Materials linked from the June 7, 2016 Curriculum Council agenda.

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/call.html. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal
☒ 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 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.oregonstate.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 Communications

Effective Date: September 2016
Fall Term 2017

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:

[Sign (Dept Chair/Head; Director): Robert S. Ellis, Chair 5/16/16]
[Sign (Dean of College): Michael Oriand 5/16/16]
Institution: Oregon State University  
College/School: College of Liberal Arts, School of Arts and Communication  
Department/Program: Speech Communication  
Proposed Degree and Title: MA/MS in Speech Communication

1. Program Description

   a. Proposed Classification of Instructional Programs (CIP) number: 09.01.01

   b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

   This Master of Arts/Master of Science (M.A./M.S.) 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.

   c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

   3 credits  
   COMM 520 Graduate Seminar in Communication (will require name change to Introduction to Graduate Study in Speech Communication – offered Fall annually)

   3 credits  
   COMM 517 Research Methods in Communication (offered once annually)

   3 credits  
   COMM 565 Research Methods in Rhetoric (offered once annually)

   3 credits  
   Communication Theory – Choose from (these are slash courses, at least one of the following is offered each term):
COMM 518: Interpersonal Communication Theory and Research (3)
COMM 522: Small-Group Communication Theory and Research (3)
COMM 528: Intercultural Communication: Theory and Research (3)
COMM 530: Theoretical Issues in Communication Inquiry (3)
COMM 540: Theories of Conflict and Conflict Management (3)

3-credits
Rhetorical Theory — Choose from (these are slash courses, at least one of the following is offered each term):
COMM 554: Advanced Argumentation (3)
COMM 555: Rhetoric: 500 BC to 500 AD (3)
COMM 556: Rhetoric 500 AD to 1900 (3)
COMM 559: Contemporary Theories of Rhetoric (3)

6-9 credits
COMM 590: Graduate Seminar in Rhetoric (course may be repeated up to three times for credit — offered 1-2 times per year)

6-9 credits
COMM 591: Graduate Seminar in Communication (course may be repeated up to three times for credit — offered 1-2 times per year)

9-12 credits
COMM electives (additional courses, including independent study, optional practica or internship credits, as approved by student's graduate committee.)

6-9 credits
Thesis (6-9)

Minimum credits required for the degree: 45
At least 50% of all credits for the degree must be stand-alone graduate coursework.

Courses marked by an asterisk are stand-alone graduate credits.

Minor: Optional. (A student may complete a minor, which would require an additional 15 graduate-level credits for a total of 60 credits, minimum)

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

A non-thesis option is not available for this degree. Students wishing to pursue a non-thesis degree will be encouraged to enroll in the M.A.I.S. program, where a project option is available.

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The MA/MS will be delivered face-to-face on the Corvallis Campus. Required courses will be offered a minimum of once per year.

e. Adequacy and quality of faculty delivering the program.

The MA/MS proposal has been designed to minimally impact undergraduate course offerings. As a result, with nine and one half full-time faculty, the program can be offered at the desired level. Please see attached vitas to assess the quality of faculty.
Faculty resources – full-time, part-time, adjunct.

Speech Communication has nine full time faculty and one that is a joint appointment with New Media Communications. We have approximately fifteen adjunct faculty.

Other staff.

Speech Communication has one full time administrative assistant. We also have one tenure track faculty member who serves as the Director of Graduate Studies, a compensated position.

Facilities, library, and other resources.

See Attached

Anticipated start date.

Fall 2017

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution’s mission, signature areas of focus, and strategic priorities.

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:

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.

2: Students will develop a strong background in theory and methods of Speech Communication’s two related perspectives, Interpersonal and Small Group Communication and Rhetoric and Social Influence that will enable students to manage and solve communication problems in professional and civic contexts.

3: 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.

