Program Proposal for New Program

University of South Carolina Beaufort

Title of Program: Bachelor of Arts
Major: Communication Studies

Date of Submission

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Dr. Harris Pastides, President

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Classification

Program Title: Communication Studies

Academic unit involved: Department of Social Science

Designation, type, and level of degree: Bachelor of Arts, 4 year

Proposed date of implementation: Spring 2012

CIP Code: 090101

Identification of Program as New or Modification: New

Site: Historic Beaufort Campus and Gateway to Hilton Head Campus

Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship awards:
     Yes _____No: ___X___

Delivery mode: Traditional

Justification
º **A statement of the purposes and objectives of the program**.
The Communication Studies degree will provide students with a focus in communication contexts (interpersonal, group, mass and public), and in the history and scholarship of the communication studies discipline. The program will prepare graduates both for professional careers related to communication and graduate programs in communication studies. The combination of an intensive liberal arts background with oral communication competencies and practical experience will help students investigate and integrate their knowledge and perspectives in today's technologically changing world and will give them the background needed for a career in communication. The communication studies major seeks to help students understand how fundamental communication theories, principles, and practices apply in many communication contexts such as interpersonal, groups, organizations, cultures, and the mass media. Through the integration of liberal and professional education, the communication studies major enhances essential communication skills and fosters critical, self-reflective communicators who are effective members of society. Program objectives are in three major areas:

Students majoring in communication studies should know:
     -Basic communication theories and principles
     -The significance of cultural differences in communication practices
     -Basic methodological strategies used in communication research/scholarship
Students majoring in communication studies should be able to:
     -Speak effectively in interpersonal, small group, and public contexts
     -Critically interpret, analyze, and assess scholarly and everyday discourse
Students majoring in communication are encouraged to value:
     -Critical orientation to the study of communication
     -Diversity issues in communication
     -A broad understanding of the relationships among communication, social justice and ethics

º A discussion of the need for the program in the state…

Communication as an undergraduate field of study has experienced explosive growth. In the most recent 10 years of available national data, the number of undergraduate degrees conferred in communication has increased by 63% (based on nationally reported IPEDS data). This increase is not surprising when one considers that we are living in the communication age. The National Center for Education Statistics has reported data on bachelor's degrees awarded by American colleges and universities since 1970. The most recent compilation of these data is for the 2006-2007 academic year. These data were compared in 2009 (Planty, et al.). In 1971, of the total number of degrees granted, communication accounted for 1.2%. By 2007, communication degrees accounted for 4.9% of the degrees granted. The number of degrees awarded in this field has grown from 10,324 in 1971 to 78,420 in 2008.

As the Lowcountry's tourist-driven economy continues to grow, the need for professionals in communication continues to grow. In addition to communication-related professions in business, education, the media, government, law, public relations, human resources, an abundance of empirical research studies indicates the importance of a broad range of communication skills for success in a variety of areas (Morreale, Osborn, and Pearson, 2000). For example, The National Association of Colleges and Employers yearly surveys of major U.S. businesses consistently ranks communication skills (speaking and writing) as the number one skill employers indicate an "ideal candidate" should have. Unfortunately—and ironically—the very qualities employers look for are the qualities they find lacking in many new graduates. Employers say new graduates lack face-to-face communication skills, tend to lack presentation skills, teamwork skills, and overall interpersonal (gets along well with others) skills (http://www.jobweb.com/studentarticles.aspx?id=2121. A report from the National Leadership Council for Liberal Education and America's Promise includes oral communication as one of the essential learning outcomes of college learning (AACU, 2007). In 2006 The College Board Standards for College Success included 3 standards relating to oral communication: speaking, listening and media literacy standards (www.collegeboard,com).   In sum, "…we are living in a communications revolution comparable to the invention of printing . . . In an age of increasing talk, it's wiser talk we need most." (McCloskey, 1993). Finally, the AAC&U Survey, "Proportion of Employers Who Want Colleges to Increase Focus on Select Learning Outcomes" indicates that 89% of those surveyed want college graduates to be able to "communicate effectively, orally and in writing." (www.insidehighered.com/news/2010/01/27/**aacu**). As the chart below indicates, other skills central to the communication studies major are also desired.

AAC&U Survey: Proportion of Employers Who Want Colleges to Increase Focus on Select Learning Outcomes	
The ability to communicate effectively orally and in writing 89%	**Critical thinking and analytical reasoning skills 81%**
The ability to apply knowledge and skills to real-world settings through internships or other hands-on experiences 79%	**Democratic institutions and values 40%**
The ability to analyze and solve complex problems 75%	**The ability to connect choices and actions to ethical decisions 75%**
Teamwork skills and the ability to collaborate with others in diverse group settings 71%	The ability to innovate and be creative 70%
Concepts and new developments in science and technology 70%	**The ability to locate, organize, and evaluate information from multiple sources 68%**
The ability to understand the global context of situations and decisions 67%	Global issues and developments and their implications for the future 65%
The ability to work with numbers and understand statistics 63%	The role of the United States in the world 57%
Cultural diversity in America and other countries 57%	**Civic knowledge, civic participation, and community engagement 52%**
Proficiency in a foreign language 45%	Hart Research Associates, 2010

