May 6, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Science in Communication Studies

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Science (BS) in Communication Studies, with an optional emphasis in Organization and Leadership, effective July 1, 2015. The institutional Board of Trustees approved the degree on January 30, 2015.

Background

The Department of Communication in DSU's School of Business and Communication currently offers a BS in Communication. There are approximately 400 Communication majors at DSU, making it one of the University's most subscribed majors/degrees. In addition to this proposal for a BS in Communication Studies, DSU is proposing a companion BS in Media Studies. As DSU proposes the new Communication Studies and Media Studies degrees, other proposals appearing on the Regents' General Consent Calendar include (1) creation of a new Division of Communication in the School of Business and Communication, with separate departments for Communication Studies and Media Studies, and (2) discontinuation of the current BS in Communication, to be replaced with the proposed degrees in Communication Studies and Media Studies.

The proposed BS in Communication Studies is focused on human communication, which is one of the emphases in the current BS in Communication. Accordingly, faculty and courses are in place at DSU to offer the proposed BS degree described herein. Students would be exposed to and develop mastery of many facets of human communication, including organizational communication, interpersonal communication, and public communication. An emphasis in Organization and Leadership, available under the current BS in Communication, is also an option under the proposed BS in Communication Studies. Communication Studies graduates may be employed in management, sales, public relations, marketing, service, and training positions, among others. State of Utah employment projections indicate variable rates of annual job growth in these occupations, with an overall high volume of annual job openings.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Dixie State University and the Board of Regents. The USHE Chief Academic Officers, with input from Communication departments at their institutions, have reviewed and are supportive of DSU's request to offer a BS in Communication Studies. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State University to offer a Bachelor of Science in Communication Studies, with an optional emphasis in Organization and Leadership.

_____
David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Program Description
Dixie State University
Bachelor of Science in Communication Studies

Section I: The Request

Dixie State University (DSU) requests approval to offer a Bachelor of Science (BS) in Communication Studies, with an optional emphasis in Organization and Leadership, effective July 1, 2015. The institutional Board of Trustees approved the degree on January 30, 2015.

Section II: Program Description

Complete Program Description

Communication Studies trains students in traditional face-to-face interactions between people, among groups, and in public speaking settings. The degree allows students to master multiple facets of human communication, such as organizational communication, interpersonal communication, and public communication. This program educates students in research methods and provides opportunities for students to conduct their own research. The currently-offered optional emphasis in Organization and Leadership will be offered as part of this degree.

Purpose of Degree

The Communication Studies degree would prepare students for public and private, commercial and non-profit sectors, and as organizers and deliberators for campaigns, companies, service agencies, and sales. As students in the program obtain training in negotiation, group work, presentation skills, and research, they would be prepared for work in the technology-driven, social and public arena of public relations strategy and organization.

Institutional Readiness

As the current Communication degree with an emphasis in Human Communication has been delivered and administered by the same faculty who would constitute the Communication Studies department which would offer its own degree that is almost uniformly the same curriculum, no effects of the new degree would affect or need extra administrative work or expectations. Adjunct professors would continue to aid in teaching lower-division courses with the same load and same course curricula.

Departmental Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	2		2
Full-time Non-Tenured	3		3
Part-time Tenured			
Part-time Non-Tenured	2		2
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	16		16
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	2		2
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	2		2
Full-time Non-Tenured	3		3
Part-time Tenured			
Part-time Non-Tenured	20		20
Total Department Faculty FTE *(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")*	15.79		15.79

Staff

The degree can be offered with no staff additions. The program would be supported through staff with one full-time academic advisor, one part-time academic advisor, one full-time secretary, one part-time secretary, and one student worker.

Library and Information Resources

These already-available library resources satisfy the requirements for the proposed program since the current program already uses the needed library resources.

