**Executive Summary**

***Overview***

The Department of Communication proposes that a new Communication Associate of Science degree program be approved starting catalog year 2014-15. To obtain the degree, students would be required to complete a minimum of 61 lower division credit hours (24 credit hours in Communication and 37 credit hours of general education).

***Justification***

* **Student demand for the program is high**. Survey data indicates students are interested in having the option to complete a Communication Associate’s Degree for a variety of reasons. The data includes both declared Communication majors and non-majors.
* **The degree would positively impact students**. There are multiple studies that report Communication skills as the key ingredient to employability and career advancement. This degree would tangibly reward students pursuing a bachelors degree by increasing their marketability while in school.
* **Northern Utah lacks a comparable program**. As a dual-mission institution, Weber State fulfills the role of a community college for Northern Utah. The closest alternative for a similar degree is SLCC, which is too far to commute for many regional students.
* **A new program would boost graduation numbers**. Governor Herbert’s PACE plan to raise the number of degree holders in Utah to 66% by 2020 explicitly calls for an increase in associate’s degrees conferred. Building associate’s programs in employable disciplines will attract more students to complete more degrees at Weber State University.

***Institutional Readiness***

No additional faculty, staff, or library resources would be needed to support this program for at least the next five years. Many students will complete this degree while pursuing a bachelors in communication, meaning existing resources will be enough to satisfy initial need. If future enrollment growth supports an increased need, we will make a request for additional resources at that time.

**NEW**

PROGRAM PROPOSAL

WEBER STATE UNIVERSITY

**Submission Date: 10/23/2013**

**College: Arts and Humanities**

**Department**: **Communication**

**Program Title: Communication Associate of Science**

**1. Complete Program Description**

An Associate of Science degree may be obtained while pursuing coursework in Communication. The AS requires a minimum of 61 semester credit hours (24 in COMM) with a cumulative grade-point average of 2.0 or better. Communication core (12 credit hours) course requirements include COMM 1020 Principles of Public Speaking, COMM 1130 Media Writing, COMM 1500 Introduction to Mass Communication, COMM 2110 Interpersonal & Small Group Communication. Communication electives (12 credit hours) include any combination of: COMM 1560 Audio Production & Performance, COMM 2010 Mass Media & Society, COMM 2200 In-studio Video Production and Performance, COMM 2210\* Intercollegiate Debate, COMM 2250 Essentials of Digital Media, COMM 2270 Argumentation & Debate, COMM 2730\* Radio Production Workshop.

\*COMM 2210 & 2730 are 1-credit hour participation courses that may be repeated twice up to 3 credit hours each for an AS degree.

**2. Purpose of Degree**

**First, a Communication (AS) degree would fulfill the dual-mission of Weber State University.** According to the [Utah System of Higher Education 2013 Data Book,](http://higheredutah.org/wp-content/uploads/2013/05/rd_2013_databook_tabB.pdf)[[1]](#footnote-1) 105 Communication Associates degrees were conferred at 3 out of the 8 institutions (SNOW, UVU, SLCC) in the system from 2010-2012. Currently, no Communication (AS) is offered by institutions primarily serving populations north of Salt Lake County. As a dual-mission university, Weber State has an obligation to fulfill the needs of our regional population by providing access to a diversity of degree programs. Establishing a Communication (AS) would fulfill such a need for students who would otherwise commute long distance to the closest school with such a program (SLCC).

**Second, a Communication (AS) degree would benefit students.** Current students would benefit by locking-in their general education requirements and all lower division coursework needed for a BS degree. Consistency between institutions in the USHE eases the transferability of credits, potentially opening a new market for transfer students from other institutions with a Communication (AS) degree. Future students would benefit from the flexibility of having the option to obtain this degree.

