorical criticism, argumentation, and public speaking. Job placement upon graduation has been very good.

University of Waterloo
The English department at Waterloo offers four graduate degrees: a Master of Arts in Rhetoric and Communication Design (RCD); a Master of Arts in Literary Studies (LIT); a Master of Arts in Experimental Digital Media (XDM) and a Doctor of Philosophy in English Language and Literature. In all programs, students gain core expertise in critical theory and research techniques. The MA-Literary Studies draws on the strengths of our department in all major areas of British, American, Canadian and postcolonial literatures in English. The MA-RCD is led by our faculty whose research and expertise lies in rhetoric, multimedia design and critique, discourse and text analysis, and professional writing. Our unique doctoral program allows students to develop research projects that integrate literary studies with fields of study related to professional writing and communication.

University of Wisconsin, Madison
The Program in Composition and Rhetoric in the English department at the University of Wisconsin-Madison offers an interdisciplinary Ph.D. with special emphasis in empirical research, the study of literacy, and the theory and practice of rhetoric. Coursework is available in, among other areas, composition theory and practice, rhetoric, discourse analysis, and research methods in all areas of composition and rhetoric.
University of Wisconsin-Madison, Communication Arts
Graduate work in Rhetoric focuses on three interrelated areas: public discourse, rhetorical theory, and critical method. Research in public discourse explores significant themes, trajectories, and transformations in American public address, as well as consideration of particular rhetors, cultures, eras, genres, and topics. Special attention is given to political discourse, to the intersection of rhetoric and technology, and to the rhetoric of social movements from the American Revolution to the ongoing campaign for women's rights. Theoretical studies deal with the cultural development, intellectual content, and practical implications of rhetorical perspectives from the classical period to the present— including contemporary rhetorical theory, argumentation theory, and public sphere theory. In addition to studying a wide range of theorists, students are encouraged to engage in the process of theory construction. Study of critical method focuses primarily on approaches to rhetorical criticism, as well as on other methods of inquiry that are productive for explicating the complex dynamics of rhetorical texts and contexts. Students develop a comparative knowledge of critical methods, an ability to assess the strengths and weaknesses of various methods, and the capacity to apply those methods in their own research. All three areas of study are united by a common commitment to understanding the role of public discourse in social coordination and change, in the construction and practice of citizenship, and in the process of civic engagement in general. Students are encouraged to investigate a wide range of contemporary and historical phenomena so as to develop the kind of expertise that will allow for significant research and scholarly achievement.

Virginia Tech
The PhD program in Rhetoric and Writing at Virginia Tech focuses on rhetoric in society. We study language use and rhetorical activity in public, academic, corporate, and governmental settings, in a collective effort to engage pressing social and cultural issues from the perspective of rhetorical and writing studies.

Washington State University
The MA and PhD programs in Rhetoric and Composition Studies at the Washington State University offer training in the history of rhetoric, rhetorical theory, composition theory and pedagogy, technical communication, and writing program administration. With a strong commitment to preparing new faculty in the field, the department supplements theoretical coursework with practical experience in Washington State's award-winning writing center. The department also offers significant classroom training for new instructors, as well as opportunities to work on one of the journals associated with the English department.
M.A. in Speech Communication

The Master of Arts Program in Speech Communication at Cal State Fullerton allows students to develop a broad understanding of speech communication as a discipline and an in-depth emphasis in an area of concentration, such as argumentation and persuasion, interpersonal, intercultural and organizational communication. Our graduate students reflect the community of diversity at Cal State Fullerton, including international students and students of various ethnic backgrounds. There are more than a dozen faculty members in the Department of Human Communication Studies. Many have national or international reputations in their areas of research. Each is committed to helping students learn to apply theory and research in practical settings, such as training and development and conflict mediation. The department also offers excellent training for students who want to teach at the college level, including hands-on experience in teaching their own classes.

The Master of Arts in Speech Communication is designed for students who have an interest in and background for the study of communication theory and process. The degree is designed to give students broad exposure to the discipline and, at the same time, allow them to specialize in one area (i.e., argumentation and persuasion, intercultural communication, interpersonal communication, organizational communication, rhetorical theory and criticism). The Master of Arts is an advanced degree and all students are expected to complete comprehensive examinations, or write a thesis or research project as part of completing their degrees. The objectives of the Masters program include improving students' academic and professional competence in speech communication, developing students' research capabilities, increasing students' knowledge in their chosen area of specialization, preparing students for advanced work toward the doctoral degree, and for those students planning teaching careers, to improve their teaching skills.

Students in the program are expected to demonstrate a high degree of intellectual competence and scholarly discipline; to develop the ability to evaluate concepts, research, and theories critically; and to demonstrate mastery of an area of concentration. These goals are met through a variety of experiences. Similar to undergraduate work, graduate students are expected to complete a series of courses. Graduate education, however, is not limited to course work. Graduate students are expected to read widely in their area of concentration (beyond their course work), and discuss their ideas with other graduate students and faculty (particularly their supervisory committee; discussed below) outside the classroom context. A large portion of the learning in a graduate program comes from this informal inter-action outside the classroom. The level of achievement required of graduate students is considerably higher than in undergraduate work. Students are expected to demonstrate qualities of self-reliance, creativity, accuracy, scholarly integrity, and ethical conduct.

Career in Speech Communication

Our students have diverse goals when they enter the Master's Program in Speech Communication. After completing their degree, some students pursue a Ph.D. Many Cal State Fullerton graduates currently are teaching at nationally ranked universities, others teach speech communication at the community college level. Our graduates also pursue rewarding careers as trainers in organizational settings, policy analysts, organizational development specialists, directors for state political parties, professional mediators, and directors of forensics programs. These are only a few of the positions graduates currently hold.
Hofstra University's Department of Rhetoric offers a liberal arts education that is designed to transform students into informed, skillful, and ethical communicators who will become leaders in their careers and their communities. Course offerings include speechwriting, debate, performance history, and intercultural communication, and blend theory, critical practice, and analysis to explore how meaning is created and shared in the social world. Students also have access to hundreds of internships on Long Island and in nearby New York City, and go on to successful careers in fields such as media, business, politics, government, and education. They become clear, sharp thinkers and eloquent orators for the things that matter to them most - personally, professionally, and politically.

Highlights of our program include
- A concentration in Political Communication for students interested in positions of leadership in civic life or advanced study in law, communications or public affairs.
- A distinguished faculty of award-winning scholars of national and international repute who have ongoing research interests in political and intercultural communication, performance studies, cultural studies and popular culture, social movements, persuasion, and rhetoric.
- Enriching experiences beyond the classroom walls including the student-run club P.O.I.S.E. (Professional Organization in Speech Education), oratory competitions in persuasive speaking, and "Spotlight Performances" that highlight excellent student work at the end of each semester.

Career Potential
Graduates of the Hofstra University Department of Rhetoric are skillful communicators pursuing successful careers in a wide range of fields including media, law, education, government and politics, and business. Of those 2011-12 graduates of the Lawrence Herbert School of Communication who responded to an alumni survey, 96 percent reported being employed or pursuing graduate studies. They reported an average annual income of $35,067. Graduates of our program hold positions such as:
- Digital Media Training, Inc. – Business Development Strategist
- Hunter College – Manager of IT Services Support Desk
- Ovando – Events Coordinator
- Adrenaline Entertainment – Owner
- Lynch Development Associates – Finance Manager
Many of our recent graduates are also currently enrolled in graduate programs at New York University, Hofstra University, Queens College, and George Washington University.