The US Bureau of Labor Statistics recently reported high demand for jobs requiring speaking, active listening, social perceptiveness, judgment and decision making, and writing skills. Most recently USCB faculty (Salazar, 2011) have explored the skills needed for the top six industry growth clusters for Beaufort County. The growth clusters were: (1) Health Care, (2) Hospitality, (3) Other In Demand Occupations (i.e. vocational educators, landscape architects, etc.), (4) Construction, (5) Financial Services, and (6) Information Technology. Seven managerial positions most relevant to each cluster were analyzed for the type of skill required for the job. Of the 35 skills (defined by the US Bureau of Labor), speaking, active listening, social perceptiveness, judgment and decision-making, and writing skills were indicated as five of the top ten skills required of individuals having managerial positions within the growth clusters. Data below shows that speaking skills were the number one skill and listening was the number three skill:

Ranking	Skill	N	Minimum	Maximum	Mean	SD
1	Speaking	7	69	91	76%	7.62
2	Critical Thinking	7	69	78	74%	3.82
3	Active Listening	7	66	81	74%	5.16
4	Reading Comprehension	7	63	81	70%	7.11
5	Time Management	7	60	75	68%	5.71
6	Monitoring	7	53	75	68%	7.02
7	Social Perceptiveness	7	56	72	67%	6.45
8	Coordination	7	53	81	67%	10.34
9	Judgment and Decision Making	7	60	75	66%	5.48
10	Writing	7	56	72	65%	6.19
11	Instructing	7	47	94	65%	15.35
12	Complex Problem Solving	7	53	72	65%	6.50

13	Management of Personnel Resources	7	41	78	62%	14.26
14	Active Learning	7	56	69	62%	4.00
15	Persuasion	7	41	75	60%	10.85
16	Service Orientation	7	44	75	59%	12.74
17	Negotiation	7	38	66	58%	10.03
18	Learning Strategies	7	44	75	56%	10.72
19	Systems Analysis	7	41	69	55%	10.73
20	Systems Evaluation	7	41	69	54%	10.84
21	Operations Analysis	7	16	66	49%	17.64
22	Management of Financial Resources	7	13	63	45%	19.26
23	Mathematics	7	19	56	43%	11.92
24	Management of Material Resources	7	22	60	43%	15.01
25	Operation Monitoring	7	19	53	35%	13.05
26	Quality Control Analysis	7	3	50	35%	15.89
27	Science	7	0	50	25%	17.02
28	Equipment Selection	7	0	57	22%	20.47
29	Troubleshooting	7	0	41	22%	15.67
30	Operation and Control	7	0	35	20%	15.72
31	Programming	7	6	44	17%	12.84
32	Technology Design	7	6	38	16%	10.66
33	Repairing	7	0	38	13%	16.27
34	Equipment Maintenance	7	0	31	12%	15.53
35	Installation	7	0	3	0%	1.13

Based on data from the Occupational Supply Demand System (OSDS) website, which collects data on degree completers and labor statistics, occupations related to communications/journalism/broadcasting (including CIP code 090101) are expected to grow nationally by 5.5% from 2008-2018. Within South Carolina, the growth is expected to be 4%. The projected average number of annual openings in SC for occupations within communications/journalism/broadcasting is 108.

Occupational Projections					National		
		Employment			Average Annual Openings		
SOC Code	Occupation	Est 2008	Proj 2018	Change	Growth	Replace	Total
27-3011	Radio and Television Announcers	55,100	51,700	-6.2%		1,550	1,550
27-3012	Public Address System and Other Announcers	12,300	13,300	8.1%	100	350	450
27-3021	Broadcast News Analysts	7,700	8,000	3.9%	30	210	240
27-3022	Reporters and Correspondents	61,600	56,900	-7.6%		1,690	1,690

27-3041	Editors	129,600	129,200	-.3%		3,390	3,390
27-3042	**Technical Writers**	**48,900**	**57,800**	**18.2%**	**890**	**790**	**1,680**
27-3043	**Writers and Authors**	**151,700**	**174,100**	**14.8%**	**2,240**	**3,180**	**5,420**
27-3099	**Media and Communication Workers, All Other**	**34,300**	**37,900**	**10.5%**	**360**	**810**	**1,170**
	Total	**501,200**	**528,900**	**5.5%**	**3,620**	**11,970**	**15,590**