**Third, a Communication (AS) degree increases the employability of students.** [The U.S. Department of Labor’s Bureau of Statistics reports](http://www.bls.gov/emp/ep_chart_001.htm)[[2]](#footnote-2) that associates degree holders earn approximately $7,000 more per year and are 2.1% less likely to be unemployed than people with a high school diploma only. The rhetorical effect of having a Communication (AS) would magnify the impact of a generic AA/AS degree on salary and job placement. Surveys show that all businesses and organizations need effective communicators. [The Wall Street Journal](http://online.wsj.com/article/SB10001424127887324735104578118902763095818.html)[[3]](#footnote-3) ranks “clear communication” as the No. 1 “must-have job skill” in 2013. [The National Association of Colleges and Employers](http://www.naceweb.org/s10022013/job-outlook-skills-quality.aspx?land-kc-lp-1-spot-jbout-10042013)[[4]](#footnote-4) Job Outlook 2014 study found that the “ability to work in a team structure” and the “ability to verbally communicate with persons inside and outside the organization” were two of the top five skills that employers seek. This program would teach our students the skills employers want including writing, speaking, interpersonal communication, group and team communication, digital message creation, audio and video production, visual communication, critical listening, and critical thinking.

**Fourth, nontraditional students seeking career advancement would be attracted to a Communication (AS) degree.** Graduates of non-communication programs and students who never finished their degree would benefit from a shorter timeframe option that trains them in the communication and mass media skills they need to advance in their careers. [Charles A. Volkert](https://www.alanet.org/careers/articles/Communication_Skills_More_Important_Than_Ever_for_Career_Advancement.pdf)[[5]](#footnote-5), executive director of a leading staffing service in major North American and international markets, reports that communication is the key ingredient to career advancement. [Nearly every career field benefits](http://www.canido.net/benefits-communication-degree/)[[6]](#footnote-6) from a communication degree. Students returning to school after starting their careers would find a Communication (AS) degree an affordable and advantageous option for meeting their goals.

**Fifth, adding a Communication (AS) degree would increase graduation numbers.** Only 3 out of 8 USHE institutions have this degree, leaving a large population underserved in northern Utah. Legislative funding decisions are made based on the number of graduates per institution and even a marginal increase in overall degrees conferred could help improve Weber State’s allocation in the future. Many of our current students pursuing a BA/BS in communication would appreciate having a milestone associates degree to reward their progress. Additionally, students who receive an associates in the department would have an incentive to continue at WSU and get their Communication (BA/BS) or a degree from a different program, effectively creating a feeder program for our existing degrees.

**3. Institutional Readiness**

The Department of Communication’s existing administrative structures would support the addition of a Communication (AS) degree. If the program is accepted, a faculty member in the department would serve as an advisor for the degree. The delivery of undergraduate or lower-division education will not be negatively impacted by the creation of a Communication (AS). Rather, students would have an incentive to increase the number of lower-division courses they take within the department, positively impacting student credit hours.

**4. Faculty**

The creation of a Communication (AS) will not require additional faculty in the first five years of the program. There are multiple sections of every core course and multiple elective offerings needed to complete the degree. Current faculty commitments would be sufficient to implement the program.

**5. Staff**

No additional staff would be needed to support the program. A faculty member in the department would advise for the communication core and electives part of the degree as part of their advising service commitments.

**6. Library and Information Resources**

Current library resources are sufficient for a Communication (AS).

**7. Admission Requirements**

Students would be admitted upon declaration of their intent to complete a Communication (AS) degree. No other admission requirements would be necessary for the program.

**8. Student Advisement**

A communication department faculty member would be responsible for advising Communication (AS) students as part of their service obligations to the department. Students would be monitored for degree progress toward completion. A degree map and advising sheet would be created to aid students in the process of obtaining the degree. The academic advisor for the College of Arts & Humanities, Debbie Murphy, would continue to advise for the general education components of the degree.