According to the National Communication Association, in addition to jobs in journalism, public relations, and television/film, graduates with a communication degree are qualified for career opportunities in areas including:

- Advertising (advertising or marketing specialist, cop writer, account executive, media planner, media buyer, creative director, public opinion researcher)
- Education (elementary or secondary school language arts coordinator, high school speech teacher, forensic/debate coach, drama director; also school/university information specialist, director of college news, educational tester, development officer, educational fundraiser, alumni officer, college placement officer, admissions director or recruiter)
- Theatre/Performing Arts/Dramatic Arts (performing artist, script writer, producer, director, performing arts educator, theatre critic, stage manager, casting director, arts administrator)
- Business (public information officer, negotiator, director of corporate communications, newsletter editor)
- Government/Politics (speech writer, public information officer, legislative assistant, campaign director, research specialist, lobbyist, press secretary, elected official)
- Social and Human Services (public administrator, human rights officer, community affairs liaison, public relations specialist, philanthropic representative)

Master of Arts in Speech Communication and Rhetorical Studies
The philosophy of the Department of Rhetoric is based on the recognition that our society is enmeshed in an all-encompassing, interdependent, and ever-expanding web of human and technological communication. Students who major in or take courses in this department learn how the communication process works in interpersonal and group settings, in formal organizations, and in public communication situations. The primary goals of the curriculum are to develop competencies in observing, analyzing, and evaluating communication practices; to develop knowledge about human communication theory; and to develop communication skills in a variety of settings.

The Department of Rhetoric offers a Master of Arts degree both for those students intending to pursue doctoral work and for those for whom an M.A. will be the final degree. The program provides a strong liberal arts background that can be applied to a variety of professional fields such as business, education, and government. Examples of specific career applications include communication training and development, conflict management and resolution, law, corporate and public advocacy, and public performance. Students receive a great deal of individual attention from faculty and have considerable flexibility in tailoring a course of studies to fit their individual needs. Part-time students are welcome and most classes are scheduled in the evening to accommodate those with daytime employment.

Students may concentrate either in rhetorical studies or in performance studies. In addition, students may, with the permission of the program director, choose a cognate area outside the School of Communication, such as political science, history, English or comparative literature. Students may choose either a final project or a traditional thesis.
North Dakota State University
http://www.ndsu.edu/dce/degrees/graduate/ms_ma_speech

M.S. or M.A. in Speech Communication
Prepare yourself for a management-level position, advancement within your current career, teaching, or advanced graduate work. The online M.S. or M.A. in Speech Communication provides students with advanced knowledge in rhetoric, argumentation, risk communication, and crisis communication. Communication programs are useful to professionals in a variety of careers. The Communication Department tailors student research projects and academic programs to individual needs and interests.

Currently, sufficient classes to complete the master's degree are online and available for students. Additional courses are in the planning stages. Online courses are equivalent to face-to-face or on-campus classes, with similar rigor and expectations regarding student performance. However, the time frame for completing online courses is student-driven, enabling participants to control the rate at which they move through the program.

Southern Illinois University Edwardsville
http://www.siue.edu/artsandsciences/spc/graduate/

Graduate Program Description
The Department of Speech Communication offers a program leading to the degree, Master of Arts, in speech communication with a specialization in organizational, health or interpersonal communication.

The goals of the Speech Communication graduate program are to deepen students' understanding of communication theory and to prepare them to analyze, generate, and apply communication research. Students are encouraged to clarify and focus their professional goals and are then assisted in selecting courses in theoretical and applied communication areas that will complement those goals.

Graduates in this specialization often enter careers in applied communication and education (especially at the community college and secondary levels). Some graduates have chosen to pursue PhD degrees in communication. In addition, opportunities for speech communication graduates in business, industry, and other non-teaching professions are expanding. Mastery of communication theory, research methods, and application strategies is particularly relevant for those seeking careers in fields such as management, training and development, sales, advertising, public relations, community relations, intra-and inter-organizational communication, consulting, government service, fundraising, and human resources.
The graduate program in communication and rhetorical studies (CRS) provides a vibrant and dynamic environment for students hoping to pursue further study in communication studies. Our program has a strong academic research focus and is ideal if you plan to go on to pursue doctoral-level education.

One of the unique advantages of our Master of Arts or Master of Science (M.A.), (M.S.) degree program is that these students are our main focus. Graduates of this program have gone on to great success at the nation's top communication studies doctoral programs, including those at Pittsburgh, Iowa, Arizona State, and the University of Texas.

Another great advantage to graduate study at Syracuse University is the high-quality programs surrounding CRS. You can take up to three courses outside the department, which allows you to experience such other great SU programs as philosophy, women’s studies, and composition and cultural rhetoric. These strong interdisciplinary ties allow you to pursue highly specialized topics of study across a number of disciplinary perspectives.

Finally, the CRS program maintains a vibrant and active scholarly life. In addition to regular departmental colloquia, the department hosts numerous conferences, symposiums, and guest speakers. The department’s Public Memory Project for instance, has hosted three major, international conferences. Recent guest speakers hosted by the department include: Cara Finnegan (Illinois), Phaedra Pezzullo (Indiana), Gordon Mitchell (Pittsburgh), Karlyn Kohrs Campbell (Minnesota), and Robert Hariman (Northwestern).

About
The graduate program in communication and rhetorical studies is a highly special program, stressing innovation, application, and theoretical and methodological diversity. It represents a bold and innovative approach to communication and rhetorical studies—the kind that explores important threads and the kind that allows for piercing insights and specialization. Our program is specifically designed for persons who value the importance of theoretical rigor in the making of good praxis, who wish to do important scholarly work, and who appreciate the demands of excellence. We offer three areas of study:

1. Communication theory and research
This area focuses on the study of human communication as symbolic interaction. Its goal is to explain communication processes in many facets of human communication and interaction, such as interpersonal, family, intercultural, language and social interaction. Through a variety of theoretical and methodological approaches this area focuses on such topics as sexual communication, intra/interracial and ethnic relationships, and social cognition.

2. Cosmopolitan studies
This area uses a variety of critical, feminist, postmodern, and post-colonial perspectives to examine organizing as a communication phenomenon. Its goal is to identify problems, practices, and systems that undermine the full expression of organizational and public life. It also focuses on such problems as representation, identity and difference, non-hierarchical organizing processes, organizational spirituality, emergent organizational models, alternative forms of public dialogue, community activism and organizing, and other social justice issues.
Syracuse University (Continued)

3. Rhetorical theory and criticism
This area focuses on the study of rhetoric from antiquities to contemporary theories. Its goal is to explore the persuasive elements in social, political, economic, and artistic processes. It also focuses on the relationship between theory and criticism and explores through a survey of theoretical threads and critical tools such issues as the construction of rhetorical texts, popular culture, public sphere, identity, and public memory.

These three areas provide a comprehensive view of the discipline and allow graduate students to select a path for further study at the Ph.D. level. In short, we believe that our graduate program ensures an updated and even cutting-edge study of communication and rhetorical studies. We rely on outstanding faculty whose research and scholarly successes are paramount to the success of our program.

The mission
Students and faculty in the discipline of communication and rhetorical studies (CRS) focus on communicative discourse and its interactional consequences.

Our collective goals are to articulate the variety and complexity of communication phenomena and the co-creation of social realities that grow out of this process. As researchers of this process, we use social scientific and humanistic methods in order to describe, explain, or critique communication practices.

The roots of our discipline extend back to the classical study of rhetoric, most notably Aristotle. Two of the earliest known rhetoricians, Corax and Tisias, residents of the ancient city of Syracuse, were the first to theorize on the practice of persuasion. While the study of rhetoric and oratory continue to be a central feature of the discipline, researchers have extended the purview to examine other forms of communication, such as interpersonal, group, and organizational communication; argumentation; and political and mediated discourse.

The study and practice of communication is a prominent feature of the educational mission at Syracuse University. In conjunction with this mission, the mission of the Department of Communication and Rhetorical Studies is to engage with colleagues, graduate, and undergraduate students in innovative, inclusive, and collaborative inquiry into the various theories, perspectives, and methods constituting human communication, rhetorical, and cosmopolitan processes.