Occupational Projections		South Carolina					
		Employment			Average Annual Openings		
SOC Code	Occupation	Est 2008	Proj 2018	Change	Growth	Replace	Total
27-3011	Radio and Television Announcers	836	766	-8.4%		24	24
27-3022	Reporters and Correspondents	678	671	-1.0%		19	19
27-3041	Editors	708	702	-.8%		19	19
27-3042	**Technical Writers**	**370**	**448**	**21.1%**	**8**	**6**	**14**
27-3043	**Writers and Authors**	**761**	**891**	**17.1%**	**13**	**16**	**29**
27-3099	**Media and Communication Workers, All Other**	**71**	**82**	**15.5%**	**1**	**2**	**3**
	Total	**3,424**	**3,560**	**4.0%**	**22**	**86**	**108**

More data related to occupational supply and demand can be found on the OSDS website at: http://www.occsupplydemand.org/

USCB's service area is steadily growing and consequently there will be more undergraduate students seeking a wide range of degree options. The region's burgeoning growth is well documented and recognized statewide. Beaufort County is the fastest growing county in the state, as indicated in the chart below. Additionally, Jasper County's population increased by 33.5% (15,137 to 20,678) from 1990 to 2000 and 12.14% from 2000-2010 (from 20,707 to 23,221).2005. Both counties continue to be among the fastest growing in South Carolina. Projections show a slower, but continual growth pattern for the region. In Beaufort County alone, the most conservative projections anticipate the population increasing by a minimum of another 40% over the next 25 years. Sources from labor market indicators reflect varying growth projections, though all show a steady increase as indicated in the following chart:

Beaufort County Population Growth and Projections						
Source	2000	2005	2010	2015	2020	2025
1. LMI	120,937	137,800 (13.9% over 2000)	152,000 (25.6% over 2000)	166,190 (37.4% over 2000)	180,390 (49.1% over 2000)	194,570 (60.8% over 2000)

Cited Sources: Lowcountry Economic Network, U.S. Department of Commerce, Bureau of Census, and S.C. Office of Research and Statistical Services.

Even more significant is the fact that the population age sector analysis from the 2000 U.S Census Bureau data shows that Beaufort County's 10-14 years of age group grew by a staggering 47.7%, substantially higher growth than any other county in South Carolina. These young people will be the next wave of enrollees in USC Beaufort.

Figures in the following table support the demand for this degree among USCB students. The table shows interest data from USCB students in the Speech 140 Public Speaking course in the Fall 2009, Spring 2010, Fall 2010, and Spring 2011 semesters.

Interest Survey Data for a Communication Major at USCB			
	Students Polled	Number of students desiring a communication studies major	Number of students considering a communication major
Fall 2009	125	45	35
Spring 2010	95	15	10
Fall 2010	130	39	30
Spring 2011	75	20	10
Total	425	111	85

It should be noted that USCB offered a minor in communication studies beginning in Spring 2011 and offered two courses: Introduction to Communication Studies (190) and Media and Society (290). Both courses were filled.

In March 2011 communication studies faculty surveyed 40 businesses in Beaufort, Bluffton, Hilton Head Island, and Savannah, GA. Thirty five businesses responded (87.5% response rate). Companies were asked if they perceived a need for communications studies majors and what possible jobs were available for graduates with this degree. The chart below summarizes the results of the survey:

Type of Business	Possible Jobs for Communication Studies Major	Type of Business	Possible Jobs for Communication Studies Major
Real Estate (2)	Sales Associate, Marketing, Communications	Gulf Stream (1)	Corporate Communication Specialist
Hospital (1)	Assistant to Director of Communication, Customer Service Representative	Brassler USA (1)	Inside Account Manager, District Manager
Bank (2)	Customer Service Representative, Teller	Lowes (1)	Human Resource Trainer
Retailers (9)	Sales Representative, Sales Manager, Customer Service Representative, Communication Trainer	Hargray (1)	Customer Service Representative

Newspaper/Magazines (3)	Reporter/Writer, Copy Editor, Sales Associate	AT&T (1)	Customer Service Representative
Television/Radio (3)	News Researcher, Marketing/Advertising,, Announcer	ComCast (1)	Customer Service Representative
Resorts/Hotels (6)	Communication Consultant, Communication Coordinator, Marketing/Advertising, Manager,	Alpha Worldwide (1)	Sales, Marketing, Communications
Insurance (2)	Sales Associate, Sales Manager		

º **A discussion of the centrality of the program to the mission of the institution as currently defined by the Commission.**

This Bachelor of Arts degree with a major in Communication Studies directly supports three key areas of USCB's mission:

1. "USCB offers baccalaureate degrees that respond to regional needs, draw upon regional strengths, and prepare graduates to participate successfully in communities here and around the globe."

- First, communication is a core component of liberal arts and humanities (NCA, 2007). Communication studies offers a template through which to understand the entire range of human inquiry. If, following Richard Rorty's aphorism, the goal of scholarship in the humanities is to keep the conversation going, the discipline that is first and foremost concerned with conversation and communication promises fresh insights into the nature and organization of inquiry in the humanities. Such enhancement of curriculum benefits not only the region, but globally as well.
- As the region continues to grow, the need for graduates with communication competencies essential to successful professional and personal relationships will grow.

2. "USCB offers programs in mathematics and the natural sciences, humanities, and professional and social sciences."