**9. Justification for Graduation Standards and Number of Credits**

A student may obtain a Communication (AS) if they have a cumulative overall GPA of 2.0, a minimum of “C” or better in all Communication courses, and have completed at least 62 lower division credit hours broken down as follows:

**General Studies Requirements (37 credits):**

ENGL 2010 (3 credits)

MATH 1030 (3 credits)

Social Science SS/DV (3 credits)

Social Science SS (3 credits)

Creative Arts CA (3 credits)

Humanities HU (3 credits)

Humanities HU or Creative Arts CA (3 credits)

American Institutions AI (3 credits)

Life Science LS/BS (3 credits)

Physical Science PS (3 credits)

Life Science LS or Physical Science PS (3 credits)

NTM 1700 (3 credits)

LIBS 1704 (1 credit)

**Communication Core Requirements (12 credits):**

COMM HU 1020 Principles of Public Speaking (3 credits)

COMM 1130 Media Writing (3 credits)

COMM 1500 Intro to Mass Communication (3 credits)

COMM HU 2110 Interpersonal & Small Group Communication (3 credits)

**Communication Electives (12 credits):**

COMM 1560 Audio Production & Performance (3 credits)

COMM HU 2010 Mass Media & Society (3 credits)

COMM 2200 In-Studio Video Production & Performance (3 credits)

COMM 2210 Intercollegiate Debate (1 credit)\*

COMM 2250 Essentials of Digital Media (3 credits)

COMM 2270 Argumentation & Debate (3 credits)

COMM 2730 Radio Production Workshop (1 credit)\*

\*COMM 2210 & 2730 are 1-credit hour participation courses that may be repeated twice up to 3 credit hours each for an AS degree.

**10. External Review and Accreditation**

N/A

**11. Projected Enrollment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Student Headcount** | **# of Faculty** | **Student-to-Faculty Ratio** | **Accreditation Req’d Ratio** |
| **1** | 25\* | 20 | 1.25 | N/A |
| **2** | 50 | 20 | 2.5 | N/A |
| **3** | 75 | 20 | 3.75 | N/A |
| **4** | 75 | 20 | 3.75 | N/A |
| **5** | 75 | 20 | 3.75 | N/A |

\* Initial estimations are based on the approximate number of Communication majors currently pursuing a general studies AA/AS

**12. Expansion of Existing Program**

N/A

**Need**

**13. Program Need**

 A Communication (AS) would help Weber State contribute to [Governor Herbert’s “On PACE to 66% by 2020”](http://www.utah.gov/governor/news_media/article.html?article=7899)[[7]](#footnote-7) plan that explicitly calls for increased numbers of associates degrees over the next eight years. Only 3 of the 8 institutions in the USHE have similar programs and NONE of those programs extend north beyond Salt Lake County. As the sole dual-mission institution in northern Utah, Weber State University has a responsibility to fulfill the community college needs of Davis, Morgan, and Weber counties. Our current students would benefit from accessing the employment opportunities, salary increases, and stability of locking in an associates degree in their field after two years of study. Potential students seeking a Communication (AS) are forced to commute to Salt Lake County to attend SLCC. It is in the best interest of our students, WSU, and the northern Utah community to approve a Communication (AS) degree.

**14. Labor Market Demand**

[The Department of Labor’s Bureau of Labor Statistics](http://data.bls.gov/oep/noeted)[[8]](#footnote-8) estimates that jobs requiring an Associates in Communication or related field will increase from 2010-2020 nationally. Some specific fields enabled by a Communication (AS) include General and Operations Managers (+4.6%) and Broadcast Technicians (+9%). Additionally, demand for communication degrees will continue as the demand for television, streaming video, social media and the Internet jobs continues to grow, [according to one report](http://education.yahoo.net/articles/in_demand_degrees_in_2013.htm)[[9]](#footnote-9). Other career tracks include reporters, news analysts, editors, and technical writers, according to the Department of Labor. Locally, the jobs with the highest demand in Utah and Weber County specifically could be fulfilled by Communication (AS) degree graduates. [The Utah Department of Workforce Services “Top” Jobs in 2013](http://jobs.utah.gov/wi/topjobs/index.html)[[10]](#footnote-10) lists the occupations with the highest number of openings. Many are related to and would benefit from graduates of this program. Career fields include Office/Administrative Support (595 jobs in Weber County, 3,392 in Utah); Sales (232 jobs in Weber County, 1,733 in Utah); Management (36 jobs in Weber County, 804 in Utah); and Arts/Design/Entertainment/Sports/Media (15 jobs in Weber County, 235 in Utah). Although the market for this degree is unlikely to negatively change, if it did, the program would still be supported by Communication (BA/BS) students seeking to lock in their credits with an associates degree. Good stuff here!