- Communication & Mass Media Complete (EBSCOhost): This database indexing, abstracts, and some full-text coverage of numerous journals in communication, mass media, and other closely-related fields.
- Sage Journals Online: General purpose database for scholarly articles.
- PsycINFO (EBSCOhost): This database is a resource for abstracts of scholarly journal articles, book chapters, books, and dissertations, and is the largest resource devoted to peer-reviewed literature in behavioral science and mental health. It contains approximately 3 million citations and summaries dating as far back as the 1600s with DOIs for over 1.4 million records. Journal coverage, which spans from the 1800s to present, includes international material selected from around 2,400 periodicals in dozens of languages.
- Academic Search Premier (EBSCOhost): A scholarly, multi-disciplinary, database with full text coverage of 4600 journals in a range of subjects. This database is a good starting place for almost any topic search.
- Alexander Street Video (Alexander Street Press): A source of streaming academic videos on topics such as counseling and therapy, dance, education, ethnography, theater, sports medicine, and more.
- Business Source Premier (EBSCOhost): A top-level full-text business database consisting of popular business magazines, scholarly journals, and trade publications.
- ComAbstracts (CIOS): Abstracts of articles in primary professional literature in communications; this is an excellent finding tool, with limited full text.
- Ethnic NewsWatch (ProQuest): A full-text collection of the newspapers, magazines, and journals of the ethnic, minority, and native press.
- GenderWatch (ProQuest): Indexing, abstracts, and full-text collection of journals, magazines, newsletters, regional publications, and conference reports on gender studies sources with coverage from the 1970s to the present.
- JSTOR: A scholarly journal archive that provides image and full text access to archival (more than 5 years old) scholarly journals in a wide variety of subject areas.
- LexisNexis Academic: Indexing and full text documents for over 5600 news, business, legal, medical, and reference publications, with a variety of flexible search options. This is an excellent database for information on current issues or business.
- MasterFILE Complete (EBSCOhost): Multidisciplinary database designed for public libraries that covers virtually every subject area of general interest. Provides a large collection of popular full-text magazines, journals, and other sources from the world's leading publishers, as well as a large image collection of photos, maps, and flags.
- Project MUSE: Provides full-text access to a selection of humanities and social sciences journals.
- ProQuest Newsstand: Full-text of 300+ U.S. and international news sources. Includes coverage of 150+ major U.S. and international newspapers such as the New York Times and the Wall Street Journal, plus hundreds of other news sources and news wires.
- ScienceDirect (Elsevier): Extensive database of Elsevier journals in a wide range of subjects. Excellent searching capabilities and full text access. An excellent resource for authoritative information in many subject disciplines.

- **Social Sciences Citation Index (Web of Science):** Consolidated searching of Science Citation Index, Social Science Citation Index, and Arts and Humanities Index. Searchable by all elements of the citation. Limited full text provided.
- **Gale Virtual Reference Library:** An online reference utility that hosts selected encyclopedias and other reference publications.
- **Oxford Reference Online-Premium:** Language and subject reference works from Oxford Press into single cross searchable reference.
- **Sage eReference Encyclopedias and Handbooks:** Offers access to selected reference encyclopedias and handbooks with coverage mostly in the areas of social sciences and health care.
- **Library Catalog:** Search for books, audio, video, and periodicals at the Dixie State University Library.
- **Electronic Books:** A list of ebook databases available at Dixie.
- **EndNote Web:** Manage citations with a bibliographic utility.
- **Full-Text Periodicals List:** Find a specific journal or magazine.
- **ILLiad:** Borrow materials from other libraries using interlibrary loan.
- **ProQuest Research Companion:** Information literacy training aligned with ACRL Information Literacy and Common Core English Language Arts standards. Provides a framework and foundation for information literacy instruction.
- **WorldCat:** Search library catalogs in Utah and beyond.

Admission Requirements

- 2.5 GPA
- Declaration as Communication Studies major

Student Advisement

Currently there are two advisors, one full-time and one three-quarter time. Both would be available and to advise students in this degree, as well as the proposed Media Studies degree.