- The B.A. in Communication Studies will be a significant component of the social sciences curriculum at USCB. The current communication offerings are popular and it is anticipated that implementing a major in Communication Studies will generate enrollment growth.

3. "The University encourages students to think analytically and abstractly, to explore options, to see similarities, to be open to differences, to communicate effectively, and to respect each individual."

- Through the general core courses, and the specific literature and cultural aspects of the proposed program, graduates will become critical thinkers with a foundation of communication and interpersonal skills, particularly relevant within a multicultural (and multidisciplinary) context. The Communication Studies curriculum is structured to promote critical thinking, critical reading, and communication competency in a variety of contexts. Moreover, these skills will cultivate an environment to share ideas and explore differences.

º A discussion of the relationship of the proposed program to other related programs within the institution

Careers related to communication are wide and varied. As the chart below indicates, a degree in communication is key to numerous careers (From: Richard West & Lynn Turner. (2004). <u>Introducing Communication Theory: Analysis and Application</u> (2nd ed.). Boston: McGraw-Hill). Column 4 indicates the relationship of the proposed program to other programs within the institution.

Field	Careers	Related Courses	Related USCB Degrees
Advertising	Copy writer, media planner, advertising specialist, media sales representative	Persuasion, advertising & society, mass media, media production, small group communication, communication theory, ethics, listening	**Business Administration**
Communication Education	High School speech teacher, debate coach, college or university professor, language arts coordinator, communication curriculum specialist	Oral interpretation, public speaking, interpersonal communication, research methods in communication, cross-cultural communication, communication theory, ethics, listening	**English**
Electronic & New Media	Broadcasting station manager, director of broadcasting, film editor, news director, technical director, actor, news anchor, announcer researcher	Public speaking, interpersonal communication, mass communication, media research, media theory, media criticism, studio and field production, media ethics, visual communication, listening, organizational communication	**English**
Journalism	Reporter, editor, copy writer, script writer, news service researcher, technical writer	Public speaking, media theory, media research, print journalism, media ethics, visual communication, listening	**English**
Public Relations	Publicity manager, press agent, corporate public affairs specialist, fund raiser, media analyst, researcher	Business and professional communication, public speaking, interpersonal communication, media theory, media research, ethics, listening	**Hospitality Management Business Human Services**
Business	Sales representative, manager, negotiator, customer service representative, communication trainer, human resources manager	Public speaking, business and professional communication, interpersonal communication, organizational communication, managerial communication, small group communication, interviewing, ethics, listening	**Business Administration Hospitality Management**
Health Care	Health educator, medical grants writer, hospital director of communication, hospice manager, health-care counselor, medical training supervisor	Health communication, interpersonal communication, ethics, public relations, conflict and communication, family communication, communication theory, research methods, listening	**Nursing**

International Relations	Corporate representative, translator, student tour coordinator, diplomat, foreign relations officer, foreign correspondent	Intercultural communication, international communication, nonverbal communication, communication theory, research methods, ethics, conflict and communication, political communication, persuasion, listening	**Business Administration Foreign Language (Spanish) Hospitality Management**
Law	Public defender, corporate attorney, public interest attorney, legal secretary, paralegal, legal reporter, law professor, arbitrator	Public speaking, interpersonal communication, media law, legal communication, argumentation and debate, persuasion, listening, small group communication, conflict and communication, ethics, communication theory	**History Pre-law advising track**
Social & Human Services	Public administrator, social worker, recreational supervisor, human rights officer, counselor, religious leader	Public speaking, interpersonal communication, family communication, listening, small group communication, ethics, communication theory, conflict and communication	**Sociology Psychology Human Services**

º Similarities/differences between the proposed program and those with similar objectives offered at other institutions

A search of the CHE Degree Inventory reveals that there are over 50 degrees offered in South Carolina colleges in the field of communications. However, not one of the universities offering a communication studies degree are within the USCB service area. The closest institution offering a communication studies degree is 70 miles from USCB. A 140 mile roundtrip to commute to an institution to earn a degree in communication studies is an unreasonable expectation, and would pose a hardship for most students. This degree will make USCB more attractive for local students wanting to continue their studies within the communication discipline. Moreover, it will serve as a retention tool for students currently enrolled desiring a major in communication studies.

Enrollment
º A discussion of admissions criteria specific to the program:

Students must fulfill USCB admissions requirements to enroll in general education or program specific courses. Freshman applicants who meet the course requirements will be evaluated on the basis of high-school grades, class rank and entrance examination scores. These factors will be used to determine the applicant's probability of completing the requirements for the desired degree. Applicants who have earned a 2.0 cumulative GPA on the defined preparatory units and who score 800 on the SAT or 17 on the ACT may be admitted to USCB. Transfer students are required to have a 2.0 cumulative GPA in all previous college-level work. They must also be in good standing and eligible to return to the institution last attended. There are no admissions criteria specific to this program. USCB students in good standing may enroll in upper division Communications Studies courses when appropriate, relative to meeting general education requirements and pre-requisites.