The department’s mission blends a traditional liberal arts education with discipline-based knowledge, critical thinking, and the development of communication and rhetorical skills. The approach of communication and rhetorical studies seeks to inform the practice, understanding, and critique of communication primarily with the spoken word, but also with nonverbal, written, or electronic formats.

The department’s curriculum integrates theory and practice. Students assess communication theories, perform theoretically-grounded critiques of communication practices and situations, evaluate and employ research methods, engage in supervised performance-driven experiences, and assess issues of ethics and social justice thereof.
Graduate
This is an exciting time in our College. Not only do we have a well established and widely recognized graduate program in Communication Studies (formerly Speech Communication), but we now offer two additional exciting programs in the School of Journalism and Strategic Communication.

Graduate Student Opportunities
Within the Bob Schieffer College of Communication, however, there are more specific opportunities. The College operates an interest group for the American Society for Training and Development, of which both graduate and undergraduate students are members. It is a good chance to network and make connections for current or future jobs. Many grad students write research papers in cooperation with faculty. Research is an integral part of the curriculum, and many papers are presented at national conferences and published nationwide.

TCU has an association for students in any graduate program. This organization, the Graduate Student Senate, represents all graduate students campus wide. GSS sends out a quarterly newsletter about events and opportunities of interest to grad students. This is an excellent way to adjust to life at TCU.

Careers After a TCU Graduate Degree
TCU graduates enter the working world in a variety of careers. Fields such as journalism, public relations, dramatic arts, advertising, electronic media, broadcasting, and more. A communications graduate degree is also useful in related fields like business, education, government, health careers, law, social services, technology, and anything with an international connection.

Furthering Your Education
What do people do with a graduate degree in communications from TCU? Many choose to continue their education at a PhD program. Graduate students in communication are often interested in pursuing a career in college teaching and research. A number of graduates go on to prominent PhD programs at other universities.

We offer a Master of Science degree in Communication Studies, with emphases in interpersonal and family communication, organizational communication, and instructional communication. We are committed to the integration of these areas of study, and our students develop both the content knowledge and the research tools necessary for conducting independent research projects (e.g., a publishable academic study, a well-designed corporate attitude survey, or a communication audit).

The Department of Communication Studies offers a Master of Science degree in Communication Studies. This program combines the fields of interpersonal and organizational communication to create a unique academic focus. In our rapidly changing electronic age, there is a tremendous need for technically competent professionals with expertise in communication related to social and professional relationships. Graduates are qualified to pursue further study toward advanced academic and professional degrees; or to take advantage of a wide variety of professional opportunities in business and industry, including human resources, training and development, communication, and managerial positions.
Texas Christian University (Continued)

The School of Journalism and Strategic Communication offers two Masters programs: Master of Science in Journalism and Master of Science in Strategic Communication (formerly Advertising/Public Relations). These programs offer professionals a unique opportunity to advance their knowledge by studying and interacting with journalism scholars and media professionals in a dynamic learning environment. This program is designed to give graduates the distinctive advantage that is necessary to meet the challenges of 21st century media and succeed in today's changing media climate.

The M.S. in Journalism degree is designed for journalists working in digital, television, or print news media. Coursework and research broaden the degree candidates' perspective by introducing them to the history, theories, and concepts that underlie mass communication systems, as well as the issues facing working journalists. Students take courses that study and analyze different fields of mass communication to enable critical and creative thinking about today's media.

The M.S. in Strategic Communication degree is designed for working strategic communication professionals seeking to broaden their understanding of strategic communication theories and processes and skills in strategy, research, storytelling, digital media, and leadership. Students will take a blend of advertising and public relations courses that enable them to compete in today's digital and global world.
University of Arkansas at Little Rock
http://ualr.edu/speechcomm/index.php/home/graduate-program/


These words capture the vision of the founding members of the department, Dr. John Gray and Dr. Jerry Butler, who began the department in 1970 and continue to define the Department of Speech Communication at the University of Arkansas at Little Rock. Today, our mission is clear: to foster the co-creation of better social worlds through positive communication.

Whether you are at work or at home, interacting in romantic relationships or across cultures, managing or leading others, communication lies at the heart of your professional and personal life. This department will prepare you to communicate more competently. Our on campus and on line courses range from public speaking, intercultural and interpersonal communication to health communication and organizational communication. In each, you will learn the skills that will equip you to create a better world through positive communication.

Named the Department of Excellence by the University, the Department of Speech Communication brings together award-winning faculty in teaching and research. At the undergraduate level, we offer a major in Speech Communication. At the graduate level, we offer a master's degree in Applied Communication and Health Communication. The department also houses the Communication Skill Center, a place where students and professionals can learn to improve their communication skills.

**Masters of Arts: Applied Communication Studies**

The Master of Arts in Applied Communication Studies provides graduate students with a solid theoretical and practical understanding of how communication practices operate in everyday life. In line with our department’s mission, to foster the co-construction of better social worlds through positive communication, students develop communicative skills that are necessary to function effectively in all areas of today’s business and professional world. The primary objective of the program is to guide students in the application of communication theory to a variety of interpersonal, institutional, public and organizational contexts. We achieve this objective by focusing on five major application models: (a) communication and culture, (b) communication and transformation/change; (c) positive communication; (d) crisis and renewal communication; and (e) experiential learning.

Our curriculum fosters a strong knowledge base grounded in communication theory and its various applications, such as management, consulting, human resources, training, organization development, relational communication, health care, education, and public relations. An undergraduate background in speech is helpful, but not required.
Graduate Study in Speech Communication & Rhetoric
Successful applicants may come from a variety of fields, including rhetoric, speech, communication studies, cultural studies, political theory, philosophy and religious studies. While working toward their degree, students have the chance to be part of a program that provides an excellent faculty–student ratio, generous assistantships, and a diversity of teaching opportunities.

Located in Columbia and recognized by the Carnegie Foundation as an institution of “very high research activity,” the University of South Carolina features outstanding facilities, a diverse student body, and an internationally recognized faculty.

Engaging Theory and Practice
The Master of Arts program in Communication & Rhetoric offers students an opportunity to undertake inquiry in the areas of rhetorical theory, textual interpretation and criticism, argumentation, critical social theory, visual, performance and cultural studies, and the philosophy of rhetoric. Throughout its curriculum, the program places particular emphasis on how the close reading of rhetorical practice yields theoretical insight and the ways in which rhetorical theory supports the capacity of speech to invent the terms of everyday life, energize public debate, and foster new forms of political and social engagement.

These concerns are reflected in the questions that focus the program’s research and teaching. Working both nationally and internationally, the faculty at USC devotes substantial attention to problems such as: How do violent and transitional societies create the basis for understanding and reinventing vocabularies for politics? What are the performative dimensions of human expression? With respect to questions of race, class, gender and sexuality, how does the power of language depend on and contribute to the formation of identity and subjectivity? How is speech embodied and how does this embodiment shape culture? What are the kinds of rhetorical practices that compose and divide communities? How do new forms of technology contribute to and complicate public discourse and debate?

An Interdisciplinary Edge
Rooted in a rich tradition of scholarship, the University of South Carolina program in Communication & Rhetoric is committed to interdisciplinary inquiry that advances critical understanding of human discourse and expression.

Self-consciously and critically aligned with the Rhetoric and Composition program in the Department of English, the South Carolina program is one of the few in the nation that seeks to build substantive bridges between different disciplinary interpretations of rhetorical and communicative inquiry. Working together, the core and affiliated faculty undertakes research and teaching that draws from a variety of fields, including literary studies, critical social theory, cultural and performance studies, social anthropology, feminism, philosophy, and political theory.