Justification for Graduation Standards and Number of Credits

- 2.5 GPA: quality performance in courses generally warrants students' readiness to enter the workplace with a comprehensive understanding of theory and its applications.
- C grade or better in Core courses: Preparation for upper-division electives and performance expectations on the field's most essential elements warrant that students demonstrate comprehension and the capacity to articulate the field's central tenants.
- D- grade or better in elective courses: the standard expectation to pass courses.
- 52 credits earned in major: 37 credits address basic Communication Studies concepts, many at the lower division level; 15 credits at the elective level give students leeway in developing their own comprehensive set of communication skills at the upper-division level.
- 120 credits to obtain bachelor degree: the standard number required at DSU for a bachelor degree.
- 40 upper-division credits earned: University policy as approved by the Board of Regents.
- 30 upper-division credits earned at DSU: University policy as approved by the Board of Regents.

External Review and Accreditation

No external consultants were involved in the planning. As degrees in the region are already prominent and the move is making an emphasis into a full degree, the changes do not warrant consulting on the planning of curriculm nor the adjustment of funding and resources.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates **in Proposed Program**	X	X	X	110	115	120
Total # of Declared Majors **in Proposed Program**	X	205	213	221	230	239
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE *(as reported in Faculty table above)*	15.79	16.42	17.08	17.76	18.47	19.20
Total Department Student FTE *(Based on Fall Third Week)*	268.86	298.33	310.26	322.68	335.59	349.00
Student FTE per Faculty FTE *(ratio of Total Department Faculty FTE and Total Department Student FTE above)*	17.03	18.17	18.17	18.17	18.17	18.18
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)						

Expansion of Existing Program

The proposed Communication Studies degree and companion Media Studies degree represent a restructuring of the current BS in Communication at DSU, plus two new emphasis areas under Media Studies.

Section III: Need

Program Need

The purpose of a Communication Studies degree is to offer a more recognizable degree of an emphasis that has led the DSU graduation awardees the last three years, considering the growth and sustaining of the program over the last five years in comparison to other degrees, as condensed from the University assessment reports[1]:

---

[1] www.dixie.edu/ir/assessment

Bachelor's Degrees Awarded Per Program & Concentration

Program	2009	2010	2011	2012	2013	Total
Accounting	8	28	29	30	29	124
Communication	27	37	47	89	88	288
Comm - DFLM Emph	(2)	(6)	(1)	(13)	(11)	(33)
Comm - Human Emph	(13)	(15)	(30)	(39)	(46)	(143)
Comm - Mass Emph	(4)	(11)	(13)	(14)	(11)	(53)
Comm - OL Emph	0	(5)	(2)	(23)	(20)	(50)
Business Admin	54	57	44	46	36	237
Bus - Accounting Emph	(2)	(2)	(2)	(1)	0	(7)
Bus Finance	(5)	(10)	(18)	(16)	(16)	(65)
Bus – MIS	0	0	0	0	(3)	(3)
Bus – Vtech	(7)	(2)	(8)	(6)	(5)	(28)
Biology	14	18	19	14	24	89
CIT	21	31	21	36	25	134
Criminal Justice	5	7	7	11	25	55
Dental Hygiene	0	12	19	21	22	74
Elem. Ed	37	48	46	55	52	238
English	23	8	18	18	27	94
Nursing BSN	16	12	14	37	28	107
Psychology	0	1	15	24	40	80

Labor Market Demand

The types of jobs that Communication Studies majors obtain are managerial, public relations, marketing, sales, and service industries both private and public.

Job Industry Projections[2]
(+ constitutes % expected increase)

Industry	Local %	State %	National %
Administrative Services	+3.3	+2.3	+1.5
Sales	+2.6	+2.4	+1.2
Public Relations	+4.2	+2.8	+2.3
Training/Development	Not reported	+2.7	+2.4
Social/Community Services and Programs	Not reported	+2.6	+2.7
Public Relations Management	Not reported	+2.5	+1.6

Student Demand

Sustained growth in the program and high retention rates of majors speaks to the growth and development of the program in the future and its attraction to students. Connected to labor market demand, students need specific training in more specific skills than are currently offered with the generic Communication

---

[2] http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do

degree, such as specified training in high-impact learning through the senior seminar class and in seminar offerings on special topics. Enrollment in Communication Studies programs has grown, per the table provided by the DSU Institutional Review Office.

