MEMORANDUM

To: Dr. Doug Brown, Provost
   Dr. David Jeffrey, Dean of College of Arts and Letters
   Department Heads: Dr. Shelley Aley, Dr. George Johnson, Dr. Eva McMahan,
   Dr. Alice Philbin
   Faculty of the School of Communication Studies, the School of Media Arts and
   Design, the Institute of Technical and Scientific Communication, and the
   Writing Program

From: Dorothy J. Della Noce, Chair
   College of Communication, Information and Media Workgroup

Re: College of Communication, Information and Media
   Workgroup Status Report and Proposal

Date: April 30, 2007

Please find attached a report from the 2006-2007 College of Communication, Information
and Media Workgroup. The report includes a proposal for the vision and mission statements,
rationale, curriculum, resource needs and college structure for a College of Communication,
Information and Media at JMU. The proposal should be considered a draft in progress. It is the
Workgroup’s hope that the report stimulates reflection and dialogue in the months ahead, and
leads to further refinement of the ideas presented. The committee welcomes any and all feedback
from the administration and from faculty within the interested units as well as suggestions on
what might be added, deleted, or modified. Faculty should feel free to communicate these
suggestions to their unit representatives, either individually or by Department.

The 2006-2007 Workgroup was composed of unit heads and faculty members from the
four interested academic units: the School of Communication Studies (SCOM), the School of
Media Arts and Design (SMAD), the Institute of Technical and Scientific Communication
(ITSC), and Writing and Rhetoric Studies (WRS), as well as representatives from the Provost’s
office, CAL administration, the General Education Program, WMRA Radio, and the Department
of Foreign Languages. Administrative assistance was provided by Krystal Mays. Some members
participated throughout all discussions; others participated on an as-needed basis when subjects
arose that required their expertise. In addition, the Chair consulted with the Director of the Office
of International Programs and the Director of Distance Education on topics within their
expertise. Alphabetically, the Workgroup participants included:

Shelley Aley
Steven Anderson
Thomas Duval
Teresa Gonzalez
Gretchen Hazard
David Jeffrey
Frank Kalupa

Cynthia Allen
Lucy Bednar
Eric Fife
Mark Hawthorne
Joanne Holman
George Johnson
Dietrich Maune
The Workgroup met regularly throughout the Fall 2006 and Spring 2007 semester. The Workgroup also utilized a Blackboard website to communicate and continue work between face-to-face meetings. During the Fall, Workgroup members conducted intensive research on such subjects as the needs of the 21st Century student, state and federal employment outlooks, the contours of comparable programs in the various communication disciplines and in the state, and “state of the discipline” reports from relevant educational and professional organizations in the various communication disciplines, in order to define and build a rationale for a unique and vital College. During the Spring, the Workgroup developed ideas for the curriculum and the College structure, and projected resource needs and a timeline.

Workgroup members shared the progress of the discussions with members of their units both formally at faculty meetings and in informal conversations. The Workgroup kept the broader JMU community informed of its progress by posting the Minutes of each meeting on the CAL Reorganization website. In addition, the Chair of the Workgroup made a presentation to the Faculty Senate on February 22, 2007.

We anticipate a process of review, dialogue, and comment on this report by the Provost, Dean, unit heads and college faculty throughout the remainder of the spring and into the summer. We propose to engage external consultants in the Fall of 2007 to review the proposal. We expect to then consider, evaluate and synthesize all comments and present a final report and proposal to the Provost by the end of the Fall 2007 semester.

Thank you for your consideration.
THE COLLEGE OF COMMUNICATION, INFORMATION AND MEDIA
AT JAMES MADISON UNIVERSITY

Report of the 2006-2007 Workgroup
and
A Working Proposal

Dorothy Della Noce, Chair
Shelley Aley            Cynthia Allen
Steven Anderson        Lucy Bednar
Thomas Duval           Eric Fife
Teresa Gonzalez        Mark Hawthorne
Gretchen Hazard        Joanne Holman
David Jeffrey          George Johnson
Frank Kalupa           Dietrich Maune
Eva McMahan            Michael Moghtader
Elizabeth Pass         Alice Philbin
Traci Pipkins          Leslie Purtlebaugh
Tomas Regalado-Lopez   John Stone
Kenneth Wright         Pavel Zemliansky
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EXECUTIVE SUMMARY

The College of Communication Workgroup proposes that a College of Communication, Information and Media be established at James Madison University as part of the overall reorganization plan for the College of Arts and Letters. This College would be the first of its kind in the State of Virginia and offer a number of programs that are unique in the United States. The creation of this College will further the university’s mission of “preparing students to be educated and enlightened citizens who lead productive and meaningful lives.” It will also strategically position the university for national prominence and international engagement. In other words, graduates of this College will be prepared for educated and enlightened global citizenship.

This proposal is to bring four units related by their roots in the various disciplines of communication together into one College:

- The School of Communication Studies
- The School of Media Arts & Design
- The Institute of Technical and Scientific Communication
- Writing and Rhetoric Studies

This College promises to build on the intellectual kinship all four units share in the communication field, while at the same time drawing on the unique disciplinary strengths of each unit. It will provide a comprehensive communication education to students, thus preparing them to meet the 21st century’s demand for multi-dimensional global communicators. It will position communication on the JMU campus as an important intellectual tradition with innovative practical applications, thus providing JMU with a College that is unique in the state.

The hallmark of the College will be its unique and innovative curriculum. The proposed comprehensive curriculum is unmatched in the State of Virginia. It will educate students to engage constructively with the forces of globalization and real-time continuous connectivity that are shaping communication and social life in the coming century. For students to navigate this world successfully, and to contribute to it as enlightened citizens, educational institutions must prepare them to analyze and critically evaluate the messages of others and the media, as well as to design and produce competent messages themselves (Poole & Walther, 2002). In other words, the 21st Century student must be educated in communication and educated to communicate.

