

**AGENDA**  
**IU EAST FACULTY SENATE**  
**February 5, 2008**  
**11:00 – 12:15**  
**132 Whitewater Hall**

- I. Approval of minutes—Faculty Senate meeting of December 4, 2007
- II. President's report
- III. Standing Committee
  - A. Nominating Committee – Greg Barton
    - Voting Items:**  
Election of Faculty Senate President  
Election of UFC Representative
  - B. Curriculum Committee – Bob Ramsey
    - Voting Item:**  
New Degree Program: B.S. in Communication Studies (Cir. E17-08)
    - Information Item:**  
Comment of Committee on Transfer Credit Policy  
(Supporting Document UFC Circular U6-2008)
  - C. AAA Committee – Michele Curry
    - Information Items:**  
Student Appeals Hearings  
Correction to Report of April 3, 2007
  - D. Budgetary Affairs Committee – Vandana Rao
    - Information Item:** Faculty Support Document
- IV. Chancellor's Report—Interim Chancellor Paydar
- V. Academic Affairs Report—Executive Vice Chancellor Richards
- VI. Old Business
- VII. New Business

**Adjourn 12:15 P.M.**

**INDIANA UNIVERSITY EAST  
2007-08 FACULTY SENATE  
December 4, 2007  
Whitewater Hall Room 132  
11:00 AM**

**Presiding:** Markus Pomper, Faculty Senate President

*Present:* Armstead, S.; Baldwin, L.; Barton, G.; Battraw, J.; Baumann, P.; Beach, D.; Beck, V.; Bingaman, R.; Bow, C.; Breymier, T.; Buckner, B.; Bullock, D.; Chang, W.; Clapp-Itnyre, A.; Clark, K.; Curry, M.; Dempsey, K.; Desantis, K.; Dulemba, L.; Fell, M.; Fitzgerald, E.; Folkerth, M.; Frantz, D.; Harper, J.; Helton, E.; Jayasuriya, K.; Kirk, B.; Kriese, P.; Kunshek, R.; Lafuze, J.; Ludlum Foos, C.; Lundy, D.; Mahaffey, J.; Maurer, J.; McFadden, B.; McFadden, S.; Morse, M.; Nishihara, L.; Passet, J.; Paydar, N.; Pomper, M.; Ramsey, R.; Rankin, S.; Rao, V.; Richards, L.; Rivard, T.; Sabine, N.; Scane, M.; Scott, W.; Seddighin, M.; Shapiro, S.; Shyan-Norwalt, M.; Simon, J.; Slattery, E.; Stanforth, D.; Stolle, C.; Thomas, T.; Thomas-Evans, M.; Watkins, M.; Whitt, P.; Wilde, J.; Winburn, E.; Winton, K.

*Absent:* Baker, D.; Bergen, M.; Blakefield, M.; Branstrator, P.; Braxton-Brown, G.; Cooksey, A.; Dhawale, K.; Felton, K.; Foos, M.; Henderson, T.; Huffman, E.; Humphries, P.; Knuths, J.; Osgood, T.; Peacock, F.; Roberts, M.; Roswell, R.; Scales, T.; Tolley, R.; Weber, G.; Williamson, M.

*Guests:* Dennis Hicks, *Registrar*

**Call to order**

Quorum was reached and the meeting was called to order at 11:03am by Markus Pomper, Faculty Senate President.

**I. Approval of Minutes**

A motion to accept the minutes for the November 6, 2007 meeting was made. The header for **III. Standing Committees B.** should be “**Athletics Committee**” rather than “AAA Committee”. The minutes were approved as corrected.

**II. President’s Report**

UFC passed the Intellectual Property Policy last year but it has now been rejected by the President because he believes it is too complicated. He wants an easier to understand version. The UFC Agenda Committee has agreed to let the administration draft an alternate policy and then examine whether the new draft says the same thing. Several reviewers will compare the policies and provide independent reports. Each regional campus will have one reviewer (Bloomington & IUPUI will each have two). Ed Fitzgerald has agreed to review on our behalf.

The continuation of the Family Leave Policy is under discussion. The President has taken the position that he is able to act on continuing the policy without the approval of the Board of Trustees. A group of administrators and the Fringe Benefits Committee chairs from Bloomington and IUPUI are drafting a policy that would be acceptable to both faculty and administration. It will then be turned over to UFC for discussion.

The Academic Leadership Council drafted a policy limiting the number of credit hours from community colleges that can be applied to a baccalaureate degree at IU. The current draft limits the number to 64 hours with some exceptions to specific programs. Our Curriculum Committee is considering the draft and will offer feedback at a later meeting.

Members of the Faculty Affairs Committee and the Promotion & Tenure Committee met with Associate Vice President David Malik. The proposed guidelines for promotion and tenure were discussed and several suggestions were made. AVP Malik assured the document is

intended to define expectations that are not set in stone. We suggested the document be reworded to make it explicit that these are guidelines but that deviations are possible.

We will not have a regular business meeting on January 15<sup>th</sup>. Chancellor Paydar will hold an informational presentation on RCM and will answer faculty questions at the regularly scheduled time.

There is one change to the agenda packet: The header for the graduate list should be "Cir. E14-08 December Graduates" (pages 6-9).

### III. Approval of December Graduates

Begin Executive Session – Dennis Hicks, *Registrar* was invited to remain in attendance.

There was one student stricken from the list.

The motion to approve the December Graduates listed in Cir. E14-08 as corrected passed without opposition.

The corrected list is on file with the Registrar.

End Executive Session.

### IV. Standing Committees

#### A. Faculty Affairs Committee – Laverne Nishihara

A motion to approve the Revision to the Constitution as presented in Cir E15-08 came moved and seconded by the Faculty Affairs Committee. Changes have been made to Article 2 only. Changes reflect a move from Divisions to Schools. Prior notice to the changes was given via email November 27, 2007.