º A table showing projected total student enrollment in each term for first five years:

ESTIMATED NEW ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2011-12	15	225	15	225	7	42
2012-13	16	240	16	240	7	42
2013-14	17	255	17	255	8	48
2014-15	18	270	18	270	8	48
2015-16	19	285	19	285	9	54

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2011-12	20 *	300	20	300	9	54
2012-13	36**	540	36	540	16	96
2013-14	53 ***	795	53	795	24	144
2014-15	71 ****	1065	71	1065	32	192
2015-16	90 *****	1350	90	1350	41	246

* 15 new freshmen, 5 internal "transfer" sophomores.

** 16 new freshmen, 18 continuing students, 2 internal "transfers"

*** 17 new freshmen, 32 continuing students, 4 internal "transfer"

**** 18 new freshmen, 48 continuing students, 5 internal "transfers"

***** 19 new freshmen, 64 continuing students, 7 internal "transfers"

º A discussion of the process by which these estimates were made, including the pool or pools of students to be served:

Since there is presently no Communication Studies major at USCB, the estimates in the above table are based on (1.) the number of students who indicated they desired a Communication Studies major in surveys of Speech 140 students (as reported earlier in this document), (2.) the growth of the Communication Studies nationally, and (3.) the increased yearly enrollment at USCB. It is anticipated that once the degree is implemented, a bulk of the total enrollment projections will be from new enrollments to USCB. Each subsequent fall headcount includes the additional new enrollment from the table listed below. Total student enrollment headcounts are reduced by 10% each spring compared to the previous fall semester, as is a generalized pattern in USCB enrollment; and summer headcount is based on 50% of the previous spring total—also a generalized pattern. Credit hour calculations are based on 15 hours for fall and spring semesters and 6 hours for summer.

Curriculum

The curriculum outlined for this new program intentionally duplicates, in part, that of the University of South Carolina Columbia, building on the established pedagogical strengths of this senior institution's communication program. The National Communication Association's (1.) *Policy Platform Statement on the Role of Communication Courses in General Education* (1996), *(2.) Communication Programs in Higher Education* (2004), and (3.) *Guidelines for Developing and Assessing Undergraduate Programs in Communication* (2009) were utilized to develop the proposed curriculum. In addition, The College Board's *Communication Standards for College Success* was also used. This proposal complies with the standards set forth in these publications.

SAMPLE COMMUNICATION STUDIES CURRICULUM		
I. GENERAL EDUCATION REQUIREMENTS		**(38-49)**
English	BENG 101 with a grade of C or higher	3
	BENG 101L with a grade of C or higher[1]	0-1
	BENG 102 with a grade of C or higher	3
Numerical & Analytical Reasoning	BMTH 101 or a higher level mathematics course (except BMTH 112), plus an additional course in mathematics, logic, statistics, or computer science.	6-7
Speech	BSPC 140, 201, 210 or 230	3
Liberal Arts	Liberal Arts Electives (humanities & social/behavioral sciences)[2]	6
	BHIS 101, 102, 111, 112, 115, 116	3
	Fine Arts[3]	3
	Social/Behavioral Sciences[4]	3
Natural Sciences	Two Natural Science courses with laboratories[5]	8
Foreign Language	Requirements may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken text on familiar subjects.	0-6
Non-Western Studies	A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.[6]	0-3
II. PROGRAM REQUIREMENTS (C OR BETTER REQUIRED)		**15-18**
History	An additional selection from BHIS 101, 102, 111, 112, 115 or 116	3
Humanities	A course from African American studies, English, fine arts, foreign languages and literatures, history, philosophy (except 110 & 111) or religious studies	6
Social/Behavioral/Studies	Courses selected from anthropology, economics, geography, political science, psychology, or sociology	6
Philosophy	A course in logic: PHIL 110 & 111	3
III. MAJOR REQUIREMENTS (C OR BETTER REQUIRED) A minimum of 18 major requirement hours must be taken at USCB		**33**
Core Courses	BSPC 140, 190 BSPC 201	9

200 Level Courses	BSPC 200-level (Choose 2 courses from 210, 220, 230, 240, 260)	6
300-400 Level Courses	BSPC 300-level + (Choose 5 courses from 300, 320, 340, 343, 345, 360, 365, 389, 399, 400, 450, 460) BANT 371, BANT 385	15
Capstone Course	BSPC 490 Senior Seminar (taken in the senior year of study)	3
IV. ELECTIVES		**17-28**
TOTAL HOURS REQUIRED		**120**
Notes	[1] Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam. Students who transfer into USCB with credit for first-semester freshman composition are exempt from the BENG 101L requirement. [2] Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. [3] Courses from: BMUS, BTHE [4] Courses from: BANT, BECO, BGEO, BGST, BLIN, BPOL, BPSY, BSOC and BSST. [5] Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY. [6] The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 452, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315, and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education.	

º A brief explanation of the assessments of student learning outcome that will be used.