Emphasis	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Human Communication	119	154	144	164	149
Organization and Leadership	31	50	35	27	41

Similar Programs Already Offered in the USHE

- University of Utah: Bachelor of Arts or Bachelor of Science in Communication Studies
- Utah State University: Bachelor of Science in Communication Studies
- Southern Utah University: Bachelor of Science or Bachelor of Arts in Communication Studies
- Utah Valley University: Bachelor of Science in Speech Communication
- Weber State University: Bachelor of Science or Bachelor of Arts in Communication

One justification for approval of this program is in the leading graduation rates of the previous and similar program, a degree with an emphasis in Human Communication, at DSU.

Collaboration with and Impact on Other USHE Institutions

Coursework for the program will utilize the same curriculum that was previously available for the Human Communication emphasis, thus allowing for the same simplicity of articulation of courses to and from other USHE programs, as is spelled out annually at the USHE majors meeting. Since the proposed program is replacing an existing program, the impact on other institutions within the USHE will be minimal. However, the proposed program will provide opportunities for undergraduates to receive focused learning that will enable them to be better prepared as they continue their education in a graduate setting. Thus, the other universities within the USHE will be impacted by being provided more students enrolled in graduate programs.

Benefits

Students studying in the area of Communication Studies (formerly known nationally as the Human Communication degree) will be enabled to have training more specific to their areas of interest rather than a generic Communication degree. The National Communication Association identifies the study of Organizational, Interpersonal, Intercultural, and Rhetorical communication fields as Communication Studies sub-fields. Specifically, the output of training in the decision-making, leadership, community-building, and intellectual manifestations are best represented to industries and the Communication Studies academic interest groups with more specific training in the analysis and implementation of interactive skillsets.

Consistency with Institutional Mission

The three-part mission statement of Dixie State University is met with the Communication Studies degree:

- Core Theme 1-A Culture of Learning: The Communication Studies degree takes an approach of classroom interaction, measurable standards of prose, and a curriculum designed for students to draw upon experience with multiple faculty members.
- Core Theme 2-A Culture of Values: The purpose of the degree is designed to put students through the philosophy and practice of effective citizenship and utilization of discourse that is savvy on social issues, the exploration of ethics, and the strategic utilization of collaboration in teamwork.
- Core Theme 3-A Culture of Community: The degree is geared toward citizenship that approaches the globalized world with intercultural sensitivity, reason in public and policy deliberation, and in service as central to community conflict and development.

Section IV: Program and Student Assessment

Program Assessment

The proposed Department of Communication Studies creates competent communicators. Guided by theory and honed through application, students are trained in both message production and the critical consumption and interpretation of messages. Further, students receive specific training in ethics, leadership, research methodology, and critical thinking. Graduates of the Department are competent communicators with appropriate and effective skills in oral, written, and visual communication.

Assessment is used to evaluate and plan changes, improvements, and the creation of curricular programs based on evaluation of student learning in relation to program objectives and delivery. Coupled with direct and indirect measures such as evaluation of senior seminar coding, rubric evaluations of student presentation skills, and exit surveys, assessment is utilized to collect academic and professional evaluation of students in the translation of competencies into professional experience, academic knowledge of traditional and current trends in the media professions, and in the efficacy of service-learning.

Students in the Department of Communication Studies are continuously tested on their mastery of theory and applied communication skills. This assessment occurs through multiple measures. In lower- and upper-division courses, students are assessed through traditional means, including quizzes and exams, small group work, oral presentations, and written manuscripts. Measures of mastery (or lack thereof) also occur through innovative channels such as contributions to course discussions and problem-solving activity. Prior to graduation, department curriculum requires students to formally illustrate their competence via a two-step final measure.

1. Students create conceptually-based learning objectives to guide their activities in an applied internship from which they receive critical feedback from both a professional and a faculty mentor. The internship experience assesses a student's ability to apply conceptual materials to professional interactions. It gives them the forum to demonstrate their ability to communicate ethically, demonstrate leadership, and engage in critical thinking behavior.
2. Students also conceive and execute a formal capstone project to illustrate their mastery of research methodology and ability to use critical thinking to solve problems. The goal of the

Department is to create competent oral, written, and visual communicators. Effectiveness is assessed through direct and indirect measures, designed to assess conceptual and applied mastery.