There was one stylistic correction on page 13 of the agenda packet. The following Section should read:

2.2 B. 2) *Implementation of standards and procedures for resolving issues of school faculty conflict, conduct and discipline, consistent with campus and University policies, in addition to the standards and procedures of the Faculty Senate.*

Rather than: 2.2 B. 2) *Implementation of standards and procedures for resolving issues of school faculty conflict, conduct and discipline, consistent with campus and University policies, and in addition to the standards and procedures of the Faculty Senate.*

Discussion: None.

The motion to approve the changes to the constitution as corrected passed without opposition.

Note: There should be more constitutional changes proposed during the next semester.

David Frantz thanked the Faculty Affairs Committee for their work on the revisions. He then made a motion for the following resolution to be adopted by the Senate: *Be it resolved that the IU East faculty encourage the Chancellor and the Executive Vice Chancellor of Academic Affairs to proceed expeditiously in facilitating the change in names from Divisions to Schools.* The motion was seconded by TJ Rivard.

Discussion: Dr. Richards indicated the change now goes to the Academic Leadership Council and then on to the Board of Trustees.

The motion to adopt the proposed resolution passed without opposition.

#### B. Curriculum Committee – Bob Ramsey

A motion to rescind the ENG W131 Exemption Policy as presented in Cir E16-08 came moved and seconded from the Curriculum Committee.

Rationale: Since the policy was implemented, it has been used only once. Other students who qualify have opted to take W131 anyway. Curriculum changes within writing at Indiana University place the policy out of line with the writing program mission. The Writing Program, directed by Dr. Helton, will be offering ENG H140, an honor's composition course beginning fall 2008.

Discussion: Some clarification was requested regarding students testing out of writing courses. Students cannot "test out" of general education required writing courses but can receive credit through advanced placement or Indiana University's ACP W131 offered in the high schools. Dr. Helton indicated that with our new campus mission the Exemption Policy is no longer consistent with the IUE mission.

The motion to rescind the policy passed without opposition.

**C. Nominating Committee – Greg Barton**

Every other year three people should be elected to the Faculty Board of Review. We only appointed two at the last election but we should have appointed three. Greg Weber is the third elected this year.

**V. Chancellor's Report**

The good work at IU East continues. When Chancellor Paydar is making his way around campus he is just checking in not checking up.

Recruitment is going well. Admissions for Fall 2008 are up 35%. The SAT average is up 65 points.

Retention funding has come in from Bloomington. Please be sure to do the survey of the Noel-Levitz consultants in your courses.

We do not have an updated figure for Spring 2008. The computers have been down for two days. Please encourage students to enroll ASAP. We are in good shape but we still need to work hard.

A Research Advisory Council is being implemented. There is a possibility for Teaching Assistants as a result. Every office on campus will need to provide information to the committee.

December 14<sup>th</sup> is the IU East holiday party. This is an opportunity to celebrate the great work of our staff. The Chancellor encouraged everyone to attend. He guaranteed everyone a good time.

Discussion: The Chancellor was asked whether there is any work being done on reviewing the commute time for the average IUE student. The Chancellor acknowledged the commute our students make does factor in to the retention rates. Our region has great potential for growth. Some students have expressed concern about scheduling. They need more flexibility. The Chancellor was asked about the publicity plan for the next year. He indicated we will be reducing the number of billboards; going in to cities; making changes to radio advertising; creating new teaser brochures; adding displays; increase the number of visits to our campus; scholarships; distance education program packages; and renewing our agreements with the state of Ohio.

**VI. Academic Affairs – Executive Vice Chancellor for Academic Affairs**

Dr. Richards clarified the change from Divisions to Schools will be going before the Academic Leadership Council as a name change at this week's meeting. We hope it will then be on the Board of Trustee's agenda for their meeting on our campus January 31-February 1, 2008.

For better or worse we are denying students. So far we have denied two and the primary reason has been because of a lack of algebra. We will be keeping in touch with these students as they progress and will invite them to reapply should they do well at a community college.

We had a large Fall enrollment. We need to do everything we can to retain these students and encourage them to register for Spring. The large number of December Graduates is affecting us. We need to encourage students eligible to graduate in Spring to move forward and enroll in their final classes.

It was suggested that as we grow and the number of midyear graduates increase we look at some sort of midyear recognition.

**VII. Old Business**

None.

**VIII. New Business**

None.

Meeting adjourned at 11:45am.

## ABSTRACT

### BACHELOR OF SCIENCE IN COMMUNICATION STUDIES

to be Offered by INDIANA UNIVERSITY, EAST CAMPUS, RICHMOND

#### **Objectives:**

The Bachelor of Science degree in Communication Studies will help students explore the theory and practice of human communication, with a primary emphasis on Communication Media skills and a secondary emphasis on oral and written language skills. A prior proposal (1996), which first created the degree in Communication Studies, stated: "In response to the demands of the contemporary order, students will also study the role that computers now play in human communication, expanding, as some theorists argue, the boundaries of the spoken and written word." That role has shifted significantly in the last decade, requiring students entering certain careers to *master* the use of computer-mediated forms of communication. The present degree seeks to broaden employment opportunities for our students in careers where mediated communication proliferates.

We propose a Bachelor of Science degree to accommodate students who aim for technical careers. The program is outlined below.

#### **Clientele to be Served:**

This degree is geared toward two types of students. The first are those who are from the area served by Indiana University East (IU East) and who wish to remain in the area after they graduate. This degree will help them to secure employment in general communication positions: public relations, research analysis, telecommunications, and new media. The degree is also geared toward students who wish to pursue, eventually, graduate education in a number of fields such as communication, religion, international relations, political science, journalism, and law.