4: Students will learn to employ ethical practices for communication specialists and promote ethical use of rhetoric and communication in all contexts.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

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. Manner in which the program meets regional or statewide needs and enhances the state’s capacity to:

i. improve educational attainment in the region and state;
   As evidenced by the economic feasibility study, there is a need for Masters degrees in Communication. This program will be unique in Oregon as no other institution offers this degree. Consequently, Oregonians will have access to a much needed program.

ii. respond effectively to social, economic, and environmental challenges and opportunities;
   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.

iii. address civic and cultural demands of citizenship.
   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.

3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.
   N/A

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.
   N/A
c. If the proposed program is a graduate program in which the institution offers an undergraduate program, the proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

N/A

4. Need

a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

Based on the number of M.A.I.S. students with a major or two areas on Communication—currently, we project an initial commitment of ten students with an additional 3-4 students in each subsequent year, reaching a maximum commitment of 25 students in year five.

b. Expected degrees/certificates produced over the next five years.

We project 40-50 degrees awarded over the next five years.

c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

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 fields of study. Of those graduate students, typically 1/3 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. Evidence of market demand.

See Appendix B, Market Feasibility Study

e. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

N/A

f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

See Appendix B, Market Feasibility Study

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

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

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

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

<table>
<thead>
<tr>
<th>University Level: Outcomes, Measures and Benchmarks or Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the university and program level student learning outcomes (GLO).</td>
</tr>
<tr>
<td>Measures/methods/instruments used to assess the outcome: direct (D) or indirect (I).</td>
</tr>
<tr>
<td>Benchmarks/milestones used to determine if the outcome has been satisfactorily met by the students</td>
</tr>
<tr>
<td>GLO 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.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>a) Students successfully complete the core courses in Communication and Rhetorical Theory, as well as, courses in Research Methods in Communication and Research Methods in Rhetoric. b) Students successfully complete Seminar Courses that engage professional and civic issues in communication contexts.</td>
</tr>
</tbody>
</table>

Measures/methods used to assess the outcome: direct (D) or indirect (I).
| Benchmarks/milestones used to determine if the outcome has been satisfactorily met by the students | a) Students earn a grade of B or higher in seminar and elective coursework, and b) students’ advisors rank report advisee progress in thesis research | a) Students earn a grade of B or higher in core courses in Communication and Rhetorical Theory, as well as, courses in Research Methods in Communication and Research Methods in Rhetoric b) students earn a grade of B or higher in seminar courses c) students’ Graduate Committee ranks their thesis or project to be good or excellent following the defense | a) Students earn a grade of B or higher in core courses in Communication and Rhetorical Theory, as well as, courses in Research Methods in Communication and Research Methods in Rhetoric b) c) students’ Graduate Committee ranks their thesis or project to be good or excellent following the defense |

c. Nature and level of research and/or scholarly work expected of Program faculty; indicators of success in those areas.

All tenure-track faculty in the Speech Communication have Ph.D.’s from accredited universities. Faculty are trained in various areas of Communication and Rhetoric. Currently, faculty teach undergraduate and graduate courses, supervise students completing MAIS degrees and serve on graduate committees across the University.

Faculty with graduate students will be expected to maintain their research and publication activities. The faculty will continue as active scholars. Assessment of faculty success will be based on but not be limited to:

- Scholarly productivity in peer-reviewed disciplinary and/or interdisciplinary journals as well as books, book chapters and conference proceedings
- Participation in professional meetings, conferences, and workshops
• Participation and leadership in applicable school, university and external (state/national) committees
• Participation on editorial boards, editorship of scholarly journals

6. Program Integration and Collaboration

a. Closely related programs in this or other Oregon colleges and universities.

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 10 tenure track faculty positions 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 contemporary media issues. 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. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

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. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A

d. Potential impacts on other programs.

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.