The proposed curriculum of the College will provide students with a theoretical foundation and a wide variety of applied experiences to enable them to

- Master oral and written communication competencies
- Communicate using a variety of media and modalities
- Recommend and develop communication products
- Communicate complex information for public understanding
- Craft effective messages for a variety of audiences and contexts
- Participate constructively in a global society
• Manage global communications
• Analyze and distill complex technical or scientific information
• Engage constructively with diversity
• Solve problems
• Manage conflict
• Think critically
• Collaborate and work on teams
• Develop ethical and professional judgment

These competencies have been identified by employers and scholars as critical for the success of the 21st century workforce as well as for maintaining the global competitiveness of the United States.

The College curriculum will feature:
• A “common core”
• Traditional discipline-based undergraduate majors and minors
• New “trans-disciplinary” initiatives
• New graduate programs of distinction
• A commitment to General Education
• A commitment to distance and distributed learning
• A commitment to international programs
• Community outreach

The report contains detailed elaborations of the vision for this curriculum. The programs proposed, and particularly the new trans-disciplinary initiatives, promise to generate excitement among students and attract students to the College.

Putting these units together as a College promises to benefit JMU in a number of ways. First, it offers a measured and pedagogically-driven response to JMU’s projected growth needs. Given the projection that JMU will be serving 20,000 students by the year 2012, programs must grow to serve that increase in students. Each of the interested units could serve many more students as majors or minors, and serve more students across the campus interested in electives. A number of programs have noted that student demand is such that they could easily double. The proposal for the College includes a plan for measured growth in these four interested units that will allow the university to serve more students in proven and popular educational programs.

Second, the proposed College positions JMU to compete for the best students, talented faculty, and external resources. While it is projected that JMU will experience significant growth in coming years, it must still compete with other schools within and outside the Commonwealth for students. This College will be unique in Virginia, giving it sufficient visibility and public identity to attract quality students. Moreover, many of today’s students are career-oriented, and prone to choosing a college based on the obvious career path it offers. A College of Communication, Information and Media will attract such students with its clear connection to a variety of career paths for those students who seek them. In addition, the
intellectual identity that attends becoming a comprehensive communication College promises to attract quality faculty.

The report contains detailed resource projections. These projections illustrate that the creation of this College will produce long-term financial benefits and certain “economies of scale.” Moreover, the anticipated visibility and public identity of a comprehensive communication College promise to attract outside funding in the form of alumni support, corporate sponsorship and donations, and sponsored research. An identified College can attract quality faculty, quality students, and potential donors and sponsored research opportunities, in a way that separate units housed in a structure like CAL cannot.

A projected timeline of tasks to complete in order to bring this College into being is offered at the end of the report. Many of these tasks can commence in the Fall of 2007 and need not await the creation of the College. Such an approach will allow all units to build toward the critical mass necessary to sustain a College in a measured, thoughtful, and pedagogically-driven way.
THE COLLEGE OF COMMUNICATION, INFORMATION AND MEDIA
AT JAMES MADISON UNIVERSITY

The College of Communication Workgroup proposes that a College of Communication, Information and Media be established at James Madison University as part of the overall reorganization plan for the College of Arts and Letters. This College would be the first of its kind in the State of Virginia and offer a number of programs that are unique in the United States. The creation of this College will further the university’s mission of “preparing students to be educated and enlightened citizens who lead productive and meaningful lives.” It will also strategically position the university for national prominence and international engagement. In other words, graduates of this College will be prepared for educated and enlightened global citizenship.

This proposal begins with a rationale for putting the four affected units together in one College. A vision of a College curriculum is then proposed, featuring

- A common core for all students in the College
- Traditional discipline-based undergraduate major and minor programs
- Cutting-edge “trans-disciplinary programs”
- Service to General Education
- Graduate programs of distinction
- Distance learning
- International programs
- Community outreach

The curriculum proposal is followed by a proposal for an overall College structure and projections of the resources needed to bring this College into being. Finally, a timeline is presented for steps to be taken next.

BACKGROUND AND RATIONALE

1. The Interested Units

This proposal is to bring four units related by their roots in the various communication disciplines together into one College, namely:

- The School of Communication Studies (SCOM)
- The School of Media Arts & Design (SMAD)
- The Institute of Technical and Scientific Communication (TSC)
- Writing and Rhetoric Studies (WRS)

1 The designation “College of Communication, Information and Media” was proposed by the 2005-2006 Workgroup, and has been adopted by this Workgroup as a “working name” for the College. However, like all other elements of this report, the proposed name of the College is open as a subject for further discussion.
In Appendices A through D, we provide a snapshot of the current state of each of these programs, including such features as mission, curriculum structure, resources, and student demand. Our focus in this section is on establishing the rationale for bringing the four units together as a single College. We begin with a rationale at the intellectual level, by defining the disciplinary links the four interested units share. We then present a rationale in terms of the needs of the students of such a College, the university, and the State.

2. Communication: The Common Disciplinary Links

The communication field is broad in scope, inherently multi-disciplinary, and often eludes succinct definition. It draws from traditions in liberal arts, social science and professional development (see, Morreale, Osborn & Pearson, 2003). Because communication is recognized as “the common currency of human life,” (Poole & Walther, 2002, p. 5), Morreale et al. concluded that “[t]he communication discipline should be viewed as central on college campuses” (2003, p. 3).