#### **Curriculum:**

120 Credit hours

- 48 hours of general education
- 42 Credit hours in the core requirements to be taken in Communication Studies, Journalism, Writing or Informatics
- 12 hours in "communication technology."
- 18 hours of electives
- Internship recommended but not required

#### **Employment Possibilities:**

As the United States moves toward a post-industrial, global economy, graduates of this program will have attained an education important to employers seeking workers skilled in the theory and practice of language. Communication Studies majors, for instance, could find work as:

- public relations
- graphic arts
- technical writing
- mass media
- informatics
- managers
- research analysts
- editors
- clerks
- salespeople

- integrated media
- web-design

## **B. Program Description**

### **1. Describe the proposed program and state its objectives.**

In general, this degree will help students explore the theory and practice of human communication, with a primary emphasis on language and technology. Consistent with the classical tradition, students will focus on what we traditionally understand to be the spoken and written aspects of human language. In response to the demands of the contemporary order, students will also study the role that technology now plays in human communication, expanding, as some theorists argue, the boundaries of the spoken and written word.

Specifically, program graduates will be able to demonstrate

- a. awareness of the theoretical issues of written and spoken communication;
- b. ability to communicate coherently in written, spoken, and computer modes;
- c. ability to use technology to develop and produce projects;
- d. thoughtful engagement with important issues in the contemporary world.

These goals will be assessed throughout the program. The capstone course of the degree will be the course in Communication Theory where students produce a research project that displays the depth of their skills and knowledge, as well as their ability to analyze and synthesize. The course will help students apply their knowledge of speaking, writing, and computing to an issue of contemporary concern. Students will also take a course in Communication Research Methods that will allow the opportunity to make their education coherent and they will also provide IU East with opportunity to assess the effectiveness of the degree.

### **2. Describe admission requirements, anticipated student clientele, and student financial support.**

- a. Admission requirements are standard IU East requirements
- b. There are no prerequisite coursework or college degrees.
- c. Program is designed to be equally accommodating to all students.
- d. Enrollment will not be limited or competitive.

### **3. Describe the proposed curriculum.**

- a. Describe requirements involving total credit hours, credit hour distribution, field experiences, etc.

#### **The Program requires a total of 120 credit hours.**

- 12 of these are general core courses, including courses in Composition, Speech, Computers and Mathematics.
- 36 are distribution coursework hours, divided equally among Behavioral and Social Sciences; Natural Sciences and Mathematics; and Humanities.
- Students are required to complete 4 courses (12 hours) that provide proficiency in the use of technology, e.g., computer mediated communication, web design, animation, graphic arts, etc. The technical area is chosen with the help of the student's advisor.
- The major requires 42 hours, composed of eight required courses (intro to communication, professional writing, communication theory, research methods, professional communication, cultural communication, performance studies, and persuasion. Students take an additional six courses as major area electives from Communication Studies or related disciplines of interest.
- An optional minor (15-18 in some field other than writing, speech, or computer science) and/or electives (18) comprise the remainder of the degree.
- 36 credit hours must be at the 300-400 level. At least 18 of these 36 hours must be taken within the major.

## Indiana University East General Education Requirements: Bachelor's Degree

### General Education (48 hours)

- College level Composition: ENG W131
- College level Speech Communication: SPCH S121
- College level Computer Proficiency: CSCI-A110 or equivalent
- College Level Mathematics: MATH M110 or higher (excluding MATH M117 & MATH K300)
  
- **Humanities (12 credits)** May include at most one studio course. Must include at least two different disciplines. Three HFA designated courses with prefixes in: Art, History, Philosophy, Religion, English, Theatre, Music, Foreign Languages. Other courses, if approved by HFA faculty
- **Behavioral & Social Sciences (12 credits)** Must include at least two different disciplines. Three BSS designated courses with prefixes SOC, PSY, ANTH, POLS, SPEA Social Geography (GEOG G110 and higher) If chosen, one of the following courses will satisfy three hours of this requirement as well: ECONE 103 or ECONE 104. Other courses, if approved by BSS faculty
- **Natural Science and Mathematics (12 credits)** Must include courses from at least two different disciplines. Must include at least 3 credit hours from Natural Sciences. Must include at least one course with laboratory. Students must take K300 Statistics.

### Technical Competency

Students will take 12 hours of credit (4 classes) in communication technology, such as web design, informatics, new media, computer graphics or animation. Due to the changing nature of technology, advisors will maintain list of applicable courses. Classes in the sample curriculum below have been drawn from the department of Informatics.

### Major Area Coursework: (24 hours)

#### Communication Studies Core

ENG-W 231 Professional Writing  
JOUR-J 110 Intro to Journalism & Mass Communication  
CMCL-C 405 Communication Theory  
CMCL-C 424 Research Methods  
CMCL-C 223 Business & Professional Communication  
CMCL-C 303 Propaganda & Persuasion

#### Cultural Communication (Choose one)

CMCL-C 427 Cross Cultural Communication  
CMCL-C 450 Gender & Communication

#### Performance Studies (Choose one)

THTR-T 210 Appreciation of Theater  
THTR-T 370-1 History of Western Theater

### Major Area Electives (18 hours)

Students must complete six other courses in SPCH, CMCL, INFO, JOUR, or TEL or the Technical Writing program relevant to their career goals. Substitutions from other departments may be made with advisor consultation.

#### Electives or Minor (18 or more hours)

The remainder of the 120 needed hours will be filled by elective courses at the 100 level or above. Students may choose to earn a certificate or minor.



- b. Sample Curriculum. *Provide a sample curriculum consisting of the semester-by-semester (or quarter-by-quarter) sequence of courses a program major might take.* The following sample meets all program requirements as described above.