**15. Student Demand**

A student interest survey was given to a convenience sample of 84 students (68 communication majors, 16 non-majors) enrolled in various communication courses in the Fall 2013 semester. The overall results of the survey indicated a high level of interest across a wide range of students. The majority of respondents (57.14%) indicated that they were either interested or very interested in attaining a Communication Associate degree (see Appendix A, Figure 1). There were no significant differences between communication majors and other majors in terms of intention to attain a Communication Associate Degree. Across different majors, the intention was generally high (mean=3.38 vs. 3.63), indicating that respondents are interested in attaining a Communication Associate Degree (see Appendix B, Figure 1). This implies that the Communication Associate Degree will attract not just communication majors but also students of other majors. Class standing influenced respondents’ intent to attain a Communication Associate Degree and the differences between the groups were statistically significant (F(4,83)=5.24, p < .005, µ2 = .21). Freshmen and juniors tend to show greater intent to pursue the degree, followed by sophomores. Seniors and graduate students held a neutral position, which is understandable because they are closer to graduation (see Appendix B, Figure 2). This result indicates that once there is an option for a Communication Associate’s Degree, freshmen, juniors, and sophomores will actively explore or pursue the degree. Students who are working on earning an associate degree (mean=4.1), and who attained other non-general associate degrees (mean=4.0) showed greater intent to attain a Communication Associate Degree, if offered (see Appendix B, Figure 3). The differences between groups were statistically significant (F(3,83)=5.97, p <.005, µ2 = .18) which implies that there is demand for a Communication Associate’s Degree especially among students who are interested in earning a discipline specific associate’s degree in lieu of a general studies associate’s degree.

 Additionally, students were asked to explain their position on their intent to attain a Communication Associate’s Degree in an open-answer format. Many students expressed a strong desire for this degree option. One student wrote “I feel a communication associate would have introduced me more fully to the career options in the communication field and given me more experience in deciding my overall career major.” Another student noted the affordability of and employer desirability for such an option, saying, “Communication is [a] key skill that employers are looking for. It would be [a] good opportunity for some to get an associate's either because that's all they have the time for or that's all they can afford.” A few students expressed the opinion that a Communication Associate’s Degree would enable them to explore a wider variety of subjects in their time at Weber State, writing that:

“it would have been really nice to be able to get an actual degree in communication then I would have been able to major in family studies with a minor in human development instead of combining the two subjects. Plus, communication is extremely important in any career. I think getting an associates degree in communication would be beneficial to everyone.”

Finally, this degree option would empower students who are working while going to school. As one respondent noted “It would help to be able to get a better job while working on our BS.”

**16. Similar Programs**

Salt Lake Community College, Utah Valley University, and Snow College offer similar Communication Associate’s degrees. The proposed program was created to emphasize similarities and increase the consistency of degree transfers between USHE institutions. A Communication (AS) program at Weber State should be created to augment the existing network of similar degrees and provide coverage for the currently underserved northern Utah communities.