For graduate students, the program’s core curriculum is comprised of courses that provide foundational training in rhetorical and social/cultural theory, critical analysis and hermeneutics, and the history of public discourse and rhetorical practice. Together, these seminars provide students with a basis to undertake advanced study and research that sheds new light on the potential of rhetoric and communication.
Facilities for Graduate Work
Facilities available in the Department of Speech Communication include two state-of-the-art audio laboratories; a library of more than two thousand audiotapes; a conversation library of about two hundred hours of interpersonal interaction, both audiotaped and transcribed; and an editing center equipped for making master recordings and for dubbing to and from audio cassettes, reel-to-reel tape, and videotape. Additional facilities for training and research include Academic Computing and Instructional Technology Services, specialized libraries such as the Wasserman Public Affairs Library, an extensive collection of manuscripts of twentieth-century writers, and a major oral history collection.

Areas of Study
The master’s and doctoral degree programs in speech communication provide training in the following areas of communication studies: interpersonal communication, language and culture, organizational communication, rhetorical studies, and performance studies. The Doctor of Philosophy degree with a major in speech communication is a research degree; doctoral students can expect opportunities to work closely with the faculty on research and to participate in the publication of research findings. All doctoral students are expected to achieve mastery of research design principles and methods appropriate to their program of study.

Interpersonal Communication
Interpersonal Communication involves the study of both the processes and effects of social interaction, usually in face-to-face situations. Both verbal and nonverbal behaviors are studied in laboratory and naturalistic contexts. Cognitions, emotions, and discourse patterns occurring during conflict, lying, and persuasion are some of the factors commonly studied. Communication in health-related contexts as well as personal and family relationships is two important contexts in which theories are applied.

Organizational Communication and Technology
Organizational Communication is the study of human interaction within complex organizations, and the management of organizational behavior. Course work in organizational communication offers both qualitative approaches to data analysis (category development and descriptive observation techniques) and quantitative approaches (measurement, psychological categories, and behavioral science research designs).

Rhetoric and Language
Rhetorical and Language Studies area focuses on how human symbols affect social and political change. Although rhetoric has been a popular area of study since antiquity, the Department focuses on such contemporary matters as political campaigning, culture and communication, social movement rhetoric, ethics and persuasion, the nature of public argument, discourse and knowledge, the formation of language communities, cognitive linguistics, etc. These matters are treated in three distinct sub-areas: (1) Rhetorical Theory and Criticism, focusing on how public discourse is conceived and executed, with special attention to the analysis of persuasive and cultural texts; (2) Political Communication, examination of how political leaders and the mass media change public opinion and fashion legislative policy; and (3) Semiotic Studies offers training in the naturalistic study of human symbol systems and consideration of how linguistic and gestural behaviors affect everyday social interaction.
Valdosta State University
https://www.valdosta.edu/academics/majors-degrees/speech-communication.php

About Speech Communication
Speech communication, a discipline with roots predating ancient Greece, has been one of the fastest-growing fields of study in the United States for nearly two decades. Effective communication is crucial to the success of organizations and businesses today and is central to several fields including public relations and politics. The speech communication program at Valdosta State University provides a balance of theory and practice, and students learn about communication in a variety of contexts.

Speech Communication at Valdosta State University
Students in the speech communication program at Valdosta State become proficient in the discipline both in and out of the classroom. Students can earn credit for internships completed during their junior and senior years and are encouraged to complete at least one prior to graduation. Several organizations on campus give students additional opportunities to hone their skills, network and learn about the discipline, including the Public Relations Student Society of America, the Forensics (speech and debate) Team and the Student Society of Communication Scholars. Exceptional students may be invited to join Lambda Pi, a communication honor society.

Master of Art (M.A.) in Communication
The graduate program in communication combines advanced theoretical knowledge and applied skills, enabling graduates to assume leadership positions in their field or continue their studies at the doctoral level. Students may select an emphasis in mass media or speech communication and have the option of following a thesis or non-thesis course of study.

Careers
- Account manager
- Advertising manager
- Advertising specialist
- Affirmative action specialist
- Communication consultant
- Community affairs administrator
- Copywriter
- Corporate trainer
- Development officer
- Diversity trainer
- Employee relations manager
- Event planner
- Forensics/debate coach
- Fundraiser
- Human resources manager
- Lobbyist
- Media analyst
- Media buyer
- Media planner
- Media production assistant
- Mediator
- Personnel manager
- Press secretary
- Public information officer
- Public opinion researcher
- Public relations professional
- Public relations specialist
- Publicity manager
- Sales manager
- Secondary school teacher
- Speechwriter

Master of Arts (M.A.) in Communication Arts
Valdosta State University offers a graduate program with emphases in Mass Media and Speech Communication. The mission of the program's faculty is to provide a graduate-level curriculum that combines advanced theoretical knowledge and applied skills that will allow students to assume positions of leadership in their chosen professions and prepare them for study at the doctoral level. Thesis and non-thesis options are available.
Hello Kerry,

Our proposal for an MA/MS in Communication has now been pre-vetted by college and university administration, and will be sent to the CLA Curriculum Committee in the next couple of days.

This note is to thank you and our colleagues in English for your thoughtful responses to the proposal. Faculty members across campus have been pressed to do “more with less” and we appreciate the time your faculty devoted toward improving our proposal. You'll find below responses to each comment. My thanks to Judy Bowker in our department, who developed these responses and took the lead in incorporating the responses into the final document.

Overall, we made some changes in the language in the document to reflect our focus on rhetoric in the oral tradition to help clarify our emphasis and delineate it from a focus in rhetoric and composition. For example, we changed the course description for COMM 588 from “a survey of Western rhetorical traditions from 500 B.C. to present . . .” to “a survey of Western rhetorical oral traditions from 500 B.C. to present . . .”

One writer objected to “d, iv, v, and vi” (meaning 6d). The writer also questioned the phrase, “more communication faculty,” which appears in 6d, ii.

6d. ii. In section 9a of this document, we report the number of graduate faculty for P.S.U. and O.S.U. That section also describes in more detail differences between the P.S.U. and O.S.U. programs. To clarify our description, however, we have changed the language in this M.A. proposal document from “more Communication faculty” to “more Communication graduate faculty.”

6d. iv. We have changed the language in this item from the MA complements “an emerging set of graduate offerings” to “emerging graduate offerings.” Indeed, any new offerings in New Media, Women’s Studies, Ethnic Studies, Political Science, History, English, and Anthropology (as well as other areas including some science topics) complement students’ foci in communication or rhetoric in those areas.

6d. v. Portland State University is the only other public university offering an M.A. in Speech Communication in Oregon. The University of Oregon does not offer this degree. Other options for students such as private universities, online degrees, or entities such as the University of Phoenix may be available.

6d. vi. This statement is true. Students wanting to study rhetoric in Speech Communication at the graduate level must go out of state.

When we wrote “additional courses from other departments,” we intended to convey our flexibility to allow students some leeway in designing their programs. We do not anticipate that a graduate student in this program will draw from other departments except to complete her/his minor or to include in his/her program a specialty course directly related to the focus of the program. In our department, we offer a sufficient number of graduate-only courses for students to comply with the 50/50 Graduate School
requirement.

For example, a student who might use courses in the English Department would be one who desires an English minor for their Speech Communication M.A./M.S. That student would need approval by and authorization from the English Department as well as approval from his/her committee to name English as a minor. The only other use of English courses by students in the Speech Communication M.A./M.S. program might involve an occasional, “specialty” course that uniquely fits the student’s program focus.

The other issue, New Media, operates in a like manner. At O.S.U. New Media is a separate area from Speech Communication. A student might choose New Media as a minor area of study or might include a New Media course (by approval of both her/his committee and the New Media Department) for a specific purpose.