**1<sup>st</sup> Semester**

ENG-W 131	Elementary Composition	3 hours
SOC-S100	Introduction to Sociology	3 hours
JOUR-J110	Intro to Mass Communication	3 hours
MATH-M118	Finite Mathematics	3 hours
PHIL -P100	Introduction to Philosophy	3 hours

**2<sup>nd</sup> Semester**

CSCI-A110	Intro to Computers & Computing	3 hours
ENG-W 132	Elementary Composition II	3 hours
SPCH-S 121	Public Speaking	3 hours
HIST-H105	American History 1	3 hours
INFO I101	Introduction to Informatics	4 hours

**3<sup>rd</sup> Semester**

CMCL-C 205	Intro to Comm & Culture	3 hours
ENG-W 231	Professional Writing	3 hours
INFO I201	Math Found of Informatics	4 hours
BIOL-L 108	Environment & Life	4 hours
PHIL-P120	Personal and Social Ethics	3 hours

**4<sup>th</sup> Semester**

CMCL-C 223	Business & Prof. Comm	3 hours
POL-Y 103	Intro to Political Science	3 hours
PSY-P 103	Intro to Psychology	3 hours
GEOL-G 111	Physical Geology	3 hours
INFO I202	Social Informatics	3 hours

**5<sup>th</sup> Semester**

CMCL-C122	Interpersonal Communication	3 hours
PSY K300	Statistics	3 hours
JOUR-J200	Reporting Writing & Editing	3 hours
INFO I210	Information Infrastructure	4 hours
HPER-H363	Personal Health	3 hours

**6<sup>th</sup> Semester**

THTR-T 210	Appreciation of Theatre	3 hours
JOUR-J219	Intro to Public Relations	3 hours
ENG-W 301	Writing Fiction	3 hours
SPCH-S303	Propaganda & Persuasion	3 hours
BIOL-L 391	Special Topics in Biology	3 hours

**7<sup>th</sup> Semester**

BUS-Z301	Org. Behavior & Leadership	3 hours
SPCH-S 333	Public Relations Writing	3 hours
PSY-P 450	Human Factors	3 hours
CMCL-C 405	Communication Theory	3 hours
CMCL-C315	Advertising & Consumer	3 hours

**8<sup>th</sup> Semester**

CMCL-C 450	Gender & Communication	3 hours
SPCH-S 323	Speech Composition	3 hours
BUS-F310	Financial Management	3 hours
CMCL-C424	Research Methods	3 hours
CHEM-N 100	Chemistry	3 hours

- c. *Indicate which courses in the proposed curriculum already exist. For each existing required or elective course in the major, please indicate how many times that course has been offered during the last three years.*

All needed courses currently are regularly taught at IU East except CMCL-C405 and CMCL C424, which are taught bi-annually. Classes in technology change periodically with advances in technology.

- d. *Indicate all courses that must be introduced by the sponsoring campus to support the program.*

No new courses required

- e. *Note all courses required for the degree that will be delivered by another institution, indicating whether they are existing courses at that institution or new courses to be developed by that institution.*

Several courses taught by Purdue University on the IU East campus may be used for the Technology Requirement as deemed appropriate by the instructor (CGT designation). These are expected to change regularly with advances in technology. IU East also offers appropriate courses for the requirement in its Computer Science department and in Informatics. No new courses will be developed. Courses taken at other institutions by transfer students will be evaluated by a faculty advisor for their appropriateness.

**4. Describe form of recognition.**

- a. Type of Degree to be Awarded: Bachelor of Science. The degree emphasizes the social scientific tradition in the Communication Studies discipline requiring coursework in statistics, quantitative research methods, as well as the technical proficiency requirement, thus the Bachelor of Science is the appropriate degree.

The Degree will be delivered through the Division of Humanities and Social Sciences.

- b. Suggested CIP Code: \_\_\_\_\_
- c. Program, Organizational, and Site Information to Appear on Diploma:

Bachelor of Science in Communication Studies, Indiana University.

**5. Program Faculty And Administrators**

a. Administrators:

Richards, Lawrence. Ph.D. Vice Chancellor for Academic Affairs.  
Professor, Management.

Paydar, Nasser. Ph.D. Chancellor.  
Professor, Mechanical Engineering.

Rivard, Timothy J. MFA. Chair, Division of Humanities and Social Sciences.  
Professor, English.

b. Faculty:

Bergen, Mardic M.A. Lecturer, Communication Studies.  
Specialties: Public Speaking, Theatre.

George, Sarah Ph.D. Visiting Assistant Professor  
Purdue University Richmond  
Specialties: Computer Graphics Technology

Helton, Edwina Ph.D. Associate Professor of English. Director of Writing program  
Specialties: Rhetoric & Composition

Mahaffey, Jerome D. Ph.D. Associate Professor of Communication Studies  
Specialties: Mass Communication & Rhetoric

Weber, Greg Ph.D. Associate Professor of Computer Science  
Specialties: Informatics

Winton, Carl Ph.D. Visiting Professor of Communication Studies  
Specialties: Public Speaking, Rhetoric, Intercultural

c. *New Faculty Positions Required:* None, except as deemed prudent due to anticipated future program growth.

**6. Describe needed learning resources.**

- a. Library resources and current plan of library growth are adequate to meet program's educational needs.
- b. Indiana University East must keep its computer labs up to date with new media technology and software, including video input cards, basic video editing software, and graphics software.

**7. Describe other program strengths.**

- a. The sub-focus on statistics quantitative research methods for Public Relations will produce versatile graduates qualified to compete for positions for which current graduates are not fully trained. Additionally, coursework in computer-mediated communication, informatics, will produce graduates with skills in practical computer applications.

- b. The modest Informatics program will need to be maintained at IU East. Current classes are sufficient for this program's needs. Current levels of collaboration with Purdue University will need to be maintained to ensure students can receive training in computer graphics.