7. Financial Sustainability (see Budget Outline form)

a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

• n/e N/A

10
c. Targeted student/faculty ratio (student FTE divided by faculty FTE).
   • 1/3

d. Resources to be devoted to student recruitment.
   • The Director of Graduate Studies will be allocated an initial budget of $5000 from Foundation Funds (Speech Communication Excellence Fund) to create and distribute advertising materials. In addition, the Director of Graduate Studies will be afforded a one course release for the first two years of the program to develop materials and undertake recruiting efforts (visiting colleges and university undergraduate programs, attending conferences and developing materials).

8. External Review

If the proposed program is a graduate level program, follow the guidelines provided in External Review of New Graduate Level Academic Programs in addition to completing all of the above information.

See attached.

Revised 7/14 – hhs
1. Whose viewpoint?

The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

2. No additional resources needed?

If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.

3. Additional resources needed?

If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.
Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
Program: MA/MS Communication
Academic Year: 2016-2017

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
<th>Column F</th>
</tr>
</thead>
<tbody>
<tr>
<td>From</td>
<td>Institutional</td>
<td>From Special State</td>
<td>From Federal Funds</td>
<td>From Fees, Sales and Other Grants</td>
<td>TOTAL</td>
</tr>
<tr>
<td>Current Budgetary</td>
<td>Reallocation from Appropriation and Other Grants</td>
<td>Other Income Unit</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budgetary Unit</td>
<td>Request</td>
<td>12,897</td>
<td>6,099</td>
<td>18,529</td>
<td>37,525</td>
</tr>
</tbody>
</table>

Personnel

<table>
<thead>
<tr>
<th>Faculty (include FTE)</th>
<th>Graduate Assistants (include FTE) 0.38 FTE</th>
<th>12,897</th>
<th>6,099</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Staff (Include FTE) 0.25 FTE</td>
<td>6,099</td>
<td>12,897</td>
<td></td>
</tr>
<tr>
<td>Fellowships/Scholarships</td>
<td>1,830</td>
<td>16,699</td>
<td></td>
</tr>
<tr>
<td>OPE</td>
<td>18,529</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrecurring</td>
<td>7,929</td>
<td>29,596</td>
<td></td>
</tr>
</tbody>
</table>

Personnel Subtotal | 7,929 | 29,596 | 0 | 0 | 0 | 37,525 |

Other Resources

| Library/Printed* | 8,038 | 8,038 |
| Library/Electronic* | 1,200 | 1,200 |
| Supplies and Services | 600 | 600 |

Other Resources Subtotal | 9,838 | 0 | 0 | 0 | 0 | 9,838 |

Physical Facilities

| Construction | 0 | 0 |
| Major Renovation | 0 | 0 |
| Other Expenses | 0 | 0 |

Physical Facilities Subtotal | 0 | 0 | 0 | 0 | 0 | 0 |
**Program: MA/MS Communication**

**Academic Year: 2017-2018**

### Personnel

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
<th>Column F</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Current</td>
<td>Institutional</td>
<td>From Special State</td>
<td>From Federal Funds</td>
<td>From Fees, Sales and Other Grants</td>
<td>Other Income</td>
</tr>
<tr>
<td>Budgetary Unit</td>
<td>Reallocation from</td>
<td>Appropriation</td>
<td></td>
<td></td>
<td>LINE ITEM TOTAL</td>
</tr>
<tr>
<td>Other Budgetary Unit</td>
<td>Request</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Personnel Subtotal**: $8,480