The following excerpt from a report by the Council of Communication Associations (CCA) illustrates the breadth, depth, and value of education in the communication field:

The Council of Communication Associations (CCA) has worked to help those outside the communication discipline to better understand it. The Council has conducted national studies of the field and shared those studies with federal agencies, foundations, and others. It has demonstrated that communication continues to be a core academic discipline at the undergraduate, masters, and doctoral level contributing to a fundamental understanding of society and the human condition. It provides both research efforts and broad instruction in critical thinking, writing, speaking, and life-long learning.

The academic discipline of Communication studies human communication behavior, interaction, activity, and cultural phenomena in mediated and non-mediated interpersonal, group, and social settings. It ranges across individual action, social processes, organizational behavior, and industrial structures. It is divided into three broad subfields:

- Communication Studies: Scientific and critical research on human communication, including interpersonal, health, organizational, public, and intercultural communication. Communication studies, both quantitative and qualitative, in various social, cultural, and political contexts.

- Mass Communication: Research on analysis and criticism of media institutions, media texts, media effects; how media are used to produce and transform cultures; the role of media in politics, government, and democracy; and the role of media in building and sustaining communities. This category also includes research and teaching on the use, regulation, and effects of telecommunication and media technologies, including radio, television, telephony, Internet, digital media, and convergence studies. Research
and teaching in the area of advertising, public relations, and journalism also fits into this subfield.

**Speech and Rhetorical Studies:** Research and doctoral education that focuses on political and social rhetoric, audience analysis, public address, civil discourse, argumentation, rhetorical criticism, and rhetorical theory.

The discipline focuses on **how people use messages to generate meaning within and across various contexts, cultures, channels, texts and media.** It encompasses studies of private and public, as well as, interpersonal and mass communication. …

Some associations are affiliated with The Council for Learned Societies, The American Association for the Advancement of Science, and the Consortium of Social Science Associations. It is a **research-oriented, scholarly field** with 50 to 75 journals in the field. NSF, NEA, NEH, FCC, NIH, EPA, NASA, DOD, The Centers for Disease Control, National Cancer Institute, and many private foundations and other government agencies at the state and federal level support research in the field.

Instruction ranges across the broad sweep of human communication. It includes instruction in interpersonal interaction in dyadic settings, small group settings, and large group settings including public speaking; organizational communication including communication systems, interaction within social structures, and organizational group dynamics; and mediated communication including persuasive communication, entertainment media studies, information studies, journalism, and news. Instruction is offered in written communication, spoken communication, non-verbal communication, and mediated print, chemical and electronic analog, audio, video, and digital communication.

The field offers extensive undergraduate education for students interested in interpersonal, government, corporate, advocacy, and media-industry positions. These studies focus on both liberal arts and professional training in communication studies with specialties in such areas as advertising, broadcasting, journalism, public relations, Internet, video production, and audio production, and in rhetorical studies and interpersonal, organizational, political, intercultural, health, and speech communication.

It must be noted that, despite its broad reach, the CCA Report overlooked one important and growing sector of the communication field, namely, **technical and scientific communication.** This discipline focuses on information development for a variety of purposes. The specific communication skills taught in technical and scientific communication courses derive from what is termed the “craft tradition” i.e., the fusion of design and information through the use of appropriate technology and mastery of form to convey messages to specific audiences. For example, large databases and lengthy reports need to be analyzed and distilled for presentation to various constituents. The distillation may be print, or Web-based, or both. Decisions that affect various spheres of public life from informed consent to a medical procedure to the future of fossil fuels and the welfare of the planet depend upon the development of information that the public can process. Education in technical and scientific communication
prepares students to study difficult information and concepts and to explain those concepts to and for constituents in business, non-profit, and governmental sectors.

While drawing from traditions in the liberal arts and social sciences, the field of communication is at the same time unique among the liberal arts and social sciences because particular industries have become associated with it, including media and telecommunications (Poole & Walther, 2002, p. 6). These industry ties spur novel research questions. Industry ties also provide opportunities for students to apply their knowledge in a working environment through internships and service learning activities, and for students to choose majors that track defined career paths if they are so inclined.

Finally, it is worth noting that communication education is critical in itself, regardless of the particular career direction of students. Communication education develops the whole person (skills for relationships, critical thinking, critical media consumption, leadership, and political mobilization), enhances cross-cultural understanding, fosters responsible citizenship, and provides a broad foundation for career success (Morreale et al., 2003). Support for education of this sort is squarely within the mission of JMU and composes one of its “Defining Characteristics.”

Each of the four interested units represents various facets of the broad communication field as described above. Each unit, taken as a whole, represents a discipline that has its own identity and intellectual traditions within the broad field of communication. At the same time, within each unit are faculty members with diverse and multi-disciplinary backgrounds who orient to communication from a variety of perspectives: some draw from the liberal arts and from the venerable tradition of rhetorical studies; some draw from social scientific research traditions; and some draw from professional studies. In other words, there is sufficient intellectual kinship on which to build a College, and sufficient diversity to enrich the intellectual life of all members of the College community.

In the following sections we present the benefits that the creation of a College of Communication, Information and Media will offer to students, the university, and the State of Virginia.

3. The 21st Century Student: The Multi-dimensional Global Communicator

We are educating students for the 21st Century and the effects of how we educate those students will be felt for centuries to come. The profiles and needs of these students must be considered.

The lives of the 21st Century student are being shaped by forces of globalization (Delors, 1996) and continuous real-time connectivity (Poole & Walther, 2002). Theirs is an information society (Delors, 1996). They live and will work in a social world that, in many ways, transcends boundaries of time, space, nationality, and even language. Despite its promise of unprecedented democratization and opportunity, this “global village” also presents significant tensions that its citizens must navigate, including the tensions between
• The global and the local
• The universal and the individual
• Tradition and modernity
• Long-term and short-term considerations
• The need for competition and the concern for equality of opportunity
• The extraordinary expansion of knowledge and human beings’ capacity to assimilate it
• The spiritual and the material (Delors, 1996, pp. 15-16).