## C. Program Rationale

### 1. Institutional Factors

- a. *Explain how the proposed program is compatible with the institution's mission.*

The program is highly compatible with the institution's mission for providing high-quality Bachelors level education for its region of service. The primary mission of Indiana University East is to provide opportunities for formal learning through instructional programs that lead to the completion of baccalaureate degrees. This proposal complements the existing Communication Studies BA degree by providing an alternate program of study for communication fields that emphasize technological and quantitative skills, qualifying students to seek careers in fields where technological skill is essential.

- b. *Describe the planning process which resulted in the development and submission of this proposal for a new program. Indicate when the program first appeared in the institution's educational services plan, describing the planned timeline for its submission and implementation.*

Communication Studies is a quickly growing field of study that prepares adults for careers in a plethora of professions. Due to the wide variety of career directions a Communication Studies major might choose, we desire to broaden our educational foundation and thereby enhance the employment opportunities for our graduates.

The current BA degree in Communication Studies at Indiana University East nicely accommodates our creative, humanistic-minded students, providing a program of study fitted to their strengths. However, a changing economy indicates the need for graduates with communication skills who also have training in computer technology, statistical analysis, graphic arts, and integrated media. Hands-on, scientific-minded students who can excel in such careers don't have space in the current program of study for the number of technology classes they desire without completing over 120 hours. These students are entering careers in New Media, Informatics, Journalism, Public Relations, and Telecommunications.

To remedy this situation the Department of Communication Studies at IU East seeks to create a BS degree to prepare students for careers that require proficiency in communication technology. We seek to expand possibilities for students drawn toward career areas such as new media, website design, journalism, telecommunications, and public relations. These fields need people skilled in both the human side of communicating as well as the technological side.

- c. *Describe any significant impact the proposed program might have on other instructional, research, or service programs of the institution or campus.*

There are likely two primary effects of adding this degree for IU East. First, the degree will strengthen enrollment in the Informatics courses as well as statistics. Second, the program will also cause a rise in enrollment in computer and other communication technology classes.

- d. *Describe how the proposed program would more fully utilize existing resources*

The addition of a Communication Studies BS will increase enrollments to the existing Communication Studies courses. Students will also utilize the computer labs to a greater degree. The program will co-opt faculty from related disciplines without duplicating or weakening existing programs. In so doing, it serves as a model for interdisciplinary efforts. It also will allow current faculty to begin to offer upper-division courses in the areas of specialty. While all remain committed to lower-division undergraduate education, their full talents and capabilities are not being utilized.

## **2. STUDENT DEMAND** (See Table 1: Enrollment and Completion Data.)

- a. *Describe how enrollment projections for the program have been derived. State whether the new program is expected to add students to the total enrollment of the campus. Indicate the extent to which the new curriculum is expected to attract majors and the extent to which it will provide service courses or electives for majors in other programs.*

There is evidence of considerable student demand for a Communication Studies B.S. at IU East. Communication Studies majors at other campuses comprise at least 1% of the student bodies at each school that offers this degree; in some institutions this is up to 10%. Moreover, conversations with existing students as well as prospective students indicate a strong interest in a more technologically oriented program of study. A conservative estimate would suggest that the program could initially attract 10-15 additional majors and grow from that point.

Further anecdotal evidence (culled from faculty conversations with students) suggests that IU East's retention rate will be strengthened with this degree. A small percentage of students have transferred to pursue degrees elsewhere, simply because IUE has limitations in degrees offered. Additionally, there is an unspecified number of General Studies students who select communication as an emphasis area, yet then fill their POS with less rigorous coursework. Our hope is that the new degree will provide a strong option and be attractive to such students, and encourage them to matriculate as a genuine Communication Studies major

- b. *Provide the enrollment and completion data requested in Table 1, showing estimated credit hours to be generated by (within) the new program, number of majors in the new program, and number of program graduates. Indicate under B-3 and 4 whether these new majors are expected to be wholly new to the campus or currently enrolled in other programs offered there.*

See attached tables

## **3. Transferability**

*Summarize existing or planned arrangements for the transferability of program credits. Indicate the number of program graduates expected to transfer to other institutions or campuses. Describe any constraints on the transfer of students or credits to other Indiana programs that might ordinarily be expected to accept them. Document any unique agreements concerning the transfer of students or credits.*

Experience has shown that very few IU East Communication Studies students transfer to other programs to finish a degree. There are no unique agreements. Our course name and numbering system coincides with IU Bloomington and is consistent with systems from universities throughout the U.S.

## **4. Access to graduate and professional programs**

*Respond to this question only if the program will prepare students for entry into graduate or professional schools. Describe briefly (1) the requirements for admission into the appropriate graduate or professional program, and (2) the prospects for appropriate employment after completion of the advanced program.*

Our program prepares students to enter graduate school through upper level coursework.

## **5. Demand and employment factors**

*Respond to this question if preparing students for specific employment opportunities is a key program objective. In such cases, provide the kinds of information described in Appendix B, "Demand and Employment Analysis."*

The Communication Studies degree does not focus on any specific employment opportunity. The graduate is "generally" prepared for a wide variety of careers including

- public relations
- graphic arts
- technical writing
- mass media
- informatics
- managers
- research analysts
- editors
- clerks
- salespeople
- integrated media
- web-design

#### **6. Regional, state, and national factors**

- a. *List comparable programs in the region or the State, and explain why these existing programs cannot meet the needs of prospective students and/or employers in the geographic area which the program would serve. Describe any significant differences between the proposed program and others in the region or State that have some similar characteristics. For graduate programs, also list the location of similar programs in the states bordering Indiana. For assistance in determining comparable programs, consult the Commission staff.*

Most larger universities in the state of Indiana offer a BA in Communication. Yet our current students are from this geographic region and choose IU East for its location and price. We do expect to attract students from other geographic areas because of the online coursework. IU East is the only school in the region offering its Communication Studies degree online. The program distinguishes by requiring the Statistics course and the series of technology courses, which are not required by most BA programs

- b. *External agencies. Describe the regional accrediting, professional association, and licensing requirements that have helped shape the program's curriculum. Indicate the effects such agencies have had on the length of the program, on program content or mode of delivery, and on such budgetary requirements as staffing levels, equipment needs, and facilities. Also, describe the participation of any non-campus person or organization in the development of this proposal. Report on timetables that have been established to meet any external requirements.*

None.