**17. Collaboration with and Impact on Other USHE Institutions**

Of the three USHE institutions that currently have a Communication (AS) degree option, we believe that only SLCC would potentially be impacted by the creation of such an option at Weber State University. Snow and UVU are geographically distant enough from WSU that there would likely be minimal to no impact on their programs. We have informed Nick Burns, Coordinator of the Communication Department at SLCC, of our intent to establish a Communication (AS) degree program at Weber State. His initial response (see Appendix C) presented no concerns about us establishing such a program and he agreed that there was a lot we could talk about in terms of collaboration between our institutions. After SLCC’s fall break, we plan to meet and discuss our mutual interests in WSU establishing a Communication (AS) degree potentially including a route for easier matriculation for SLCC Communication graduates transferring to WSU for their bachelors degrees and the possibility of WSU holding a few classes on SLCC’s campus to expose them to our programs.

**18. Benefits**

Weber State University and USHE would benefit by increasing the number of graduates with degrees and student credit hours produced by the Department of Communication. These two metrics provide justifications for higher funding levels and allocations from the Legislature. Increasing the number of degrees conferred also benefits the students and the northern Utah community by producing more employable talent in a shorter amount of time for high demand jobs. Finally, this proposal is in line with and furthers the goals of Governor Herbert’s plan to increase the number of Utahans with degrees to 66% by 2020.

**19. Consistency with Institutional Mission**

A Communication (AS) degree is consistent with Weber State University’s mission statement, vision and core values. Currently, Weber State ranks second in USHE institutions by the number of associates degrees conferred to graduates. A new program in a geographically distinct area would increase that number and promote the dual-mission aspect of the WSU brand, which is a specific strategy identified by the [University President’s Council and adopted by the University Planning Council](http://www.weber.edu/universityplanning/Vision_and_values.html)[[11]](#footnote-11) in January 2012. LEARN core values are a central justification for a Communication (AS). As a discipline, communication enhances **learning** through personalized experiences and shared inquiry with introductory courses ranging from Principles of Public Speaking (COMM 1020) and Media Writing (COMM 1130) to community-based learning courses such as Interpersonal & Small Group Communication (COMM 2110). An associates degree would increase the **engagement** in the community by increasing enrollment in Community Engaged Learning designated courses, increasing the education level of the labor force in the community, and offering a program that has proven demand in other regions of the state. A diversity of associates degrees would open **access** and opportunity for both current and future students. Current students would benefit from the flexibility afforded by the program. Future students would benefit from the option to attend Weber State to obtain this degree rather than commute to SLCC. Communication students are taught to engage in community dialogue, advocacy and argumentation with **respect** for all people and ideas. An associates degree would help us to **nurture** the potential within all of our students by providing an intermediate step between a high school diploma and a bachelors of arts/sciences.

**Program and Student Assessment**

**20. Program Assessment**

|  |  |  |
| --- | --- | --- |
| **#** | **Student Learning Outcome** | **Assessment Procedure** |
| **General Education Student Learning Outcomes**, upon completion of all general education requirements, students shall… |
| **1** | Communicate, understand and interpret ideas and information using written, oral and visual media. | 1. Common piece of student writing

assessed for ENGL 1010 and 2010.1. CLA
 |
| **2** | Think critically and creatively to construct well-reasoned arguments supported by documented research. | 1. CLA
 |
| **3** | Use quantitative, mathematical relationships, operations and reasoning.  | 1. Meet MATH department

established thresholds for student outcomes.1. CLA
 |
| **4** | Demonstrate an understanding of the history, foundational principles, economics, and politics of the United States. | 1. Embedded questions in quizzes/

exams in ECON 1740.1. Pretest/posttest in HIST 1700
2. CLA
 |
| **5** | Demonstrate proficiency in computer and information literacy. | 1. Pass NTM outcomes at or above