For students to navigate this world successfully, and to contribute to it as enlightened citizens, educational institutions must prepare them to analyze and critically evaluate the messages of others and the media, as well as to design and produce competent messages themselves (Poole & Walther, 2002). In other words, the 21st Century student must be educated in communication and educated to communicate.

To be a successful communicator in this globalized, connected world requires mastery of multiple modes and dimensions of communication. For example, students must be able to express themselves orally and in writing, think critically, solve problems, work in teams, manage conflicts, engage constructively with all manner of diversity, and use technology that changes almost daily (“Are they really ready to work?,” 2006). All of this requires the adaptability and flexibility of mind and skill that comes from the combination of a solid theoretical foundation and an applied education in communication.

In a recent survey (“Are they really ready to work?,” 2006), over 400 employers across the United States identified the most important skills needed by students in the 21st century. Among the applied skills identified as critical were:

• *Professionalism / work ethic
• *Oral communication, including public speaking skills
• *Written communications, including memos, letters and complex technical reports
• *Teamwork / collaboration, including negotiating and managing conflict
• *Critical thinking / problem solving
• Information technology application
• Ethics / social responsibility
• Diversity, including learning from and working with individuals from diverse backgrounds

The first five skills listed (the highlighted items) were considered “very important” by more than 92% of all employers. More than 64% of respondents predicted that the importance of these skills would increase for the workforce over the next five years (p. 49). Yet, employers rated less than a quarter of current graduates of 4-year college programs as “excellent” on these key skills. The authors of the report maintained that these figures represent a threat to the global competitiveness of our college graduates and of the U.S. as a whole (p. 43). Notably, the identified skills are the hallmarks of a comprehensive communication education that
grounds application and practice in the theoretical traditions of the social sciences, liberal arts and professional development.

The **occupational outlook is very positive** for graduates of the College of Communication, Information and Media. For example, graduates of the College will successfully compete nation-wide for careers that relate directly to writing, including positions as public relations and advertising practitioners, multi-media producers, technical communicators, reporters and news editors. These areas rank high among "**career fields with promise,**" as described by the Federal Bureau of Labor Statistics, along with selected occupations in business and sales, including marketing managers, and selected computer careers, including systems analysts (Crosby & Moncarz, 2006). As Table 1 illustrates, new job growth in communication-related domains, whether private or public, is expected to show a healthy increase nation-wide (Career Guide to Industries, 2006-2007).

(Employment in thousands)

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<th></th>
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<tr>
<td>All industries</td>
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<td>100.0</td>
<td>152,093</td>
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<td>7,872</td>
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NOTE: May not add to totals due to omission of industries not covered in the Career Guide.

In summary, graduates of a College of Communication, Information and Media will be prepared to compete for employment, graduate and professional educational opportunities, in areas that require a wide array of written, oral, visual, and mediated communication competencies, including various information industries, professional and business services, and government and civic organizations.

4. The 21st Century JMU: The Global Campus

The program we propose will benefit JMU in a number of ways. First, there is the furtherance of JMU’s mission: To prepare students “to be educated and enlightened citizens who lead productive and meaningful lives.” This proposed College prepares students to be educated and productive citizens of the world.

Second, the proposed College provides a thoughtful response to JMU’s growth needs. Given the projection that JMU will be serving 20,000 students by the year 2012, programs must grow to serve that increase in students. This proposal, as we develop it further in the “Resources” section below, offers a measured and pedagogically-driven plan for growth in proven and popular educational programs.

Third, this proposed College positions JMU to compete for the best students. While it is projected that JMU will experience significant growth in coming years, it is still competing with other schools within and outside the Commonwealth for the best students. This College will offer a structure and a curriculum that are unique in Virginia. (See Appendix E: Summary of Communication degree programs in Virginia). That alone will give the College sufficient visibility to attract students. Moreover, many of today’s students are career-oriented, and prone to choosing a college based on the obvious career path it offers. A College of Communication, Information and Media will attract such students with its clear connection to a career path. An increasing number of such Colleges are being established across the country for this very reason (See Appendix F: Summary of Communication Colleges in the United States).

Finally, this program has the potential to help JMU position itself as a “Global Campus” (McMurtie, 2007). McMurtie noted that business and political leaders are calling on colleges to educate students for the world beyond our country’s borders, and that a key component of that education is cross-cultural competence. This competence is built by fostering an environment where students can explore and study the complexity of human interaction and communication, engage with new ideas and perspectives, develop critical thinking skills, build communication skills in a variety of media, and engage with people across the globe in person and through available technology. The program we propose does just that.
5. Virginia in the 21st Century: A Global Competitor

The proposed College also benefits the State of Virginia. It will **draw promising students to the state**, and it is well-known that students frequently choose to join the workforce in the state where they attended College. Graduates of our College will **fill the needs of Virginia employers**, and also position those employers to compete globally.

For example, our students will be exceptionally well prepared for careers in the information sector, in the professional services sector, and in local, state and federal public service. Virginia will have a need for students with such preparation (see, e.g., Table 1, above). In Virginia, the information sector overall is projected to grow 15.5 percent between 2004 and 2014, with several industries – notably radio and television broadcasting and Internet service providers (ISPs) – expected to surpass the 17.1 percent growth rate for all industries in the state. Occupations with the highest employment in the broadcasting industry statewide in 2005 included advertising sales agents and producers and directors.

As another example, the outlook for the professional and technical services sector in Virginia is particularly bright, with an anticipated growth rate of 42.4 percent between 2004 and 2014. Industries within this sector are engaged in processes where human capital is the major input. Organizations in this sector make available the skills and knowledge of their employees, and often specialize according to expertise to provide services to clients in a variety of industries including legal advice, consulting and research, advertising, and photographic services (Industry Employment & Projections Data, 2007).