Direct assessment methods will include course examinations, oral and written critiques of presentations, critiques of communication scholarship, communication research papers, and grading rubrics. Indirect assessment methods will include the rising junior survey, graduating student survey and alumni survey. Students who complete the Bachelor of Arts with a major in Communication Studies degree must demonstrate the following student learning outcomes in three major areas:

Knowledge Student Learning Outcomes

- A.   Identify and describe the contexts, dynamics, and implications of human communication
- B.   Explain and apply the major theoretical communication perspectives.
- C.   Explain and utilize the major research methodologies used in the study of communication
- D.   Explain the relationship between communication and culture
- E.   Discuss the implications of factors that affect communication, including, among others: culture, gender, group composition, sexual orientation, leadership, nonverbal communication, family background, situation, environment, and conflict.
- F.   Explain the impacts of new media on interpersonal, organizational and mass communication
- G.   Identify communication skills needed to effectively work with others individually and in group settings
- H.   Suggest ways to make communication more effective in various contexts: interpersonal communication, group communication, organizational communication, public communication, mass communication, intercultural communication and computer-mediated communication

Performance Student Learning Outcomes

- A. Practice ethical dimensions of communication in personal relationships and in professional situations
- B. Perform effectively as a communicator in public, interpersonal and group communication
- C. Analyze and critically evaluate communication practices, structures, messages, and outcomes

D. Analyze outcomes of own communication
E. Analyze and evaluate verbal and nonverbal messages in differing social, political and cultural contexts to assess their effectiveness
F. Critically evaluate communication research/scholarship
G. Critically read communication studies research
H. Write a scholarly research analysis paper
I. Construct valid arguments
J. Listen critically
K. Explain and analyze the legal and ethical concerns surrounding information and information technology use
L. Debate current political, economic, legal and social problems
M. Critically evaluate live and/or recorded performance

Value Student Learning Objectives
A. Explain the fundamental values of the communication discipline and its value in life in the community, workplace, family, and civic participation
B. Respond appropriately to cultural communication differences
C. Analyze and evaluate key ethical issues in a variety of communication contexts

º A list, with catalog type descriptions, of all new courses that are to be added to the catalog within three years.

BSPC 220 Communication, Technology and Society Examines the relationships among communication, technology, and society and investigates the role of technology in the ways we communicate, interact, and think about our world. New Course

BSPC 300 Introduction to Communication Theory and Research Provides introduction to the major theories and research methods used in the field of communication New Course

BSPC 320 Communication and Popular Culture An introduction to communication and popular culture, i.e., television, music, film, popular literature, art, advertising, worldwide web, etc. using rhetorical and critical methods of analysis to understand the communicative dimension of these cultural forms to explore the complex relationship of language, visual images, mediated communication, and cultural values. New Course

BSPC 365 Health Communication Focuses on communication between patient/family and health care professionals and examines the effect of such communication on the health and health care of patients. New Course

BSPC 400 Communication and the Law. Focuses on understanding the verbal and nonverbal factors involved in legal dialogue: attorney-judge, attorney-attorney, attorney-client-witness, attorney-jury, witness-jury, defendant-jury, jury-jury, and judge-jury communication and relationships. New Course

BSPC 490 Capstone Course. Communication 490 is designed as the capstone course for communication majors. It is aimed at providing students with the opportunity to integrate the knowledge and skills they have acquired as communication majors as well as provide experiences for students to exhibit competent communication skills learned during their program of study in order to prepare for a career in communication. By working on a capstone project that draws on prior course work and that culminates in a speech and senior capstone paper, students utilize their critical thinking skills in synthesizing previous course work and extend and develop their own original ideas. New course

Faculty
º A table detailing the rank and academic qualifications of each staff member who will be involved in the program

List Staff	Highest Degree	Field of Study	Teaching in Field
Professor 1	Ph.D.	Communication Education	Yes
Professor 2	Ph.D.	Drama	Yes
Instructor	Ph.D.	Communication	Yes
Adjunct 1	M.A.	Corporate and Public Communication	Yes

Current staffing for the proposed program is adequate. As the program grows, part-time additional adjunct faculty for the program will be hired as needed until the program necessitates a full-time hire. All new adjunct hires will have, at a minimum, a Master's Degree in Communication. Newly hired, tenure-track, full time faculty will have a Ph.D. in communication.

º An explanation of proposed changes in assignment…
There are no proposed changes in faculty/administrative assignments that will warrant the hire of new faculty.

º A statement of the institutional plan for faculty development
The current faculty development plan is outlined in the USCB Faculty Manual. When budgets allow, professional development funds are available for each faculty member each academic year. Due to extreme budget cuts, the pool of competitive professional development funds that have been available in the past are not available this year. However, the University will increase such support as program growth provides additional revenue.