We do not anticipate that graduate students will take many classes in other departments; our curriculum provides a complete menu of courses and a sufficient number of graduate-only courses to fulfill their program needs. We do, however, experience the occasional circumstance when an M.A.I.S. student will draw 3 credits from a department outside the Speech Curriculum; we wanted to extend that same flexibility to M.A./M.S. students.

We added this paragraph to 3b to explain:

“At a minimum, three of these five courses will be offered each fall term: COMM 520, one of the survey courses, and the complementary topics course. Each fall, the survey/topics pair will rotate; the rhetorical pair will be offered one fall and the communication pair the next. Each winter, the opposite survey course will be offered and each spring its complementary topics course will be offered. With this rotation, graduate students in the program will have access to five, graduate-only courses in this department in their first years and a sixth course in the fall of their second years, bringing their graduate-only course total to 6 courses (3 credits each), or 18 credits. Together with 9 thesis credits, students would therefore accumulate 27 credits of graduate-only course work. If students include no other graduate-only courses in their programs, they will still meet the 50/50 requirement of the Graduate School. If students enroll in other graduate-only seminars in our department or in their minor areas, they will further exceed the number of courses listed in that requirement.”

Regarding concerns about budget and committee work: the Department of Speech Communication participates in the M.A.I.S. program and offers two areas of concentration, one in Rhetoric and Social Influence and one in Interpersonal and Small Group Communication. Graduate students routinely name Speech Communication as both their first and second areas; those graduate students complete their masters’ work using only 9 credits outside our department. Because we have such a large number of graduate students and such a large number of graduate students who primarily take only our courses, our department has in place the necessary graduate-school relationships and protocols. We have a Graduate Director who screens applicants and convenes conferences or committee meetings as necessary to discuss questions about applicants. Our faculty meets regularly to vet applicants. The Graduate Director acts as advisor to all incoming graduate students; within the first quarter, she/he helps students select an appropriate committee chair. Some of our cohorts of graduate students have created informal “graduate student groups” and the Graduate Director has contributed to those efforts and the meetings of the groups. (The present cohort has not formed such a group.) The Graduate Director also attends regional and national conferences and recruits new students; the Graduate Director (and other faculty) also often sponsors graduate students to attend these conferences both for personal enrichment and for professional experience. Our Graduate Director will continue in that role with the M.A./M.S. No change in budget is
necessary.

Regarding GTAs, the department long has had in place a mandatory, week-long, GTA orientation training before classes begin in Fall; weekly-convened GTA training and instruction during all three quarters; and close supervision through classroom observation as well as oral and written criticisms. Both COMM 111 and COMM 114 are directed by a faculty member who meets with GTAs weekly to supervise their progress as teachers. In addition, the faculty as a whole meets regularly to discuss the program progress of all graduate students. These systems are in place and will not require budgetary changes when the M.A. begins to operate.

With regard to scheduling matters, we have plotted out a two-year model of course schedules (using the example of the schedule we used in the previous two years) and have been successful at incorporating courses necessary for the M.A./M.S. while retaining a sufficient number and kind of courses for undergraduates. Since we have such a large contingent of graduate students completing the M.A.I.S., we already have in place four courses that operate in a fashion similar to the five courses we name in the proposal; in other words, we currently offer COMM 520 and three topics courses. To accommodate the M.A., we need only to change one of our three topics courses to a survey course and add the second survey course. These changes do not accrue any costs.

In addition, we have juggled our curriculum over the last five years several times and have found the right “fit” for the rotating graduate-only courses. To put the M.A./M.S. in place, the sum total increase in number of classes to our curriculum will be the addition of one course. We recognize, however, that the number of courses is not the only change that will occur. We also have considered the qualitative changes to the curriculum, including relative sizes of methodology courses (which we already offer in significant numbers to accommodate undergraduate enrollment) and other upper-division offerings (as we anticipate higher enrollment of graduates in the “slash” courses). We have used these considerations as we organized the new, two-year schedule and have been able to accommodate the changes.

Again, we thank you for the careful consideration of this proposal.
Hello, Robert.

A big step forward! I read your proposal this morning, and it all looks good to me. English will support you in any way we can in all the transitions. My only worry is the statement that Speech can support the M.A. program without any added budget.

At your convenience, we could get together to talk about the following, among others:
1. The admissions committee work is considerable.
2. GTA orientation and supervision (our Director of Writing now replaces the former Composition Coordinator, and either arrangement involves a reduced teaching load--providing coherence in the GTA-taught courses and guidance/community in the GTA academic experience is a job).
3. English also has a Graduate Coordinator--we are redefining the duties right now--who advises, runs a fall-term M.A. Writing Group to help with thesis preparation, and receives a one-course reduction. The M.F.A. side has a Director, similarly defined.
4. Speech will have a new relationship with the Graduate School--the requirements for the M.A. degree involve 50% 500-only work which thesis and donut-course hours only help to cover, and even without that pressure, scheduling becomes a bit more complicated (Ann Leen in English is a genius at this sort of thing) 5. did someone say "four-credit conversion"?

Cheers,
Kerry

March 3, 2009
TO: Dr. Kerry Ahearn, Chair, Department of English, Oregon State University
FROM: Robert S. Iltis, Chair, Department of Speech Communication, Oregon State University
SUBJECT: Curriculum Liaison, MA in Communication, Oregon State University

The attached Category I proposal describes a new MA degree program at Oregon State University. In accordance with the liaison criteria in the Curricular Procedures Handbook at Oregon State University, this memo serves as notification to your of our intent to make this curricular change.
Please review the enclosed/attached materials and send your comments, concern, or support to me by March 11. An e-mail response will suffice. Your timely response is appreciated. As per Oregon State University procedures, please note that a lack of response will be interpreted as support. Thank you for your time and input.

<<2008MAproposal.doc>>
Robert S. Iltis, Ph.D.
Chair
Associate Professor
Department of Speech Communication
Shepard Hall
Oregon State University
Corvallis, OR 97331
541-737-2461
541-737-4443 (fax)
Hello, Robert.

I sent your attachment to selected faculty here, and I will forward you the comments as they come in. My faculty assumes that the proposal will be closely read at PSU and the U of O, among other places, and wants to play a similar role in advance. Please see below.

Cheers,
Kerry

Chair, Department of English
240D Moreland Hall
Oregon State University
Corvallis, OR 97331
541 737-1634
kahearn@oregonstate.edu

On first read, the claims on under “d”, iv, v, vi are somewhat questionable. Can it really be true that this there are “more communication faculty” than in any program in Oregon?

Can it really be true (vi) that there are no other degree options for students in “rhetorical theory and practice” in Oregon? We might want to nicely and candidly raise a question about this one by reminding Robert that graduate students can take an MA with emphasis in rhetoric and writing in English, and that we intend to keep this in our revised MA program. There’s a point early where “additional courses from other departments” are mentioned. We could ask how they envision drawing upon the resources of courses in rhetoric and composition, advanced writing, rhetorical theory in English studies. Seems relevant since we have a graduate area.

I’m also really curious about how new media fits in. There could be increasing competition for new media students at the graduate level—we (“we,” as in the rhetoric and writing group, see this as a huge, huge area, and want to stay involved where appropriate—we’re already involved with the writing minor there anyway). The proposal is extremely general on the highly significant point of relations to “other programs emerging in CLA” (see again d, iv, v, vi).
Hello, Robert.

I paste another response below. Thanks.

Kerry

Chair, Department of English
240D Moreland Hall
Oregon State University
Corvallis, OR 97331
541 737-1634
kahearn@oregonstate.edu

I’ve looked at the proposal, and have flagged some points for your attention.

It stands to reason that stepped-up attention to student access be seen as a justification for a discipline-based program in Communication. I note that it is not only COMM 111 but COMM 114 and (some) COMM 218 that may be covered by graduate students in the program.