6. Summary: The Value-Added in Becoming a College

There is great promise in uniting these four units. Together, these four units represent the **breadth and depth of the communication field**, affording students a comprehensive **communication education**. The units share an intellectual kinship and at the same time promise to enrich and inform each other with discipline-specific intellectual diversity. They can demonstrate for students that disciplinary uniqueness need not create barriers, but can be a source of trans-disciplinary inspiration and stimulation.

Together in one College, these four units will **position communication as a critical intellectual and professional endeavor on the JMU campus and in the State**, geared toward preparing students to be multi-dimensional global communicators. Each program has an important contribution to make in this regard (see Appendices A through D). Each has a **strong curriculum which combines theoretical grounding with practical application**. Each has a productive faculty engaged in valuable research and publication endeavors. Each has a faculty committed to classroom teaching and the development of competent, multi-dimensional communicators. Each has demonstrated a commitment to serving the entire campus community through participation in General Education, IDLS, the Honors Program, and other programs and connections outside their units and their home disciplines. Each has demonstrated a commitment to the development of students as community members, and the development of the broader community, through participation in service learning, internship, and other co-curricular programs. The programs have good records of job placement for graduates and acceptance of
their graduates in graduate and professional schools. At the same time, each program brings something unique that contributes to the comprehensive education of multi-dimensional global communicators, such as a focus on writing and rhetoric (WRS), “converged media” opportunities (SMAD), technical and scientific writing (TSC), and human interactive processes (SCOM).

Putting these units together as a College promises to benefit JMU by offering a measured and pedagogically-driven response to its projected growth needs. Each of these units could serve many more students as majors or minors, and serve more students across the campus interested in electives, were it not for their current resource constraints (see Appendices A through D). A number of programs have noted that student demand is such that they could easily double. The proposal for the College includes a plan for measured growth in these four interested units (see “Resources” section, below) that will allow the university to serve more students in proven and popular educational programs. While it is true that, to serve more students will require more faculty, more classrooms, more offices, more laboratories, more hardware, and increased operating budgets, such costs are inevitable with the projected growth. We suggest that the students, the university and the state will benefit from committing now to a plan for growth that has a pedagogical basis. We also suggest that making the creation of this College a part of the overall growth plan for JMU will yield long-term financial benefits. Over time, it is expected that certain “economies of scale” will attend having all of these programs in one College. In addition, the visibility and public identity that attend becoming a College promise to attract quality faculty and also quality students. Finally, such visibility and public identity promise to attract outside funding to the College in the form of alumni support, corporate sponsorship and donations, and sponsored research. An identified College can attract quality faculty, quality students, and potential donors and sponsored research opportunities, in a way that separate units housed in a structure like CAL cannot.

MISSION & VISION

We offer the following Mission and Vision statements for the College of Communication, Information and Media:

**Mission [adopted Spring 2006]:** The College of Communication, Information, and Media provides theoretically grounded and practice-oriented education that prepares students to research & critique, design & produce, assess & manage communication in a variety of social, cultural, and professional contexts.

**Vision [adopted Spring 2006]:** The College of Communication, Information, and Media will develop multi-dimensional communicators who will succeed in and shape our interconnected global community.

THE CURRICULUM

The hallmark of the College will be its unique and innovative curriculum. A curriculum for 21st Century students must educate them to engage constructively with the forces of globalization and real-time continuous connectivity, and navigate the inherent tensions
these forces generate. As one influential report on the vision for higher education in the 21st Century (Delors, 1996, pp. 20-22) summarized it, students must learn:

**To live with others**: The Delors Report (1996, p. 20) cited this as the most critical of the four pillars of education. It requires “developing an understanding of others and their history, traditions and spiritual values and, on this basis, creating a new spirit which, guided by recognition of our growing interdependence and a common analysis of the risks and challenges of the future, would induce people to implement common projects or to manage the inevitable conflicts in an intelligent and peaceful way.”

**To know**: Students require a broad general education combined with in-depth study in selected subjects in order to develop into lifelong learners.

**To do**: While it is important for students to develop a career path, learning to do suggests more fundamental competencies as well. It requires the acquisition of competencies that enable people to deal with a variety of situations, to manage unpredictability, and to work in teams. To achieve such competencies, students must have opportunities to try out and develop their abilities, to become involved in a variety of work experiences and to do community work.

**To be**: Students need a foundation of knowledge and values that allow them to develop independence and good judgment, as well as a strong sense of personal responsibility for the achievement of socially shared goals.

We propose a curriculum that incorporates and builds on these four pillars of education. The proposed comprehensive curriculum is unmatched in the State of Virginia. The proposed curriculum takes seriously the “Defining Characteristics” set forth as goals for JMU through 2012, particularly to offer educational opportunities that are innovative, comprehensive, and high-quality; and that expand non-degree and distributed learning programs and international curricula, associations and experiences.

An overview of the proposed curriculum is attached as a chart in Appendix G. Generally, the proposed curriculum of the College will prepare students to

- Master oral and written communication competencies
- Communicate using a variety of media and modalities
- Recommend and develop communication products
- Communicate complex information for public understanding
- Craft effective messages for a variety of audiences and contexts
- Participate constructively in a global society
- Manage global communications
- Analyze and distill complex technical or scientific information
- Engage constructively with diversity
- Solve problems
- Manage conflict
- Think critically
• Collaborate and work on teams
• Develop ethical and professional judgment

The College curriculum will feature

• A “common core”
• Traditional discipline-based undergraduate majors and minors
• New “trans-disciplinary” initiatives
• New graduate programs of distinction
• A commitment to General Education
• A commitment to distance learning
• A commitment to international programs
• Community outreach

We present here a sketch of a comprehensive curriculum that would be innovative and unique and position our College well in the state, the country and the world. We feel compelled to note that this sketch does not represent an unyielding commitment to pursue any of these programs exactly as outlined; such commitment would be premature without the opportunity for dialogue among the faculty throughout the university. Rather, these ideas are offered as a starting point for further dialogue and development.