The above measures then are incorporated as part of students' e-portfolios.

Expected Standards of Performance

The Department of Communication Studies has emerged as a separate and more focused department from the current Communication department. The standards and competencies that guide the curriculum are derived from the existing program learning objectives of the Communication department, as well as from the theoretical and applied skills graduate programs, and the employers who indicate what skills and competencies they look for in their applicants. Formative assessment measures are used to determine student learning during student degree work, as well as summative assessment in a cumulative manner to measure competency upon graduation.

Student standards and competencies, and the measures of student learning

STANDARD OR COMPETENCY	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
[3] COGNITIVE DOMAIN (knowledge): 1. Understands factual knowledge of primary theoretical traditions of human communication study.	Presentation(s), paper(s), class discussions, and exam(s) in Introduction to Communication Theory (Comm 1050), Communication Theory (Comm 3060), and Argumentation and Critical Thinking (Comm 1270).	Capstone project and e-portfolio
[4] AFFECTIVE AND SKILLS DOMAINS (Values and Skills): 2. Identifies and illustrates how concepts from these theories can be used to understand human behavior in a variety of settings: small group, public and private organizations, interpersonal settings, and public discourse.	Presentation(s), paper(s), class discussions, and exam(s) in Small Group Communication (Comm.2120), Interviewing (Comm. 3350), Public Speaking (Comm. 1020), Rhetoric and Public Communication (Comm 3130), Interpersonal Communication (Comm 2110) and Voice and Civility in Public Discourse (Comm 2700).	Internship project

---

[3] Institutional Mission and Core Themes: http://www.dixie.edu/accreditation/dscs_mission_and_core_themes.php

[4] Bloom's Taxonomies and Learning Domains: http://www.nwlink.com/~donclark/hrd/bloom.html

AFFECTIVE & COGNITIVE DOMAINS (Skills, knowledge, values) 3. Formulates and delivers effective speeches integrating knowledge, skills, and values in oral presentations with a variety of purposes: inform, persuade, entertain, and celebrate.	Presentations in Public Speaking (Comm 1020), Interpersonal Communication (Comm 2110), Persuasion (Comm 4010), and Argumentation and Critical Thinking (Comm 1270)	Internship project Presentations in upper division courses
COGNITIVE AND SKILLS DOMAINS (Knowledge and Skills): 4. Creates scholarly research integrating knowledge that demonstrates proficiency in college-level papers, standard business documents, and personal written communication.	Presentation(s), paper(s), and exam(s) in Communication Research Methods (Comm 4450) and Senior Seminar (Comm 4990)	Internship project Capstone project and e-portfolio.
AFFECTIVE DOMAIN: (Values) 5. Prepares and produces rhetorical arguments demonstrating critical thinking and problem solving skills in interpersonal interactions, small group work, organizational settings, and public discourse.	Presentation(s), paper(s), class discussions, and exam(s) in Interpersonal Communication (Comm 2110), Small Group Communication (Comm 2120), Organizational communication (Comm 3850), Health Communication (Comm 3230), Communication and Public Contemporary Issues (Comm 4490), Argumentation and Critical Thinking (Comm 1270), Public Speaking (Comm 1020) and Internship (Comm 4900)	Internship project Capstone project and e-portfolio.
[5]AFFECTIVE, COGNITIVE, AND SKILLS DOMAIN (Knowledge, Values, and skills) 6. Interacts and practices ethical behavior in multicultural settings demonstrating cross-cultural communication knowledge and skills in effective communication.	Presentation(s), paper(s), class discussions, and exam(s) in Intercultural Communication (Comm 3190), Voice & Civility in Public Discourse (Comm 2700), and Ethics in Communication (Comm 3510).	Internship project, E-Portfolio

---

[5] Bloom's Taxonomies of Educational Objectives: *(Adapted from Allen and Noel, 2002; Gronlund, 2000; Palomba and Banta, 1999; Roth, Beyer, and Gillmore, 2002; Designing Valuable Assessment Plans: Evaluating Assessment Strategies, 2003; and DLRN's Technology Resource Guide, 2003) Downloaded from DSU Office of Assessment.*