#### **D. Program Implementation and Evaluation**

*Describe how the program will be implemented and then evaluated. Indicate which measures of performance will be used to determine the program's success. Some measures should be quantitative, others qualitative. Success should be measured against whatever program objectives have been set forth in the first section of the proposal and against such criteria as (1) quality and efficiency, (2) appropriateness, (3) availability of similar programs, (4) personal and social utility, (5) student demand, (6) student access, (7) flexibility of program design, (8) market demand, (9) inter-institutional and inter-departmental cooperation, and (10) flexibility of providing instruction. (See "Procedures and Possible Commission Action" in attached **Part II** for a discussion of these criteria.)*

The BS in Communication Studies will be implemented by advising students into the requisite coursework that distinguishes their program of study from the BA students. The central difference is in technology courses—there is an 88% overlap in coursework with the BA degree. There is no change for courses in Communication Studies. Rather, the addition of the technology series (12 hours) and the Statistic course are the central focus of the implementation.

### Program Assessment

As mentioned above, the program objectives are as follows:

Students will be able to demonstrate

- a. awareness of the theoretical issues of written and oral communication;
- b. ability to communicate coherently in written, oral, and computer modes;
- c. ability to use technology to develop and produce written and oral projects;
- d. thoughtful engagement with important issues in the contemporary world.

We will accomplish each objective through the following courses. While other coursework can contribute to each objective, this proposal will focus on required and General Education courses.

Program Objectives	Coursework
a. awareness of the theoretical issues of written and oral communication	<ul style="list-style-type: none"> <li>CMCL-C 205 Intro to Communication &amp; Culture</li> <li>CMCL C405 Communication Theory</li> <li>ENG-W 131 Elementary Composition</li> <li>ENG-W 132 Elementary Composition II</li> <li>CMCL-C 223 Business &amp; Prof. Communication</li> <li>SPCH-S303 Propaganda &amp; Persuasion</li> <li>CMCL-C 450 Gender &amp; Communication</li> </ul>
b. ability to communicate coherently in written, oral, and computer modes	<p>Each course in the communication curriculum places an emphasis on relevant communication theories.</p> <ul style="list-style-type: none"> <li>CMCL-C 205 Intro to Communication &amp; Culture</li> <li>SPCH S121 Public Speaking</li> <li>ENG-W 131 Elementary Composition</li> <li>ENG-W 132 Elementary Composition II</li> <li>JOUR-J110 Intro to Mass Communication</li> <li>CSCI-A110 Intro to Computers &amp; Computing</li> </ul>
c. ability to use technology to develop and produce written and oral projects	<ul style="list-style-type: none"> <li>CSCI-A110 Intro to Computers &amp; Computing</li> </ul> <p>12 hour Technology requirement: INFO I101, I201, I202, I210 from the sample curriculum above. Other student choices that fill this requirement will equally meet this objective</p> <ul style="list-style-type: none"> <li>SPCH S121 Public Speaking</li> <li>MATH K300 Statistics</li> <li>CMCL-C 223 Business &amp; Prof. Communication</li> <li>CMCL-C424 Research Methods</li> </ul>
d. thoughtful engagement with important issues in the contemporary world	<ul style="list-style-type: none"> <li>PHIL -P100 Introduction to Philosophy</li> <li>THTR-T 210 Appreciation of Theatre</li> <li>SPCH-S303 Propaganda &amp; Persuasion</li> <li>CMCL-C315 Advertising &amp; Consumer Culture</li> <li>CMCL-C 450 Gender &amp; Communication</li> <li>INFO I202 Social Informatics</li> </ul>

The program objectives will be assessed from two angles: 1) by assessing each course in the Communication curriculum for appropriate levels of learning; 2) by performing an analysis of students' final projects in Communication courses to determine success in learning outcomes.

Our premises are: 1) a particular course should facilitate learning at an appropriate intellectual level; 2) that upper level courses should facilitate learning at higher levels; and 3) that program objectives are less likely to be met if students in upper level coursework are still learning at the lower levels

**1) Course Assessment:** each course will be assessed for its success in facilitating learning outcomes at appropriate levels in the various fields of study. The assessment metric known as the “One Minute Paper” determines the level of sophistication of learning that occurred within a particular course. The metric asks students who have completed a course to *Describe the most useful or important thing you have gained from this course*. Student’s “free responses” are analyzed grammatically and distilled into a single term, using their own words where they fit and interpreting responses where their grammar did not lend itself to copying direct terms. The terms can then be sorted according to Blooms taxonomy of learning to create a histogram that indicates where the bulk of learning occurred for that class. The six categories can be associated with coursework in a conceptually ascending order from Freshman to Senior for levels 1-4, and for Graduate level coursework for levels 5-6.

1.	2.	3.	4.	5.	6.
Freshman level	Sophomore level	Junior level	Senior level	Graduate level	Graduate level
Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation

By keeping longitudinal records of the histograms and the mean scores for each class taught in the program, we will be able to chart the improvement of specific courses and verify the continued quality of our coursework.

**2) Outcome Assessment:** BS Students will construct and maintain a portfolio of their “graded version” final projects and other relevant projects. The projects will be evaluated to determine the degree to which program outcomes listed above are demonstrated in each student’s work. The student will include a checklist (provided by the department) as a cover sheet for the portfolio, indicating which courses are represented.