1. The Common Core

It is envisioned that when the College opens as such, a “common core” of 3 classes will be offered to all students. This will replace the current system in which every unit offers its own core, but it will not prevent any unit from having a core of 1-3 classes of its own in addition to the “common core.”

It is expected that “common core” courses will cross the disciplines represented by the four units. That is, they will be common to the educational enterprise of a College of Communication, Information and Media. Hence, faculty from any of the four units will be eligible to teach any of the courses in the common core.

These “common core” courses can be given a COMM designation. One of the tasks of the next Workgroup will be to define the courses that will make up this core. Examples of some ideas for core courses that have been discussed include the following:

Communication ethics and professional ethics
Mediated communication competencies
Global / intercultural communication competencies

2. Undergraduate Education: Trans-Disciplinary Initiatives, Major and Minor Programs

Each unit will continue to house the major and minor programs it currently maintains as the College develops. At the same time, to fulfill the mission of the College, a number of new
undergraduate Majors and Minors will be added, new graduate programs will be developed, and new “Trans-disciplinary Initiatives” will be instituted.

As proposed new programs are opened, an ongoing evaluation process will monitor existing majors and minors, and also student demand, in order to identify any redundancies in the curriculum. Redundant programs eventually will be phased out. For example, as the trans-disciplinary initiative in Applied Conflict Management phases in, the SCOM concentration in Conflict Analysis and Intervention can be phased out.

a. Trans-Disciplinary Initiatives

“Trans-disciplinary initiatives” are those that are “at once between the disciplines, across the different disciplines, and beyond all discipline. [The] goal is the understanding of the present world, of which one of the imperatives is the unity of knowledge” (Nicolescu, n.d., p. 2; Nicolescu, 2002, p. 3). Trans-disciplinarity reaches higher than multi-disciplinarity (which incorporates other disciplinary perspectives in service of a home discipline) and interdisciplinarity (which focuses on transferring methods from one discipline to another) (Nicolescu, n.d., p. 2).

Trans-disciplinarity is a response to the trends of globalization of society and education. It rejects the fragmentation of disciplines and of knowledge. It serves the development of a “transcultural, transreligious, transpolitical and transnational attitude” (Nicolescu, n.d., p. 5), and a “dialogue between art and science” (Nicolescu, n.d., p. 7). It is suggested as one way to carry out the vision of the UNESCO Delors Report (Delors, 1996), to educate students “to know, to do, to live with others, and to be” (Nicolescu, n.d., pp. 4-7).

Trans-disciplinary programs in this proposal take two forms: (1) those that cross any combination or all of the units housed within the College, and (2) those that cross one or more units within the College as well as one or more units outside the College. Undergraduate trans-disciplinary programs are presented in this section; graduate trans-disciplinary programs are presented in the next section.

i. Applied Conflict Management: Major & Minor
(Complete proposal in Appendix H)

The major and minor in Applied Conflict Management respond directly to the need to educate 21st Century students to “live with others.” This program is modeled loosely on the successful program by the same name at Kent State University, the only other program in Applied Conflict Management in the country. It also borrows from the experiences of Woodbury College, NOVA Southeastern University, and Antioch College in incorporating distance learning, international internships, and a graduate certificate program (see next section) that is appealing to mid-career professionals. At the same time, because this program is embedded in a communication college, it is unique in the country and very possibly the world.

This concentration prepares students to analyze conflict interaction and explore various methods of formal and informal conflict management in interpersonal, group, and institutional
contexts. A concentration in Applied Conflict Management prepares students for careers or graduate study in the rapidly growing field of conflict management and dispute resolution. It is also useful for students interested in a variety of careers including education, social work, counseling, business, law, government, human services, human resources, or the nonprofit sector. The applied and international focus of this program is particularly useful for students who wish to pursue careers in law, management, and international relations.

There is no social context in which competency in managing conflict is not relevant, and countless contemporary social contexts in which such competency is desperately needed. Courses in this major and minor give students a solid background in the theory and skills of conflict management, and situate that theoretical and practical background in social context. Students are provided with opportunities to utilize and enhance their knowledge of conflict management as they engage in research in the field or work as interns (domestically and internationally) with professionals in the courts, schools, businesses, government, and human services.

The field of conflict management is inherently interdisciplinary in its history, traditions, theoretical base, and application contexts. The field draws on a base of knowledge and scholarly research in the social sciences, humanities, ethics, education, and law. For this reason, students in the concentration will be able to select from an interdisciplinary menu of courses to complete their degree.

SCOM currently houses the Institute for Conflict Analysis and Intervention. This Institute, as part of a multi-university consortium, has attracted approximately $12,000.00 in grant funding in the last eighteen months. It is poised to attract significantly more, if it is cast as the seat of Applied Conflict Management degrees, research, practica, internships, and community outreach programs at JMU. Internally, students could operate under the rubric of the Institute to develop practical skills and research projects. For example, students could register for a 3-credit practicum (with FAM/GERN/SOWK 375: Grant Writing for Agencies, as either a prerequisite or concurrent course), and engage in project formulation and grant solicitation activities designed to situate the Institute as a leading center for funded research and practice initiatives in the conflict arena. Externally, the Institute could offer training and education programs to the community, partner with the Harrisonburg Community Mediation Center in a variety of ways, and offer direct intervention services on campus.