Section V: Finance

Division Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	$1,095,812	$15,000	$1,110,812	$17,500	$1,128,312	$20,000	$1,148,312
Benefits	$353,557	$5,000	$358,557	$6,000	$364,557	$7,000	$371,557
Total Personnel Expense	$1,449,368	$20,000	$1,469,368	$23,500	$1,492,868	$27,000	$1,519,868
Non-Personnel Expense							
Travel	$2,695	$100	$2,795	$100	$2,895	$100	$2,995
Capital	$999	$0	$999	$0	$999	$0	$999
Library	$0	$0	$0	$0	$0	$0	$0
Current Expense	$110,908	$2,000	$112,908	$2,000	$114,908	$2,000	$116,908
Total Non-personnel Expense	$114,602	$2,100	$116,702	$2,100	$118,802	$2,100	$120,902
Total Expense (Personnel + Current)	$1,563,970	$22,100	$1,586,070	$25,600	$1,611,670	$29,100	$1,640,770
Departmental Funding							
Appropriated Fund	$1,388,970	$19,600	$1,408,570	$22,600	$1,431,170	$25,600	$1,456,770
Other:							
Special Legislative Appropriation	$0	$0	$0	$0	$0	$0	$0
Grants and Contracts	$0	$0	$0	$0	$0	$0	$0
Special Fees/Differential Tuition	$175,000	$2,500	$177,500	$3,000	$180,500	$3,500	$184,000
Total Revenue	$1,563,970	$22,100	$1,586,070	$25,600	$1,611,670	$29,100	$1,640,770
Difference							
Revenue - Expense	$0	$0	$0	$0	$0	$0	$0
Departmental Instructional Cost/Student Credit Hour* *(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")*	$106		$107		$109		$111
* **Projected Instructional Cost/Student Credit Hour** data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.							

** **Projected Instructional Cost/Student Credit Hour** data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.*

Funding Sources

The previous appropriated funds will continue to be utilized in the delivery of the new program, including faculty and staff, purchasing accounts for equipment and supplies, and scholarship monies used in student programs.

Reallocation

None planned or expected.

Impact on Existing Budgets

No budget changes would be necessary other than the departmental split (submitted in conjunction with this proposal), which would require a new Department Chair or Associate Dean compensation of $10,000. Yet, as the current program director positions will cease, the same amount of money will be used for Chair or Associate Dean compensation.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

General Education Requirements		
Requirement	Course	Credit Hours
Computer Literacy	CIS 1200 or CIS 1201 or (CS 1400 and CS 1410	0-6
English	ENGL 1010 or ENGL 1010A or ENGL 1010D	0-4
English	ENGL 2010 or ENGL 2010A	3
Information Literacy	LIB 100 or LIB 1010	0-1
Mathematics		3-5
American Institutions		3-6
Life Sciences		3-10
Physical Sciences		3-5
Laboratory Sciences		0-1
Fine Arts		3
Literature/Humanities		3
Social & Behavioral Sciences		3
Exploration		3-5
Global & Cultural Perspectives		0-6 (can be shared with other GE)
	Sub-Total	30
Communication Studies Degree		
Required Courses	Complete all of the following	
COMM 1020	Public Speaking	3
COMM 1050	Intro to Communication Theory	3
COMM 1270	Argumentation & Critical Thinking	3
COMM 2110	Interpersonal Communication	3
COMM 2120	Small Group Communication	3
COMM 2700	Voice and Civility in Public Discourse	3
COMM 3060	Communication Theory	3
COMM 3190	Intercultural Communication	3
COMM 3510	Ethics in Communication	3