73% established threshold1. CLA
 |
| **6** | Demonstrate an understanding of how the biological and physical sciences describe and explain the natural world. | 1. Embedded questions in quizzes/

exams of the classes in each of the LS disciplines.1. Meet Physical Science course

specific thresholds for student learning outcomes.1. CLA
 |
| **7** | Demonstrate an understanding of humans, their behavior, and their interaction with and within their physical, social, local and global environments. | 1. Meet Social Science course

specific thresholds for student learning outcomes.1. CLA
 |
| **8** | Demonstrate an understanding of diverse forms of aesthetic and intellectual expression. | 1. Meet Humanities course specific

thresholds for student learning outcomes.1. Meet Creative Arts course specific

thresholds for student learning outcomes.1. CLA
 |
| **Communication (AS) Cognitive Learning Objectives:** Upon graduation, majors are expected to have a thorough knowledge and comprehension of the following: |
| **1** | The history of the communication discipline and its societal and professional implications | 1. Embedded exam questions in

COMM 1020; 1. Evidence of knowledge in

papers and writing assignments |
| **2** | The theories and principles of communication that will facilitate students’ professional and personal effectiveness | 1. Embedded test questions;
2. COMM 1130 Grammar test
 |
| **3** | The ethical systems that will enable responsible and sensitive communication with others. | Individual course assessment procedure including embedded test questions, classroom or small group discussions where student reporters record student discussion and consensus, classroom exercises which seek to help students identify and challenge their own ethical system as well as listen to and refrain from judging those of others. |
| **Communication (AS) Behavioral Learning Objectives**: Upon graduation, majors are expected to demonstrate skill in: |
| **1** | Communication competence-the ability to read, write, speak, listen and use these processes (including visual literacy and media production ability) to acquire, develop, and convey ideas, information and feelings | 1. Embedded exam questions;
2. Alumni and Exit Surveys;
3. COMM1130 Grammar Test
 |
| **2** | Research and Critical thinking-the ability to effectively gather information, research, and analyze issues from a variety of perspectives | 1. Embedded exam questions;
2. Student Papers;
3. Exit Survey
 |
| **3** | Relational competence-the ability to facilitate interpersonal and group interactions successfully | 1. Embedded exam questions;
2. Student Papers;
3. Exit Survey
 |
| **4** | Adaptive competence-the ability to anticipate, adapt to, and participate in changes, including emerging technological changes, important to both society and professional careers and to do so in rhetorically sensitive ways. | 1. Student Papers;
2. Exit Survey
 |

|  |  |
| --- | --- |
| **Courses in Department/Program** | **Department/Program Learning Outcomes** |
| **CLO1** | **CLO2** | **CLO3** | **BLO1** | **BLO2** | **BLO3** | **BLO4** |
| 1020 Public Speaking | 2 | 1, 2, 3 | 1 | 1, 2, 3 | 1,2,3 |  | 1 |
| 1130 Media Writing | 1 | 1, 2, 3 | 1 | 1,2,3 | 1,2,3 |  | 1,2 |
| 1500 Introduction to Mass Media | 1,2 | 1 | 1 | 1 | 1 |  | 1,2 |
| 1560 Audio Production and Performance |  | 1,2,3 |  | 1,2,3 | 1 |  | 1 |
| 2010 Mass Media and Society | 1,2 | 1,2 | 1 | 1,2,3 | 1,2 | 1 | 1,2,3 |
| 2110 Interpersonal and Small Group Communication | 1 | 1,2,3 | 1,2 | 1,2,3 | 1,2 | 1,2,3 | 1 |
| 2200 In-Studio Video Production and Performance |  | 1,2,3 | 1 | 1,2,3 | 1 | 1 | 1 |
| 2210 Intercollegiate Debate |  | 1,2,3 | 1,2 | 1,2,3 | 1,2,3 |  | 1,2 |
| 2250 Essentials of Digital Media |  | 1,2,3 | 1 | 1,2,3 | 1 |  | 1,2,3 |
| 2270 Argumentation and Debate | 1 | 1,2,3 | 1,2 | 1,2,3 | 1,2,3 |  | 1,2 |
| 2730 Radio Production Workshop |  | 1,2,3 | 1 | 1,2,3 | 1 |  | 1 |