º The institutional definition of the full-time equivalents (FTE):
Full-time faculty are defined as those teaching four courses (12 hours) during fall semester and four courses (12 hours) during spring semester. Summer teaching loads are not factored in for full-time faculty, as summer teaching is optional and faculty are paid according to specific summer schedules. To determine full-time equivalents, the total number of course hours taught each semester is divided by 12 hours for fall semester and 12 hours for spring semester, resulting in FTEs for each of these semesters. For an annual FTE, the total course hours for fall and spring semesters are added together and then divided by 24. Tenured and tenure track Communication Studies faculty carry a load of twelve credit hours per semester, which satisfies the 12 credit hour requirement.

º A table showing for at least five years , the number and the full-time equivalent (FTE) of faculty, administrators, and/or staff

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT						
YEAR		NEW		EXISTING	TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2011-2012			2	.25	2	.25
2012-2013			2	.25	2	.25
2013-2014			2	.25	2	.25
2014-2015			2	.25	2	.25
2015-2016			2	.25	2	.25

Faculty						
2011-2012			4	2.625	4	2.625
2012-2013			4	2.625	4	2.625
2013-2014			4	2.625	4	2.625
2014-2015			4	2.625	4	2.625
2015-2016			4	2.625	4	2.625
Staff						
2011-2012			1	.15	1	.15
2012-2013			1	.15	1	.15
2013-2014			1	.15	1	.15
2014-2015			1	.15	1	.15
2015-2016			1	.15	1	.15

Physical Plant
º Adequacy of Physical Plant
The Communication Studies program will utilize classrooms on both campuses to offer communication courses in its program. These facilities are adequate for the first five years of the new program at USCB.

º A discussion of any additional physical plant requirements during the foreseeable future
No new physical plant requirements or modifications to existing facilities will be needed in the foreseeable future.

º Identification of major equipment items that may be needed for at least the first five years
Current infrastructure is adequate for the proposed program.

Library Resources
º A quantitative comparison of the institution's current holdings in relationship to the new program being proposed:
USCB's students have access to a rich array of resources, including 82,000+ books on campus, plus 130,000+ E-books, subscriptions to over 125 databases and the availability of 200,000+ online journals in all discipline areas. Through comprehensive interlibrary loan services, USCB students also have access to the rich resources available in South Carolina. This includes more than 3.1 million books at the Thomas Cooper Library. By being a member of PASCAL, students and faculty also have access to an overall South Carolina total of 10,000,000 books and other academic materials. USCB also is a member of KUDZU, a group of 17 southeastern university research libraries that shares resources among its members. The American Library Association has replaced the *Standards for College Libraries* (last issued in 2000) with *Standards for Libraries in Higher Education* (2004). These newer standards no longer have a quantitative emphasis, focusing more on planning and how well the library supports the institution's academic programs.

º A qualitative assessment of current holdings in view of the new program being proposed:
The USCB Library subscribes to several online services that add depth and quality to the resources available to the university community. These services add currency and depth to the resources available for all communication studies. These are as follows.
In 2007, the web-based *Resources for College Libraries* (RCL) replaced the print-based *Books for College Libraries,* last issued in 1988. RCL includes in its listings 59,000+ books, electronic resources and essential web sites as part of its recommended titles. RCL allows USCB to analyze its collection versus RCL's recommended titles at a very specific level. The study of communication is interdisciplinary in nature. Therefore, the classification of materials varies depending upon the

classification system used. Two analyses were performed comparing RCL's recommended core titles to USCB library collection (2009 non e-book). The first analysis was a comparison using the Library of Congress (LC) classification system and the other using the RCL classification system. Similar results were obtained and are described in detail below. The RCL subject classification analysis is more inclusive in nature and therefore produced a larger (although not significant) number of results. Using the term "Communication" as a subset of "Journalism and Communication" it was determined that USCB owns 7.56% of the RCL recommended titles in that area; specifically 18 of the 238 recommended books are included in the USCB collection. The LC subject heading "Communication" was used for the second analysis which includes titles in the P87 - P96 classification of the Library of Congress system. Also included were titles from "P99.5 – P99.6" covering the subject heading of "Nonverbal Communication."

USCB Collection Analysis - Communication Studies (RCL)			
RCL Classification	Owned and in RCL	In RCL, Not Owned	Total
Communication	18	220	238

USCB Collection Analysis - Communication Studies (LC)			
LC Classification	USCB Owned Texts	Owned and in RCL	In RCL, Not Owned
Communication	98	7	111
Non-verbal	2	0	3
TOTALS	100	7	201

An even more detailed breakdown of the collection has been made available to the faculty. This will allow the university to select for purchase those books that will directly support the proposed program. Acquiring more of the recommended titles will insure that the base collection can adequately support the academic aspirations of our students. In addition to our monograph collection, USCB provides access to three of the seven recommended index/abstract databases and 17 of the 40 periodicals in the disciple of communication from *Magazines for Libraries* (16th edition).