**Other Resources Subtotal**: $9,840

**Physical Facilities Subtotal**: $0

**GRAND TOTAL**: $18,320

---

* Library Assessment indicates a total of $8038/yr

---

**Program: MA/MS Communication**

**Academic Year: 2018-2019**
## Personnel

<table>
<thead>
<tr>
<th>From Current Budgetary Unit</th>
<th>Institutional Reallocation from Other Budgetary Unit</th>
<th>From Special State Appropriation Request</th>
<th>From Federal Funds From Fees, Sales and Other Grants</th>
<th>Other Income</th>
<th>LINE ITEM TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (Include FTE)</td>
<td></td>
<td>13,687</td>
<td></td>
<td>13,687</td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants (Include FTE) 0.38</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Staff (Include FTE) 0.25</td>
<td>6,470</td>
<td></td>
<td></td>
<td>6,470</td>
<td></td>
</tr>
<tr>
<td>Fellowships/Scholarships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPE</td>
<td>2,265</td>
<td>17,751</td>
<td></td>
<td></td>
<td>20,016</td>
</tr>
<tr>
<td>Nonrecurring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel Subtotal</td>
<td>8,735</td>
<td>31,438</td>
<td></td>
<td></td>
<td>40,173</td>
</tr>
</tbody>
</table>

## Other Resources

<table>
<thead>
<tr>
<th>Other Resources</th>
<th>From Current Budgetary Unit</th>
<th>Institutional Reallocation</th>
<th>Other Budgetary Unit</th>
<th>From Special State Appropriation Request</th>
<th>From Federal Funds From Fees, Sales and Other Grants</th>
<th>Other Income</th>
<th>LINE ITEM TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library/Printed*</td>
<td>8,862</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8,862</td>
</tr>
<tr>
<td>Library/Electronic*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and Services</td>
<td>800</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>800</td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>600</td>
</tr>
<tr>
<td>Other Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>600</td>
</tr>
<tr>
<td>Other Resources Subtotal</td>
<td>10,262</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10,262</td>
</tr>
</tbody>
</table>

## Physical Facilities

<table>
<thead>
<tr>
<th>Physical Facilities</th>
<th>From Current Budgetary Unit</th>
<th>Institutional Reallocation</th>
<th>Other Budgetary Unit</th>
<th>From Special State Appropriation Request</th>
<th>From Federal Funds From Fees, Sales and Other Grants</th>
<th>Other Income</th>
<th>LINE ITEM TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Renovation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Facilities Subtotal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**GRAND TOTAL**

<table>
<thead>
<tr>
<th>From Current Budgetary Unit</th>
<th>Institutional Reallocation</th>
<th>Other Budgetary Unit</th>
<th>From Special State Appropriation Request</th>
<th>From Federal Funds From Fees, Sales and Other Grants</th>
<th>Other Income</th>
<th>LINE ITEM TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18,997</td>
<td>31,438</td>
<td></td>
<td></td>
<td>0</td>
<td>50,435</td>
</tr>
</tbody>
</table>

* Library Assessment indicates a total of $8862/yr

Program: MA/MS Communication
Academic Year: 2019-2020

Prepare one page each of the first four years

<table>
<thead>
<tr>
<th>From Current Budgetary Unit</th>
<th>Institutional Reallocation</th>
<th>Other Budgetary Unit</th>
<th>From Special State Appropriation Request</th>
<th>From Federal Funds From Fees, Sales and Other Grants</th>
<th>Other Income</th>
<th>LINE ITEM TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Hours</td>
<td>Hours 14,101</td>
<td>6,664</td>
<td>2,332</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------</td>
<td>--------------</td>
<td>-------</td>
<td>-------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Faculty (Include FTE)</td>
<td></td>
<td></td>
<td>14,101</td>
<td>6,664</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants (Include FTE)</td>
<td>0.38</td>
<td>14,101</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Staff (Include FTE)</td>
<td>0.25 FTE</td>
<td>6,664</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fellowships/Scholarships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPE**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonrecurring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personnel Subtotal</strong></td>
<td>8,996</td>
<td>32,468</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Other Resources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/Printed*</td>
<td>8,862</td>
<td>8,862</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/Electronic*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and Services</td>
<td>800</td>
<td>800</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Expenses</td>
<td>600</td>
<td>600</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Resources Subtotal</strong></td>
<td>10,262</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Physical Facilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Renovation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Facilities Subtotal</strong></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**GRAND TOTAL**

| Hours 19,258 | 32,468 | 51,726 |

* Library Assessment indicates a total of $8862/yr