**Note: 1= introduced, 2 = Emphasized, 3 = Utilized**

**21. Expected Standards of Performance**

Consistent with the overall department standards and competencies, students will have met and achieved the following at the time of graduation:

1. Students will demonstrate knowledge of the history of the discipline and its societal and professional implications.
2. Students will demonstrate knowledge and understanding of key theories and principles of communication.
3. Students will demonstrate an understanding of responsible and sensitive communication practices.
4. Students will demonstrate an ability to read, write, speak, listen and use these processes (including visual literacy and media production ability) to acquire, develop and convey information and feelings.
5. Students will demonstrate an ability to effectively gather information, research and analyze issues from a variety of perspectives.
6. Students will demonstrate an ability to facilitate interpersonal and group interactions successfully.
7. Students will demonstrate an ability to anticipate, adapt to, and participate in changes, including emerging technological changes, important to both society and professional careers.

These competencies were chosen because they are the core goals for the department and listed in the [2012/13 Communication Annual Assessment of Evidence of Learning Report](http://www.weber.edu/WSUImages/portfolio/Communication/COMM%20Assessment%20Rpt%202011_12.pdf).[[12]](#footnote-12). Formative assessment measures include individual course assessment procedures, monitoring student papers, small group discussions, and classroom exercises. Summative assessment measures include embedded exam questions in all sections of COMM 1020, a grammar test in COMM 1130, a final CCEL group project in COMM 2110, and exit surveys.

**Program Curriculum**

**22. All Program Courses**

**General Studies Requirements (37 credits):**

ENGL 2010 (3 credits)

MATH 1030 (3 credits)

Social Science SS/DV (3 credits)

Social Science SS (3 credits)

Creative Arts CA (3 credits)

Humanities HU (3 credits)

Humanities HU or Creative Arts CA (3 credits)

American Institutions AI (3 credits)

Life Science LS/BS (3 credits)

Physical Science PS (3 credits)

Life Science LS or Physical Science PS (3 credits)

NTM 1700 (3 credits)

LIBS 1704 (1 credit)

**Communication Core Requirements (12 credits):**

COMM HU 1020 Principles of Public Speaking (3 credits)

COMM 1130 Media Writing (3 credits)

COMM 1500 Intro to Mass Communication (3 credits)

COMM HU 2110 Interpersonal & Small Group Communication (3 credits)

**Communication Electives (12 credits):**

COMM 1560 Audio Production & Society (3 credits)

COMM HU 2010 Mass Media & Society (3 credits)

COMM 2200 In-Studio Video Production & Performance (3 credits)

COMM 2210 Intercollegiate Debate (1 credit)\*

COMM 2250 Essentials of Digital Media (3 credits)

COMM 2270 Argumentation & Debate (3 credits)

COMM 2730 Radio Production Workshop (1 credit)\*

\*COMM 2210 & 2730 are 1-credit hour participation courses that may be repeated twice up to 3 credit hours each for an AS degree.

**23. New Courses to be Added in the Next Five Years**

None.**INFORMATION PAGE**

Did this program proposal receive unanimous approval within the Department? **YES** If not, what are the major concerns raised by the opponents?

Explain how this program will differ from similar offerings by other departments. Also explain any effects this proposal will have on program requirements or enrollments in other departments including the Bachelor of Integrated Studies Program. In the case of similar offerings or affected programs, **you should include letters from the departments in question stating their support or opposition to the proposed program**.