º A quantitative estimate of acquisitions that may be needed annually for at least the first five years
The statewide higher education electronic library may be included as part of the library's resource base when making calculations of need for library resources for a new or modified program proposal. Although this resource brings substantial resources to bear, it does not obviate the need or desirability of all other additional library resources for a new program. USCB's annual "library materials budget" is slightly over $200,000. In the area specifically devoted to Communication Studies, the annual budget is $2,000. With a per-book cost approximating $61, the university will be able to add around 22 books per annum to support Communication Studies. It is anticipated that once Communication Studies becomes a major degree program, the annual budget for materials will be increased to $8,000 (allowing 131 books to be purchased annually).

Accreditation, Approval, Licensure, or Certification Articulation
There is no licensure or certification for graduates in this field.

ºDescription of the institution's efforts to link the proposed program to similar programs in SC
USCB has a substantial record of partnering on collaborative initiatives in the education arena in the state, region, and nation. USCB faculty and staff have a long history of working collaboratively with colleagues at other institutions across the country including South Carolina through professional conferences, exhibitions, and lectures. Additionally, the proposed Communication Studies degree will further utilize these initiatives for experiential learning, recruitment, and public involvement. Students graduating from USCB with a degree in Communication Studies will be encouraged to pursue graduate studies at USC and other institutions statewide.

º Proposed baccalaureate-level programs should show an entry path for students from two-year institutions, as appropriate.
The Statewide Technical College System, including the neighboring Technical College of the Lowcountry (TCL) currently offers an A.A. transfer block for Art, Humanities and Social Sciences consisting of a curriculum block of 46-48 semester hours. USCB has already established the PASSPORT program with the TCL to plan for optimal transition of TCL graduates into USCB. USCB's Executive Vice Chancellor of Academic Affairs is currently working with TCL on an articulation agreement to build a path for graduates to gain entrance to USCB.

º If the proposed program leads to a degree that is normally considered to be a terminal degree…
The B.A. degree is not a terminal degree for communication studies

º Institutions should highlight collaboration with other state institutions in this section.
Although USCB has a history of collaboration with other state institutions in numerous areas, collaboration in the area of Communication Studies is just beginning. In the preparation of this proposal, USC Columbia, as well as all regional USC campuses, were consulted with regard to their communication programs. USCB plans to work closely with USC Columbia and other institutions to ensure that USCB students are properly advised and prepared for graduate studies if they choose to do so.

º If a program cannot show progress towards articulation agreement… N/A

Estimated New Costs
º The table showing estimated annual new costs for at least the first five years

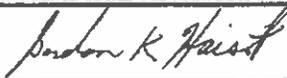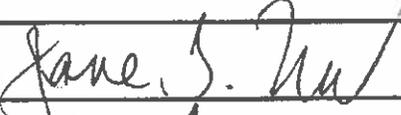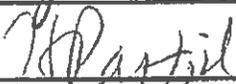| ESTIMATED COSTS BY YEAR						
CATEGORY	**1ST**	**2ND**	**3RD**	**4TH**	**5TH**	**TOTALS**
Program Administration	0	0	0	0	0	0
Faculty Salaries (Not new costs. Current costs)	196,074	196,074	196,074	196,074	196,074	980,370
Graduate Students	NA	NA	NA	NA	NA	NA
Clerical/Support Personnel	0	0	0	0	0	0
Supplies and Materials	1,000	3,000	1,000	3,000	1,500	9,500
Library Resources	8,000	8,000	8,000	8,000	8,000	40,000
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Other (Identify)	0	0	0	0	0	0
TOTALS	205,074	207,074	205,074	207,074	205,574	1,029,870
SOURCES OF FINANCING BY YEAR						
Tuition Funding	$111,708	$118,278	$126,612	$133,272	$141,606	$631,476
Program-Specific Fees State Funding	NA	NA	NA	NA	NA	NA
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding	0	0	0	0	0	0
Other Funding (specify)*	93,363	93,363	93,363	93,363	93,363	$466,815
TOTALS	$205,071	$211,641	$219,975	$226,635	$234,969	$1,098,291

*Other Funding (specify)
This program will be supported by funding from the Beaufort Jasper Higher Education Commission (BJHEC), and is directly related to the USCB Strategic Plan to strengthen and develop academic programs for local access to higher education.

º A statement as to whether or not "unique cost" or other special state appropriations will be required or requested.
There are no plans to request "unique cost" or other special state appropriations.

Institutional Approval

INTERNAL INSTITUTIONAL BODY	SIGNATURE	APPROVAL DATE
Dr. Gordon Haist USCB Faculty Senate	*Gordon K Haist*	April 14, 2011
Dr. Harvey Varnet USCB Executive Vice Chancellor Academic Affairs	*Harvey Varnet*	15 April 2011
Dr. Jane T. Upshaw USCB Chancellor	*Jane S. Uu*	4/13/11
Dr. Michael Amirides USC Executive Vice President for Academic Affairs and Provost	*Mye Amiridi*	5/26/11
Dr. Harris Pastides, USC President	*H Pastid*	5/30/11
USC Board of Trustees	Thomas L. Stepp	6/30/2011

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