A faculty member will review the portfolio of each applicant for graduation and analyze each paper or project to determine the degree to which the program learning outcomes have been achieved. We will develop a survey that will allow the instructor to rate the student’s work quantitatively (using a series of semantic differential scales). For example, for program objective b, the ability to communicate coherently in written, oral, and computer modes, the survey will indicate the degree to which students demonstrate organizational skills, oral coherency, writing coherency, vocabulary levels, computer skills, stylistic skill & grammar. Oral skills will be evaluated by the instructor of each relevant course and included in comments at the end of graded projects that were presented orally in class or posted online.

The combination of data can then be combined into our annual assessment report, with longitudinal data to indicate the degree to which learning levels appropriately match coursework, and specific student data to indicate the reaching of learning outcomes to match specific program goals. The resulting report will help us to adjust class strategies as well as particular assignments to ensure that program quality is maintained and improved. Moreover, if program outcomes are weak, we will be able to identify which courses are not performing their desired function of meeting a learning outcomes and take steps to remedy the situation. The annual assessment report for the Communication Studies department will document the progress of students and make suggestions for changing our courses and program. Data from previous years’ reports can be included in a longitudinal section at the end of the report that summarizes change over time within the department.



As “assessment” is an activity of growing importance in the academic community, this plan may be augmented or re-directed to align with the University’s efforts to produce General Education and Programmatic Assessment reports that have consistency among divisions and can be compared longitudinally with past reports.

## E. Tabular Information

### **1. Table 1: Enrollment and Completion Data**

Provide the enrollment data requested in Table 1. If approval is sought for two levels (e.g., both an A.A.S. and B.S.), prepare separate enrollment projections (this procedure also applies to the A.A.S./A.S. program proposals prepared by Indiana Vocational Technical College). In all enrollment projection tables, show estimated credit hours to be generated by majors in the new program, number of majors in the new program, and number of program graduates. Indicate on lines 3 and 4 the extent to which these new majors are expected to be new to the campus or currently enrolled in other programs offered there.

### **2. Tables 2A and 2B: Cost and Revenue Data**

Tables 2A and 2B are provided to assist institutions in presenting the cost and sources of funding for a new academic program in a consistent fashion. Please supplement these two tables with a brief narrative explaining the data presented. With respect to new program requests, the Commission is interested only in the total direct costs -- existing or reallocated costs as well as incremental or out-of-pocket costs -- associated with implementing the proposed new program: the full cost of the program, which would include indirect costs or institutional overheads (for example, central university administration or library operations or utilities), need not be reported.

Table 2A requests that the total direct costs of the program be reported under three categories: (1) the direct costs, such as salaries and benefits, associated with the existing FTE faculty who are in the department(s) through which the program will be offered and who will teach courses in support of the program; (2) all other direct costs (support staff salaries, travel expenses, supplies, etc.) associated with existing resources that are to be used in support of the program; and (3) all incremental or out-of-pocket direct costs associated with implementing the program. The incremental or out-of-pocket costs reported in Table 2A should coincide with the sum of all incremental direct costs reported in Table 2B.

Table 2A also requests that the revenues that will be used to meet the total direct costs of the program be reported under four categories: (1) internal reallocation within the institution; (2) new-to-campus student fees derived from students who would not otherwise attend a particular institution or campus; (3) other or non-state funding sources (for example, federal funds, community contributions, and income from contractual arrangements with other institutions, private firms, or not-for-profit agencies); and (4) state appropriations through enrollment change funding and/or other additions to the institution’s base budget. With respect to program revenue, the Commission will approach the state for funding only after concluding that (a) the proposed program is of highest priority to the state; and (b) all other sources of funding combined appear inadequate to cover essential costs.

Table 2B requests additional detail on the incremental or out-of-pocket direct costs needed to implement the program.

For the most part, revenues needed to cover the direct costs of the new program should be found without recourse to new state appropriations being added to the base budget of the institution. Reallocation should assist new programs from the outset and may increase over time as students shift from established programs

to new ones. Internal reallocation represents support that is made available to the proposed program from existing resources and which, were the program not offered, would be available for existing programs. The accompanying narrative should describe existing resources which will be reallocated toward the new program. If these funds are to be made available through the elimination of other programs, indicate which programs are to be phased out. Also describe whatever evidence exists to show that reallocation to this program will not reduce the quality of other programs.

### **3. New Program Proposal Summary**

As part of their evaluation of each new program request, Commission staff will conduct an analysis of probable costs and sources of revenue. That analysis will be reported in the new degree program proposal summary, accompanied by the staff's recommendation concerning the authorization of the program sought. Staff may recommend approval of a new program either with or without new state funding.

**Table 1: Program Enrollments and Completions**  
Annual Totals by Fiscal Year (Use SIS Definitions)

Campus: \_\_\_\_\_  
Program: \_\_\_\_\_  
Date: \_\_\_\_\_

	Total Year 1 FY2006	Total Year 2 FY2007	Total Year 3 FY2008	Total Year 4 FY2009	Total Year 5 FY2010
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**A. PROGRAM CREDIT HOURS  
GENERATED**

- 1. Existing Courses
- 2. New Courses
- TOTAL

1830	1958	2095	2242	2242
0	0	0	0	0
1830	1958	2095	2242	2242

**B. FULL-TIME EQUIVALENTS (FTEs)**

- 1. FTEs generated by Full-time students
- 2. FTEs generated by Part-time students
- TOTAL

18	19	21	22	24
18	19	21	22	24
36	38	42	44	48

- 3. On-Campus Transfer FTEs

5	4	3	2	1
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- 4. New-to-Campus FTEs

3	3	3	3	3
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**C. PROGRAM MAJORS  
(HEADCOUNT)**