The proposal does not address pedagogical practicum courses or TA training, although it does make brief mention (7c) of “internships and practica as a common feature of communications programs.” In our experience, pre-service orientation and guidance (prior to the fall term of teaching), continuous assessment and training in the first term of teaching are the bare minimums for any peer institution working with grad TAs. Costs associated with pedagogical training and faculty supervision include cost of covering practicum courses and some course down time for faculty charged with scheduling and administration of a multi-faceted discipline-based program in which the whole university is served by well-trained GTAs.

In our experience in English, the quality of grad students is essential to a successful program and effective teaching university-wide. From this standpoint, I am encouraged by the mention of graduate record exams, but minimum scores are not noted.

The proposal does not clarify how the 50/50 grad school requirement will be met. I assume (since they are not in the present catalogue), that new courses ENG 590, 591, 588, 589 are being created (perhaps as well the 2 “research methods courses,” although I’m not sure) in order to meet that component. How does the creation of new 500-only courses bear on program costs? What will be a “full load” for faculty supervising GTAs?

I’d like to see some fleshing out around two points in particular on page 10/dlv, iv, vi. Which “emerging sets of grad offerings in CLA” are complemented? The proposal notes that other similar comm. programs in the state(e.g. PSU) do not offer training in the historical depth of rhetorical traditions. However, OSU/English offers a graduate area in rhetoric and writing with appropriate sequences in the history of rhetoric. We are familiar with some of the differences in rhetoric offered within English departments and communication departments, but we might want to minimize potential overlaps there. Our WR grad would not be able to meet requisite teaching of writing courses in COMM courses, and perhaps
COMM students would not fulfill the “public address” requirements in our rhetoric and writing advanced courses. Still, we should note that OSU does offer and intends to continue to offer (in our revised MA proposal) a rhetoric and writing graduate strand.

Hope this helps.
From: Robert Ilitis

Subject: Liaison request

Hi David,

I'm requesting an expedited liaison regarding my department's MA/MS proposal. The CLA Curriculum Committee noted that we had not sought liaison with Anthropology regarding your department's emphasis in Language and Cross Cultural Communication in your MA program. I'm glad the committee noted the oversight, and apologize for not seeking liaison at the beginning of the process.

Our proposal includes a minor. While the specific outcomes of our respective programs differ, we will encourage students to draw on your coursework as a resource, and to minor in Anthropology.

I'm sending a copy of our proposal.

Robert S. Ilitis, Ph.D.
Chair, Department of Speech Communication
Oregon State University
541-737-2461
541-737-4443 (fax)
Anticipating another possible liaison question, I asked David Bernell for this letter. Please include.

The Anthro letter should follow tomorrow.

Robert

Robert S. Iltis, Ph.D.
Chair, Department of Speech Communication Oregon State University
541-737-2461
541-737-4443 (fax)

-----Original Message-----
From: Bernell, David
Sent: Tuesday, May 11, 2010 3:25 PM
To: Iltis, Robert
Subject: MA in COMM

Robert,

It was good to run into you earlier today. I'm excited for the MA program you're proposing. As you know, a sizable number of students in the MAIS degree program are really interested in earning an MA in COMM, and this proposal will allow them to do so.

This will have an impact on applications to the MAIS and our overall numbers, by as much as 30-40%. This is not a problem for me at all. We'll end up with students whose interests will represent a stronger fit with the aims of the MAIS.

Also, I've spoken with Sally Francis about this in the past, as she's been supportive of the idea that the MAIS could decrease in numbers as new masters programs are developed in CLA. I can't speak for the Graduate School on this particular proposal, but as for me, as your proposal impacts the MAIS, you've got no opposition.

David

David Bernell
Assistant Professor
Department of Political Science
Director, Interdisciplinary Studies Program (MAIS) Oregon State University
312 Gilkey Hall
Corvallis, OR 97331
541-737-6281
Jon,

We worked through the committee’s responses, and are resubmitting the proposal for the committee’s consideration. Attached please find a letter to the committee, and the revised proposal. Please let us know if you need other documents. Susie Leslie told me by phone that her office works with departments on budget matters and requests the library assessment after the college endorses the academic merits of the proposal. E-mails regarding those matters are in the letter.

Please let me know if I can provide additional material, and thanks in advance for reviewing the resubmission.

Robert

Robert S. Iltis, Ph.D.
Chair, Department of Speech Communication
Oregon State University
541-737-2461
541-737-4443 (fax)
Robert: Two members of the college curriculum committee went over the Speech/Comm Cat 1 proposal. What follows are their comments/suggestions. No doubt you know the drill -- you will need to speak to these comments/suggestions and then resubmit. The timing for resubmission is a little problematic, in that we will have only one more/one last meeting this term (May 15) so if you can get all of these problems solved by then, by all means resubmit -- if not, you will probably have to wait for next fall ... I will make sure that next year's chair has a full record of this first look at the proposal so next year's committee does not simply re-start the process. Feel free to contact me for more details ... JL

Here are the committee's comments/suggestions:

**Comments on Category I proposal to create an MS/MA Degree in Communication**

- First of all, the proposal should be paginated
- Cat I proposals take sometimes 12 months to approve, so there is little possibility it could be operational by Fall 2010. Perhaps Fall 2011?
- There is no justification given for the existence of an M.S. degree and sometimes it is referred to simply as the M.A. program. It seems rather odd that one would bypass a foreign language requirement for a Masters in Communication. If the M.S. is motivated by a track that requires a focus other than language, that should be spelled out in the proposal.
- P. 5 last paragraph talks about a sixth graduate-only course, but it's not clear what this is.
- Under 7. Change “insure” to “ensure”?
- 14. Budgetary Impact - Faculty have done a good job in figuring out how to offer the requisite number of graduate courses without unduly affecting their undergraduate program. However, it is naïve to think that no new funds will be necessary. At a minimum, we must withhold judgment until the library assessment is completed. Furthermore, it is our understanding that many of the lower division classes that will be taught by the graduate students depend on access funds. If this is to be the only way to fund graduate students, there should be a bit more permanency in the budget. Suzy Leslie is your source on these kinds of matters, we think you should have been in touch with her already so that she could advise you on how to put together the budget section.
- There will also be an increase of workload for both the faculty and the administration. Not only will each faculty member have more graduate students, but they will all be writing theses as opposed to many MAIS students who do papers. Admissions and committee work is considerable and who will mentor and coordinate the GTAs?
- The Titles and numbers of courses listed in the sample syllabi must match the course of study on page 3
- Appendix C shows quite poor graduation rates for MAIS students with a Communication focus. How does this compare with other MAIS students? We think the following possibilities should be explored 1) Are they too lax in who they admit to the program? 2) Does requiring them to teach early and without much training put them at risk of not finishing? These questions should be looked into and addressed before launching a new program that might suffer from the same problems.
- We were concerned with the response to the liaison letters from English. It seemed as if a bridge could be made between Rhetoric and Writing and History of Rhetoric in English and this new program. Instead, the response was to differentiate what they do (oral) from the written word. It
also seems like liaison should have occurred with Anthropology’s Language and Cross Cultural Communication MA and with New Media.
## Budget Outline Form

**Estimated Costs and Sources of Funds for Proposal**

Total new resources required to handle the increased workload, if any. If no new resources are required, indicate the year.

Institution: Oregon State University  
Program: MA/MS Communication  
Academic Year: 2011-2012

Prepare one page each of the following.