COMM 4450	Communication Research	3
COMM 4900R	Internship	3
COMM 4980	Senior Seminar	4
	Sub-Total	37
Elective Courses	Complete five of the following	
COMM 3010	Nonverbal Communication	3
COMM 3120	Family Communication	3
COMM 3130	Rhetoric and Public Communication	3
COMM 3150	Lying & Deception	3
COMM 3230	Health Communication	3
COMM 3330	Negotiations & Bargaining	3
COMM 3350	Interviewing	3
COMM 3400	Gender Communication	3
COMM 3460	Content & Rhetorical Analysis	3
COMM 3480	New Social Media	3
COMM 3580	Public Relations	3
COMM 3850	Organizational Communication	3
COMM 3990	Special Topics	3
COMM 4010	Persuasion	3
COMM 4020	Integrated Oral Presentations	3
COMM 4050	Leadership & High Performance Teams	3
COMM 4490	Communication & Contemporary Public Issues	3
COMM 4500	Human Communication & Conflict	3
COMM 4580	Public Relations Case Studies	3
	Sub-Total	15
	Total Number of Credits	52
Or		
Organization and Leadership Emphasis		
Required Courses	Complete all of the following	
COMM 1050	Intro to Communication Theory	3
COMM 1270	Critical Thinking and Communicating	3
COMM 2110	Interpersonal Communication	3
COMM 2700	Voice and Civility in Public Discourse	3
COMM 3060	Communication Theory	3
COMM 3190	Intercultural Communication	3
COMM 3510	Ethics in Communication	3
COMM 3850	Organizational Communication	3
COMM 4450	Communication Research	3
COMM 4500	Human Communication and Conflict	3
COMM 4900R	Internship	3
COMM 4980	Senior Seminar	4
	Sub-Total	37
Elective Courses	Complete five of the following	
COMM 3330	Negotiations & Bargaining	3
COMM 3460	Content & Rhetorical Analysis	3

COMM 3580	Public Relations	3
COMM 4020	Integrated Oral Presentations	3
COMM 4050	Leadership and High Performance Teams	3
COMM 4490	Communication and Contemporary Public Issues	3
ENGL 3010	Writing in the Professions	3
MKTG 3010	Marketing Principles	3
	Sub-Total	24
	Total Number of Credits	61

Program Schedule for Communication Studies Degree

		Hours
Fall Semester – Year 1		Hours
COMM 1050	Introduction to Communication Theory	3
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
MATH 1040	Introduction to Statistics (recommended)	3
General Education (Global & Cultural Perspectives)		3
	Term Hours	13
Spring Semester – Year 1		
CIS 1200	Computer Literacy	3
COMM 1020	Public Speaking	3
ENGL 2010	Interm Writing Selected Topics:	3
General Education (American Institutions)		3
General Education (Life Sciences/Lab)		4
	Term Hours	16
Fall Semester – Year 2		
COMM 1270	Argumentation and Critical Thinking	3
COMM 2110	Interpersonal Communication	3
General Education (Literature/Humanities)		3
General Education (Physical Sciences)		3
General Education (Exploration)		3
	Term Hours	15
Spring Semester – Year 2		
COMM 2120	Small Group Communication	3
COMM 2700	Voice and Civility in Public Discourse	3
General Education (Fine Arts)		3
Elective (Any course)		3
Elective (Any course)		3
	Term Hours	15
Fall Semester – Year 3		
COMM 3190	Intercultural Communication	3
COMM 3510	Ethics in Communication	3
COMM 4010 Persuasion		3
COMM 4020 Integrated Oral Presentations		3
Elective (Any course)		3

	Term Hours	15
Spring Semester – Year 3		
COMM 3060	Communication Theory	3
COMM 3230	Health Communication	3
COMM 3400	Gender Communication	3
Elective (Any course)		3
Elective (Any course)		3
	Term Hours	15
Fall Semester – Year 4		
COMM 4450	Communication Research	3
COMM 3460	Content and Rhetorical Analysis	3
Elective (Any upper-division course)		3
Elective (Any upper-division course)		3
Elective (Any course)		3
	Term Hours	15
Spring Semester – Year 4		
COMM 4980	Senior Seminar	4
COMM 4900R	Communication Internship	3
Elective (Any upper-division course)		3
Elective (Any course)		3
Elective (Any course)		3
	Term Hours	16
	Total Hours: 120	