- 1. Full-time students
- 2. Part-time students
- TOTAL

23	23	24	25	27
18	19	21	22	24
41	42	45	47	51

- 3. On-Campus Transfer
- 4. New-to-Campus Majors
- 5. In-State
- 6. Out-of-State

2	2	1	1	1
3	3	3	3	3
6	7	8	9	10

**D. PROGRAM COMPLETIONS**

4	5	6	7	8
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**Program is already stable at about 36 students, with a 5% growth rate expected each year**

**Table 2A: Total Direct Program Costs and Sources of Program Revenues**  
Annual Totals by Fiscal Year (Use SIS Definitions)

Campus: \_\_\_\_\_  
Program: \_\_\_\_\_  
Date: \_\_\_\_\_

	Total Year 1 FY2006		Total Year 2 FY2007		Total Year 3 FY2008		Total Year 4 FY2009		Total Year 5 FY2010	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
<b>A. Total Direct Program Costs</b>										
1. Existing Departmental Faculty Resources		\$		\$		\$		\$		\$
2. Other Existing Resources		\$		\$		\$		\$		\$
3. Incremental Resources		\$		\$		\$		\$		\$
<b>TOTAL</b>		\$		\$		\$		\$		\$

**B. Sources of Program Revenues**

1. Reallocation	\$	\$	\$	\$	\$
2. New to Campus Student Fees	\$	\$	\$	\$	\$
3. Other (Non-State)	\$	\$	\$	\$	\$
4. New State Appropriations					
a. Enrollment Charge	\$	\$	\$	\$	\$
Funding					
b. other State Funds	\$	\$	\$	\$	\$
<b>TOTAL</b>	\$	\$	\$	\$	\$

\* If necessary, specify additional years up to the point at which the program is projected to achieve steady state.

**Table 2B: Detail on Incremental or Out-of-Pocket Direct Program Costs**

Campus: \_\_\_\_\_  
Program: \_\_\_\_\_  
Date: \_\_\_\_\_

	Total Year 1 FY2006		Total Year 2 FY2007		Total Year 3 FY2008		Total Year 4 FY2009		Total Year 5 FY2010	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
<b>1. Personal Services</b>										
a. Faculty	4	\$180,000	4	\$189,000	4	\$198,000	4	\$208,000	4	\$218,000
b. Support Staff	0.2	\$ 6,000	1	\$ 6,000	1	\$ 7,000	1	\$ 7,000	1	\$ 8,000
c. Graduate Teaching Assistants	0	\$	0	\$	0	\$	0	\$	0	\$
<b>TOTAL</b>	<b>5</b>	<b>\$186,000</b>	<b>5</b>	<b>\$195,000</b>	<b>5</b>	<b>\$205,000</b>	<b>5</b>	<b>\$215,000</b>	<b>5</b>	<b>\$226,000</b>

	Total Year 1 FY2006		Total Year 2 FY2007		Total Year 3 FY2008		Total Year 4 FY2009		Total Year 5 FY2010	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
<b>2. Supplies and Expenses</b>										
a. General Supplies/Expenses	0	\$		\$		\$		\$		\$
b. Recruiting	0	\$		\$		\$		\$		\$
c. Travel	0	\$		\$		\$		\$		\$
d. Library Acquisitions	0									
<b>TOTAL</b>	<b>0</b>	<b>\$</b>		<b>\$</b>		<b>\$</b>		<b>\$</b>		<b>\$</b>

	Total Year 1 FY2006		Total Year 2 FY2007		Total Year 3 FY2008		Total Year 4 FY2009		Total Year 5 FY2010	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
<b>3. Equipment</b>										
a. New Equipment Necessary	0	\$		\$		\$		\$		\$
b. Routine Replacement	0	\$		\$		\$		\$		\$
<b>TOTAL</b>	<b>0</b>	<b>\$</b>		<b>\$</b>		<b>\$</b>		<b>\$</b>		<b>\$</b>

**4. Facilities**

	Total Year 1 FY2006		Total Year 2 FY2007		Total Year 3 FY2008		Total Year 4 FY2009		Total Year 5 FY2010	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
<b>5. Student Assistance</b>										
a. Graduate Fee Scholarships	0	\$		\$		\$		\$		\$
b. Fellowships	0	\$		\$		\$		\$		\$
<b>TOTAL</b>	<b>0</b>	<b>\$</b>		<b>\$</b>		<b>\$</b>		<b>\$</b>		<b>\$</b>

Sum of all Incremental Direct Costs	\$186,000	\$195,000	\$205,000	\$215,000	\$226,000
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\* If necessary, specify additional years up to the point at which the program is projected to achieve steady state.

**Table 3: New Program Proposal Summary**

**Date:** \_\_\_\_\_

I. Prepared by Institution

**Institution/Location:** Indiana University East / Richmond Indiana

**Program:** HUFA / Communication Studies

Proposed CIP Code:

	Total Year 1 FY2006	Total Year 2 FY2007	Total Year 3 FY2008	Total Year 4 FY2009	Total Year 5 FY2010
Enrollment projections (Headcount)					
Full-Time	18	19	21	22	24
Part-Time	18	19	21	22	24
<b>TOTAL</b>	<b>36</b>	<b>38</b>	<b>42</b>	<b>44</b>	<b>48</b>
Enrollment projections (FTE)					
Full-Time	18	19	21	22	24
Part-Time	18	19	21	22	24
<b>TOTAL</b>	<b>36</b>	<b>38</b>	<b>42</b>	<b>44</b>	<b>48</b>
Degree Completion Projections	4	5	6	7	8
New State Funds Requested (Actual)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
New State Funds Requested (Increases)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

II. Prepared by CHE

New State Funds to be considered for Recommendation (Actual)	\$	\$	\$	\$	\$
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New State Funds to be considered for Recommendation (Increases)	\$	\$	\$	\$	\$
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