<table>
<thead>
<tr>
<th>Column A: From Current Budgetary Unit</th>
<th>Column B: Institutional Reallocation from Other Budgetary Unit</th>
<th>Column C: From Special State Appropriation Request</th>
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**Personnel Subtotal** 0

| **Other Resources**             |                                                              |                                                   |
| Library/Printed                 |                                                              | 5,933                                             |
| Library/Electronic              |                                                              |                                                   |
| Supplies and Services           | 1,000                                                        |                                                   |
| Equipment                       |                                                              |                                                   |
| Other Expenses                  | 1,500                                                        |                                                   |

**Other Resources Subtotal** 2,500

| **Physical Facilities**            |                                                              |                                                   |
| Construction                       |                                                              |                                                   |
| Major Renovation                   |                                                              |                                                   |
| Other Expenses                     |                                                              |                                                   |

**Physical Facilities Subtotal** 0

**GRAND TOTAL** 2,500 5,933
The budgetary impact should be reported as zero.

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## Budget Outline Form

**Estimated Costs and Sources of Funds for Proposal**

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Academic Year: 2011-2012

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**Personnel Subtotal**: 0

### Other Resources

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**Other Resources Subtotal**: 2,500

### Physical Facilities

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**Physical Facilities Subtotal**: 0

**GRAND TOTAL**: 2,500 5,933
sed Program

ed, the budgetary impact should be reported as zero.

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**Budget Outline Form**

**Estimated Costs and Sources of Funds for Proposal**

Total new resources required to handle the increased workload, if any. If no new resources are required, please indicate "0." (This information should be included in the proposal narrative.)

Institution: Oregon State University  
Program: MA/MS Communication  
Academic Year: 2011-2012

Indicate the year:  

---

### Column A  
From Current Budgetary Unit

### Column B  
Institutional Reallocation from Other Budgetary Unit

### Column C  
From Special State Appropriation Request

#### Personnel
- Faculty (Include FTE)
- Graduate Assistants (Include FTE)
- Support Staff (Include FTE)
- Fellowships/Scholarships
- OPE
- Nonrecurring

| Personnel Subtotal | 0 |

#### Other Resources
- Library/Printed
- Library/Electronic
- Supplies and Services
- Equipment
- Other Expenses

| Other Resources Subtotal | 2,500 |

#### Physical Facilities
- Construction
- Major Renovation
- Other Expenses

| Physical Facilities Subtotal | 0 |

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**GRAND TOTAL**  

|  | 2,500 | 5,933 |
the budgetary impact should be reported as zero.

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Institution: Oregon State University  
Program: MA/MS Communication  
Academic Year: 2011-2012

Prepare one page each of the following:

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**Personnel**
- Faculty (Include FTE)
- Graduate Assistants (Include FTE)
- Support Staff (Include FTE)
- Fellowships/Scholarships
- OPE
- Nonrecurring

| Personnel Subtotal | 0 |

**Other Resources**
- Library/Printed
- Library/Electronic
- Supplies and Services
- Equipment
- Other Expenses

| Other Resources Subtotal | 2,500 |

**Physical Facilities**
- Construction
- Major Renovation
- Other Expenses

| Physical Facilities Subtotal | 0 |

**GRAND TOTAL**

| 2,500 | 5,933 |
ed Program

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<td>Fourth</td>
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</tbody>
</table>
1. Review - College Approver - Liberal Arts
Sent Back by Sarah Williams Academic Wage Appt - Hourly / Acad Prgms/Assess/Accred, June 1, 2011 10:12am
Comments
Sarah Williams (College Approver - Liberal Arts) June 1, 2011 10:12am
Returning to Originator so that he can enter the CIP code on the proposal. SW

2. Originator Response
Robert Iltis Associate Professor / Speech Communication, June 1, 2011 10:34am
Comments
Robert Iltis June 1, 2011 10:34am
I submitted the new version, with CIP added. The addition of the CIP was the only change.
RSI

3. Review - College Approver - Liberal Arts
Approved by Sarah Williams Academic Wage Appt - Hourly / Acad Prgms/Assess/Accred, June 1, 2011 10:58am
Comments
Sarah Williams (College Approver - Liberal Arts) June 1, 2011 10:58am
Per email from Gary Beach: "The revised proposal has been reviewed and approved by the CLA Curriculum Committee (via a confirmation email from Jon Lewis on Friday, May 27th)." We are moving this proposal along to Budgets and Fiscal Planning. SW

4. Review - Curriculum Coordinator
Approved by Sarah Williams Academic Wage Appt - Hourly / Acad Prgms/Assess/Accred, June 1, 2011 10:59am
Comments
Sarah Williams (Curriculum Coordinator) June 1, 2011 10:59am
Moving this proposal forward to Budgets and Fiscal Planning. SW

5. Review - Budgets and Fiscal Planning Committee
Approved by Sarah Williams Academic Wage Appt - Hourly / Acad Prgms/Assess/Accred, September 13, 2011 3:33pm
Comments
Sarah Williams (Budgets and Fiscal Planning Committee) September 13, 2011 3:33pm
Approved by B&FP on June 13, 2011. SW

6. Review - Graduate Committee - Liberal Arts (M-Z)
Sent Back by Walter Loveland, October 19, 2011 10:33pm
Comments
Walter Loveland (Graduate Committee - Liberal Arts (M-Z)) October 19, 2011 10:33pm
The Graduate Council is returning this proposal for clarification of a number of points. Our proposal review team has produced the following report on this proposal.
We have reviewed the Category I proposal for the MA/MS in Communications and believe that additional information
about the proposal is needed to inform the deliberations and decision by the council.

• We were not able to find the responses to CLA Liaison.
• We were confused by a statement at the bottom of page two of the English Liaison document. The liaison letter indicates that when graduate students name Speech Communication as both their first and second areas, they complete their masters’ work using only 9 credits outside the department. Yet page 12 of the proposal states that these students earn 36 of their 48 credits from the Communications department. Please explain the disparity, and how this meets the MAIS requirement of 15 credits from each of the three areas.
• We were not able to find a clear distinction between the MA and the MS degree requirements within the proposal.
• The Category 1 lists Fall 2011 as the implementation date. (pg 4, item 1c)
• We are concerned with the extensive use of slash courses in the proposal. If the thesis credits are removed from the equation, at least 41% of the course work is slash courses. Since the proposal is for building an MA/MS degree with a projection of 20 students, why not develop the proposal with more stand-alone graduate coursework? What is driving the choice of using slash courses in the curriculum?
• Related to the point above, we note that the research methods courses are slash courses. We believe it may be more appropriate to use stand-alone graduate coursework for research methods.
• Given the large percentage of slash courses, would this degree program really be an option for OSU Communication undergraduates?
• Pg 9, item 3d – Learning outcomes. The third learning outcome suggests the thesis will integrate the minor area. However, the curriculum proposed does not specify the requirement for a minor area. Please explain.
• The proposal cites that the GRE will be required for admission, but does not specify minimum scores. How will the results of the GRE be used in the selection decisions? (pg 10)
• On page 11 (item 6aiii), the proposal seems to justify the need for this degree program because GTAs are needed to teach lower-division Communication classes. From the university perspective, and giving consideration to the lost revenue associated with tuition remission, it would seem that the use of professional faculty to deliver classes would be more cost effective. The GTA positions should be used to attract highly qualified candidates for the degree program.
• Is data available on the current enrollments in the UO and PSU Master in Communication degree programs?
• Pg 12, item 6b – Needs for employment:
  o What are the specific labor market projections (Oregon and US) for master's graduates from CIP # 09.0101? (n.b., http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88045)
  o To the point that many of the MA/MS students will come from the MAIS program:
    • Can placement results from past MAIS-dual-communication-area graduates be provided? The proposal makes very general statements regarding demand for graduates from this degree program. It would seem that the placement results of past graduates could be used to demonstrate demand and the types of career opportunities available.
    • Is there any data to suggest the number of students who are currently pursuing the MAIS with a concentration in Communication that would opt to switch to a Communication master's degree?
    • Is there data on the number of alumni from the MAIS with a dual concentration in Communication that would have instead opted for a Master in Communication?
• Pg 14, Item 8. Assessment. The proposal indicates that assessment will be based on individual courses and the evaluation of the thesis. If so, then the learning outcomes need to be mapped to the specific courses in which they are evaluated and assessed. Given the current emphasis within the university on assessment, a more thoughtful program for assessment should be included in the program.
• The proposed budget does not seem to reflect the diversion of faculty time for teaching additional stand-alone graduate classes and guiding up to 32 thesis projects. If it is budget neutral with no additional faculty resources, then what impact would this degree program have on the quality of the current undergraduate program?