Since managing conflict is an essential skill for a global society whose citizens will encounter diversity and different cultures on a daily basis, an international component will be a feature of this program. Possible ties with universities in the Netherlands are being explored by the Workgroup Chair during the Summer of 2007. The seat of the International Court of Justice at the Hague, the Netherlands is a magnet for and host to a wide variety of institutions and movements to promote peace, justice and constructive conflict management. In addition, many courses and degrees in the higher education system in the Netherlands are offered in English. It is hoped that an undergraduate study abroad program might be developed in cooperation with Justice Studies, Sociology, Anthropology, and Religion at JMU, and with a cooperating university in the Netherlands which has a prominent program in Peace and Conflict Studies or a related area (e.g., Amsterdam, Utrecht, Leiden, Groningen). It is also possible that
some international courses can be offered online in cooperation with foreign universities. Support from the University and/or OIP will be needed to research and establish these programs.

ii. Interactive Advertising: Minor
(Complete proposal in Appendix I)

We are living in a time of technological innovation, much of which has a direct bearing on the fields of communication, including advertising. The Internet, cellular telephones, personal digital assistants, global positioning systems, satellite radio, instant messaging, TiVO, Bluetooth, WIFI, digital photography, Java, mp3, ipods, Webcasting, RSS, and other new collaborative social media like MySpace and Second Life have introduced major opportunities and implications for the advertising industry in just the past 15 years, and the trends appear to continue. Students are coming to universities across the nation as “digital natives” who have grown up in multimedia, interactive digital environments. One of our most important objectives as educators at JMU is to design courses of study to provide these students the requisite knowledge, insights, and skills they will need to continue navigate this shifting landscape as they move into the workplace. A specialized minor that examines advertising’s potential in an era of media interactivity, personalization and mobility will help achieve this goal. Moreover, industry trends and developments in the academy strongly suggest that a targeted, specialized program will be successful.

The Interactive Advertising minor is designed for students interested in examining how fundamental advertising principles can be applied to these emerging interactive technologies. For students seeking to pursue professional careers in the field, this minor will provide a unique, targeted and applied perspective in planning and creating advertising for the digital environment.

An Interactive Advertising minor represents an excellent opportunity to leverage the specific teaching strengths found in the College of Communication, Information and Media (including, but not limited to, the design of interactive media, theories of persuasion, and fundamental principles of advertising) to offer an innovative program. It also holds out the potential to take advantage of trans-disciplinary partnerships with the College of Visual and Performing Arts (Graphic Art), and the College of Business (Marketing).

The four areas of special knowledge and skills to be developed in the required courses include 1) advertising research and planning (audience analysis, segmentation, and media planning); 2) interactive technologies (applications, basic design principles); 3) creative strategies for interactive technologies (message design for multimedia environments); and 4) interactive advertising campaigns (application & integration of concepts and project management). Students would be required to select one additional course to round out their knowledge in the areas of persuasion, art or marketing.
iii. Integrated Corporate Communication: Major
(Complete proposal in Appendix J)

Multi-national corporations and non-profit organizations have long recognized the need to form lasting partnerships with their customers, members, investors, employees, and other constituent groups. Successful relationships depend not only on a company’s ability to craft strategic and consistent messages tailored to its constituencies, but also on its willingness to react quickly when these groups provide feedback. An important component in this dialogue is the interactive capability provided by new information and communication technologies. The integration of corporate messages and the application of new technologies to facilitate relationship building has been described as the business imperative for the twenty-first century (Arens, 2006).

The Integrated Corporate Communication program is designed for students interested in careers that combine corporate communications, public relations, advertising, and cross-cultural communication, with the emerging social media and new information and communication technologies. This program of study will provide both a theoretical foundation and an applied perspective for students seeking to pursue professional careers in corporate communication, public relations, interactive advertising, relationship marketing, and integrated marketing communication in the converged and digital global workplace.

The program will provide a basic knowledge of communication theories, with particular emphasis on those that apply to corporate message design, cultural communication, organizational communication, interactivity, and convergence of new information and communication technologies; prepare students who are entering the professional workforce to use current media and information technologies to facilitate organizational and corporate communication; provide students with the knowledge to integrate new technologies to solve communication problems, as these new tools emerge; help students develop decision-making skills, information literacy skills, and formal, communication management presentation skills; emphasize the need for professional coordination across corporate communication, public relations, cultural communication, and new technologies to facilitate organizational and promotional goals; and offer students an opportunity to apply concepts and theories to solve “real-world” communication problems.

Establishing an Integrated Corporate Communication program will leverage the strengths of the four academic units within College of Communication, Information and Media to create a unique program of study that will attract and retain new students. While current faculty members from each of the units within the College are already engaged in active teaching and research in this area, a distinct and integrated program will enable the College to attract new and talented faculty with special knowledge of the requisite theories, skills, and assessment methods in organizational, corporate, cultural, and mediated and converged digital communication.

Although many examples of universities that include integrated marketing communication in their colleges of business can be identified, the Integrated Corporate Communication program proposed here, located within the College of Communication, Information and Media, will be much better positioned to take advantage of the trends of
interactivity and digital convergence that are shaping the study of communication and the uses of media technologies today. The New Media Consortium (2005, p. 18) urges educators to develop new approaches to curriculum to prepare students for success in an era of digital convergence. The Consortium points out that the concept of literacy in the 21st century – driven by the tools and technologies that allow sophisticated manipulation and creation of images, video, and sound – requires a new multimedia grammar and lends itself to interactivity. The faculty in the College of Communication, Information and Media possess the theoretical, artistic, and professional expertise not only to successfully implement this multi-faceted program, but to leverage their combined areas of inquiry to take advantage of opportunities for external funding in areas of corporate communication, public relations, multimedia writing, and interactive media production.