Program Schedule for Organization and Leadership Emphasis

Fall Semester – Year 1		Hours
Elective (Any course)		3
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
MATH 1040	Introduction to Statistics (recommended)	3
General Education (Global & Cultural Perspectives)		3
	Term Hours	13
Spring Semester – Year 1		
CIS 1200	Computer Literacy	3
COMM 1020	Public Speaking	3
ENGL 2010	Interm Writing Selected Topics:	3
General Education (American Institutions)		3
General Education (Life Sciences/Lab)		4
	Term Hours	16
Fall Semester – Year 2		
Elective (Any course)		3
Elective (Any course)		3
General Education (Literature/Humanities)		3
General Education (Physical Sciences)		3

General Education (Exploration)		3
	Term Hours	15
Spring Semester – Year 2		
COMM 2120	Small Group Communication	3
Elective (Any course)		3
General Education (Fine Arts)		3
Elective (Any course)		3
Elective (Any course)		3
	Term Hours	15
Fall Semester – Year 3		
COMM 2110 Interpersonal Communication		3
COMM 2700 Voice and Civility in Public Discourse		3
COMM 1270 Argumentation and Critical Thinking		3
COMM 4020 Integrated Oral Presentations		3
COMM 1050 Introduction to Communication Theory		3
	Term Hours	15
Spring Semester – Year 3		
COMM 3060	Communication Theory	3
COMM 3190 Intercultural Communication		3
COMM 3510 Ethics in Communication		3
COMM 4500 Human Communication & Conflict		3
COMM 3580 Public Relations		3
	Term Hours	15
Fall Semester – Year 4		
COMM 4450	Communication Research	3
COMM 3460 Content and Rhetorical Analysis		3
COMM 3330 Negotiations & Bargaining		3
COMM 4050 Leadership & High Performance Teams		3
COMM 3850 Organizational Communication		3
	Term Hours	15
Spring Semester – Year 4		
COMM 4980	Senior Seminar	4
COMM 4900R	Communication Internship	3
MKTG 3010 Marketing Principles		3
ENGL 3010 Writing in the Professions		3
COMM 4490 Communication & Contemporary Public Issues		3
	Term Hours	16
		Total Hours: 120

Section VII: Faculty

Full-Time Faculty

- Dennis Wignall, PhD (University of Denver)
  - Tenured Full Professor of Organizational Communication
- Andrea McCracken, PhD (University of Texas)
  - Tenured Associate Professor of Interpersonal Communication
- Brent Yergensen, PhD (University of Nebraska)
  - Assistant Professor of Rhetoric and Public Address
  - Applying for tenure and promotion to be effective July 1, 2016
- Maria Ortiz, PhD (Union Institute & University)
  - Assistant Professor of Argumentation and Critical Thinking, and Director of Assessment
  - Applying for tenure and promotion to be effective July 1, 2017
- Rebecca DiVerniero, PhD (University of Nebraska)
  - Assistant Professor of Interpersonal Communication
  - Applying for tenure and promotion to be effective July 1, 2018

Adjunct Faculty

- Morris Berry, MBA (Western Governors University)
- Darlene Braden, PhD (Capella University)
- Brock Bybee, MA (Southern Utah University)
- Chip Campbell, MBA (University of Phoenix), PhD Candidate (University of Phoenix)
- Will Craver, MA (University of LaVerne)
- James Chase, MA (University of Phoenix)
- Kavarra Corr, MEd (University of Massachusetts)
- Brendan Dalley, MBA (University of Phoenix)
- Ann Durfey, BS (Dixie State University), completing MA (Southern Utah University)
- Marion Erickson, JD (University of Wyoming)
- Richard Harder, MS (California State University-Los Angeles)
- Anna Huff, MA (Emerson College)
- Jillian Hyman, MEd (University of Utah)
- Keith Kelsch, MA (Humboldt State University), PhD Candidate (George Wythe University)
- Dana Kelvington, MEd (Southern Utah University)
- Jonathan Morrell, MA (Brigham Young University)
- David Roos, EdD (Utah State University)
- Katrice Schimbeck, BA (Brigham Young University), completing MA (Southern Utah University)
- Jordan Sharp, MA (Park University)
- Shawna Wakefield, MA (Southern Utah University)