In addition the Council discussed this proposal at length and is concerned about the proposal. The overall feeling is that this is a weak Master’s program with a coursework degree and a minimal thesis. Part of the justification for the program seems to be recruit graduate students to help teach the large undergraduate course program in Communications. Another possibility would be to employ fixed term instructors to do that teaching. We encourage the proposers to re-build this proposal to create a strong program that builds on the strengths of the faculty. Possible use of Ecampus to deliver the program in a hybrid or on-line version might be productive.

When the proposal has been revised, please re-submit the proposal using the CPS. If you wish this proposal to be re-considered at the next Graduate Council meeting on 2 November, we will need the revised proposal one week before that date. However, we would encourage you to take all the time necessary to make a full response to the Council’s concerns.
7. Originator Response
Trischa Goodnow Professor / Speech Communication, April 18, 2012 11:20am
Comments
Trischa Goodnow April 18, 2012 11:20am
We have revised as requested and added a document in response to Walt Loveland and the Graduate Council’s concerns.

8. Review - Graduate Committee - Liberal Arts (M-Z)
Sent Back by Janet Lee Professor / Women Studies, January 22, 2013 5:32pm
Comments
Janet Lee (Graduate Committee - Liberal Arts (M-Z)) January 22, 2013 5:32pm
Below are notes from the GC meeting that took place in June 2012.

Graduate Council requests additional information, including: need and employment market analysis; further information on the relationship between curriculum, and assessment and learning outcomes; and clarification of slash and stand-alone courses.

Details: Denise noted that requested proposal revisions were made in some instances but, in other cases, she could not find the requested revisions. Two new required methods stand-alone graduate courses were created; there is still a question about whether a minor is required for the degree program; and it is still uncertain as to the difference between the MA and MS. Some of the unit responses stated that they weren’t making requested revisions because other unit’s aren’t doing it, i.e. specific labor market data analysis was not provided because other programs have not provided the information. Their assessment strategy has a list of activities, but not how the activities will be achieved. The budget is neutral, with no funding allocated to address recruiting. Bruce noted that the slash courses have been removed and replaced with 500-level courses.

- If the purpose of the program is to provide instruction, Jim questioned whether the education minor being worked on by Brenda should be incorporated. If providing instruction is no longer the purpose, the proposal should be revised.
- Cass stated that he is not ready to vote until there is a market analysis and until he sees the Category II courses in the system so syllabi can be viewed. Denise questioned why one would prepare Category II proposals if the program is not approved. Bruce noted that concurrent Category I and II proposals could be prepared and the Category II courses would be approved only upon approval of the Category I. Jim felt that the minimum requirements (i.e., learning outcomes and assessment) for each course needs to be available for review.
- Regarding proposals, Carolyn noted that the Graduate Council needs to be consistent in enforcing requirements and/or requested revisions.
- Need to request learning outcomes and assessment methods for graduate stand-alone courses. Ask to clarify intentions of offering stand-alone 500-level courses. Indicate that curriculum is nebulous and suggest that they create a matrix containing the courses and learning outcomes. Regarding the market analysis, if there is no information available, they can contact the Graduate School to receive advice about contracting-out to obtain this information.

9. Originator Response
Trischa Goodnow Professor / Speech Communication, October 31, 2014 3:26pm
Comments
Trischa Goodnow October 31, 2014 3:26pm
Response to the council’s latest questions:
GC: Graduate Council requests additional information, including: need and employment market analysis; further information on the relationship between curriculum, and assessment and learning outcomes; and clarification of slash and stand-alone courses.
SC: We have included the economic feasibility study in a separate tab. The study clearly shows a need for Masters in communication. According to the report, “A majority (59%) felt the degree would be very or somewhat valuable.” We have provided substantial explanation of how the curriculum addresses the learning outcomes and how these will be assessed. These have been reworked in sections 8: 1-5. The purpose of the program is to provide students with advanced study in the theory and practice of communication, specifically interpersonal communication and rhetoric (as general labels). Students who successfully complete the core coursework and Master’s thesis will have met the
learning outcomes expressed in this proposal.

The Masters in Communication is a minimum of 45 credits, of which 27 are required stand-alone credits. Students may complete all but six credits with stand-alone credits. We have streamlined course requirements to clarify this confusion.

GC: Details: Denise noted that requested proposal revisions were made in some instances but, in other cases, she could not find the requested revisions. Two new required methods stand-alone graduate courses were created
SC: We have included the descriptions in the proposal in Section 3B.
GC: there is still a question about whether a minor is required for the degree program
SC: This has been clarified in Section 3A with the following wording:
15 credits Minor – optional (a student may complete a minor which requires an additional 15 credits for a total of 60 credits)
GC:; and it is still uncertain as to the difference between the MA and MS.
SC: This has also been clarified in Section 3A with the following wording:
Students wishing to pursue the Master of Arts degree must meet the above requirements and exhibit a 2nd year proficiency in a second language.
This wording is consistent with other programs in CLA that offer both MA and MS degrees.
GC: Some of the unit responses stated that they weren’t making requested revisions because other unit’s aren’t doing it, i.e. specific labor market data analysis was not provided because other programs have not provided the information.
SC: We have commissioned an economic feasibility study which in included as separate tab.
GC: Their assessment strategy has a list of activities, but not how the activities will be achieved.
SC: The assessment is based on student success in courses and in the final thesis project. The chart in Section 8 outlines how coursework and the thesis connect to the learning objectives.
GC: The budget is neutral, with no funding allocated to address recruiting.
SC: We have included a Foundation allocation of $2500 to cover initial recruitment and advertising with a commitment for additional funds as needed.
GC:
• If the purpose of the program is to provide instruction, Jim questioned whether the education minor being worked on by Brenda should be incorporated. If providing instruction is no longer the purpose, the proposal should be revised.
SC: The program has never been intended to provide instruction. That was a misinterpretation of an earlier inclusion which has since been reworded.
GC:
• Cass stated that he is not ready to vote until there is a market analysis and until he sees the Category II courses in the system so syllabi can be viewed. Denise questioned why one would prepare Category II proposals if the program is not approved. Bruce noted that concurrent Category I and II proposals could be prepared and the Category II courses would be approved only upon approval of the Category I. Jim felt that the minimum requirements (i.e., learning outcomes and assessment) for each course needs to be available for review.
SC: We have included course syllabi for the proposed courses. We are not prepared to propose these classes unless this proposal is approved. Since, if the proposal is not approved we would not teach those courses.
GC:
• Regarding proposals, Carolyn noted that the Graduate Council needs to be consistent in enforcing requirements and/or requested revisions.
SC: This is what we have suggested in providing examples of inconsistencies in the last response. We believe that we have addressed all of the council’s concerns. We have streamlined the proposal, clarified areas of confusion, and commissioned an economic feasibility study. We hope that the grad council will enable us to move forward with this program.

10. Review - Graduate Committee - Liberal Arts (M-Z)

Sent Back by Jay Casbon Professor / Acad Prog / Student Aff, November 1, 2014 8:11am

Comments

Jay Casbon (Graduate Committee - Liberal Arts (M-Z)) November 1, 2014 8:11am
More revisions needed.
I have asked what further revisions are needed since they are not specified in the Graduate Committee Review provided above. Since this was submitted on a Friday afternoon and the above comment was sent the next morning, I am not certain that this went to the committee. Please provide detailed comments so that we can address this as soon as possible.