**A Master’s Degree program** must have a **minimum of 30 credit hours with a maximum of 36 credit hours**.

**A Bachelor** of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Music, or Bachelor of Integrated Studies must have a **minimum of 120 credit hours with a program maximum of 126 hours** (This is a state system-wide requirement). Exceptions for the maximum number of program hours are allowed if accreditation issues require a set number of courses within a given program, i.e. Dental Hygiene, Nursing, Radiology**.**

**An Associate of Arts or an Associate of Science must have a minimum of 60 credit hours with a program maximum of 63 credit hours**. **An Associate of Applied Science must have a minimum of 63 credit hours with a program maximum of 69 credit hours.**

**Major programs that require a minor will consist of not fewer than 30 credits and not more than 48** credits in the major field. **Major programs that do not require a minor** shall consist of **not more than 63 credits in the major field.**

**A minor is a program** of study generally selected to complement and strengthen a student’s major and/or enrich the student’s overall educational program. **A minor consists of not fewer than 15 credits**. Courses that are used to satisfy the general education requirements can be used as part of the minimum number of hours needed for the minor requirements, unless prohibited by a particular college or department.

**Indicate the number of credit hours** for course work within the proposed program. (Do not include credit hours for General Education, SI, Diversity, or other courses unless those courses fulfill requirements within the proposed program.) **21 credit hours**

**Submit the original** to the Faculty Senate Office**, MC 1033,** and an **electronic copy to** bstockberger@weber.edu

**APPROVAL PAGE**

for: Communication Associate of Science

 (Program Title)

 The WSU Library has adequate information resources to support this proposal.

\_\_\_\_\_ Currently, the WSU Library does not have adequate information resources to support this program. However, if this proposal is approved, a Library bibliographer will work closely with departmental faculty to acquire the information resources needed. Funding for the new resources will come from the Library’s budget.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ WSU Librarian/Date (Must be signed by the Library)

Approval Sequence:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair/Date (& BIS Director if applicable)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Curriculum Committee/Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Director or ATE Director (if applicable)/Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of College/Date

|  |
| --- |
| Programs leading to secondary undergraduate teacher certification must be approved by the University Council on Teacher Education before being submitted to the Curriculum Committee.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Council on Teacher Education/Date  |

|  |
| --- |
| Master’s programs must be reviewed by the University Graduate Council before being submitted to the Curriculum Committee. I have read the proposal and discussed it with the program director .\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_University Graduate Council Representative/Date |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Curriculum Committee/Date

Passed by Faculty Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Effective Semester\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPENDIX A**

**Figure 1:**

|  |
| --- |
| **If a Communication Associate degree was an option, on a scale of 1-5, how interested would you be (or would you have been) in attaining this degree?** |
| **Answer Options** | **Response Percent** | **Response Count** |
| 1-Very Disinterested | 7.1% | 6 |
| 2-Disinterested | 7.1% | 6 |
| 3-Neutral | 28.6% | 24 |
| 4-Interested | 34.5% | 29 |
| 5-Very Interested | 22.6% | 19 |
| ***answered question*** | **84** |
| ***skipped question*** | **0** |

**APPENDIX B**

**Figure 1:**



**Figure 2:**



**Figure 3:**



**APPENDIX C**

From: Nick Burns <Nick.Burns@slcc.edu>

To: Ryan Cheek <ryancheek@weber.edu>

Subject: Re: COMM (AS) degree @WSU

Thread-Topic: COMM (AS) degree @WSU

Date: Thu, 10 Oct 2013 05:50:49 +0000

Hi, Ryan — thanks for your quick reply -

I will ask my colleagues and get back to you —

We do have a solid articulation w/U COMM program, and a good relationship there — about 75% of our AS degree students are looking to transfer to the U, and ONLY to the U.

Our students could articulate better w/Dixie, but I can't remember the last time a student went south…

We do have a very\* few students who head to UVU -

If you all would consider having your 4-yr degree program meet on our campus, that would help the sell to our students.

So there is plenty to talk about – and we could consider bringing in our COMM Adviser, etc.

Next week brings Fall Break; after that, let's get in touch.

Nick

~~~~~

(Robert) Nick Burns

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http://rwdacad01.slcc.edu/academics/dept/comm/nburns/

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