Recent reports on the future of the corporate communications and public relations professions cite a growing need for practitioners with the ability to respond to the profound changes that will occur in the coming decades: from globalization and the “mainstreaming” of multiculturalism, to the increased opportunities for mobility, personalization of information, and interactivity in the corporate workplace (e.g., GolinHarris; Editorial Board, 2006; Sriramesh & Hornaman, 2006). In a 2006 review of trends in employee communication, Stromberg Consulting (2006), an affiliate of Ketchum Inc., identified several key factors, including “democratization of information” – the ways in which new communication technologies allow employees to create, comment on, contradict, or even undermine, formal corporate communication, forcing the corporation to develop new strategies – and employee engagement – the right mix of media, message and “moment” to influence internal audiences.

The areas of special knowledge and skills to be developed include corporate communication and public relations planning and management; corporate media design and planning; applications of new social media and other computer-mediated tools; cross-cultural communication; project management; and relationship marketing. Emphasis will be placed on the uses new social media and interactive technologies in strategic communication programs for organizations, including planning, design, implementation and evaluation.

iv. Political Communication: Major

This is currently a successful interdisciplinary minor that crosses SMAD, SCOM and PSCI. Conversations are underway for this program to expand into a trans-disciplinary major that encompasses classes in those three units as well as classes in JUST.

v. Foreign Language Translation: Minor

Discussions are underway between the Department of Foreign Languages and the Communication College Workgroup for a Foreign Language Translation program. This program would cross the units within the College of Communication, Information and Media and the Foreign Language Department. The focus is not on technical translation skills, but the broader socio-cultural and political contexts, implications, and effects of translation. The Department of Foreign Languages requires an allocation for faculty to fill the necessary translation positions. Other faculty would be drawn from the College of Communication,
Information and Media, particularly those with expertise in cultural communication. With appropriate resources, this is envisioned as a trans-disciplinary Minor program.

For the curriculum, it is expected that the three Translation courses will be retained: Translation Strategies I (Understanding the source text), Translation Strategies II (Perfecting the target text) and Translation Strategies III (Electronic Tools for Translators). An unspecified number of courses focused on translation from foreign languages such as Spanish, Italian, French or German to English as a target language will eventually be added, as well as several language courses (one compulsory, e.g., Spanish 300, French 300, Italian 300, German 300, and also some electives.

b. New Major: Writing & Public Discourse
(Complete proposal in Appendix K)

Writing and Rhetoric Studies proposes a major in Writing and Public Discourse based on JMU’s core values—Student-Centered, Excellence, Integrity, Mutual Respect, Service to Others—and on President Rose’s description of JMU’s commitment to knowledge seeking: “Engaging undergraduates in the academic discovery process is one of the hallmarks of a JMU education. [W]e understand the value of involving our students in the creation of new knowledge to address the ‘big problems’ of our time: energy, environment, poverty, disease and global conflict” (“An early edge for undergraduates,” Madison, Spring 2007, p. 7).

Advanced proficiency in written communication is highly valued and necessary today. Therefore, the major in Writing and Public Discourse prepares students, through extensive course work in the theory, analysis, and practice of rhetoric, to become critically reflective citizens and professionals engaged in ethically effective writing and researching. Majors learn to examine and engage audiences in local to global contexts through acquiring theories, research methods, and practices for producing as well as analyzing all types of rhetorical action—written, spoken, visual, and multi-media. The major fosters a thorough understanding in its students that messages, audiences, media, and the writer as well, are shaped by social, historical, political, economic, and cultural conditions.

All human communication comprises rhetorical acts, for all communication requires the making of informed choices in relation to an audience. The major in Writing and Public Discourse focuses on preparing students to make those choices in the public/civic realm, where the writer as citizen critic participates in the decision making processes of our society via the analysis and creation of texts, both print-based and rhetorically converged (explained below). To insure the vitality of our society’s participatory democracy, to promote equality and tolerance, to create economically and ecologically sustainable and egalitarian communities, it is important for twenty-first-century citizens to perceive and analyze the communication opportunities and risks that emerge in our culturally diverse society.

Rhetoric is a humanistic endeavor concerned with the formation of judgment and moral-ethical choice, emphasizing the creation of a trained individual faculty for the critical appraisal and application of language. Also, as rhetorical theorists from classical to modern times have understood, effective critical and ethical reasoning or argument on issues of cultural and social
importance begins from agreement rather than disagreement. Therefore, ethical practitioners of written public discourse are committed to the creation of written reasoning that seeks less to persuade than to inquire into answers to questions on issues of social import through employing writing that aids in developing consubstantial fellowships with others, leading to the creation of knowledge.

“Rhetorical Convergence” is most simply defined, from Anders Fagerjord’s article *Four Axes of Rhetorical Convergence* (www.dichtung-digital.org/2003/4-fagerjord.htm), as “the combination in one medium of rhetorical forms or devices that were earlier only seen in separate media” (2). Rhetorical convergence is not new (for example, the secular drama of the Middle Ages converging with the Roman Catholic liturgy via Easter Play cycles), however, the current pace of the technology-driven convergence of rhetorical forms (e.g., a cell phone incorporating voice, text, images, and music) requires curricula geared toward examining the socio-cultural effects of 21st Century convergence and the teaching of a new type of literacy, one that develops new attitudes toward reading and writing as viewed through the lens of overlapping written, multimedia, and digital genres. The Writing and Public Discourse major meets this requirement through combining the liberal-arts tradition with the modern university's emphasis on professional studies. It applies rhetorical theory to human discourse through a practice-oriented approach. The major's curriculum integrates rhetoric's dual function, rhetoric as theory and rhetoric as practice, by bringing knowledge of classical and other rhetorical theories into relationship with contemporary cultural contexts.

Writing and Public Discourse majors will be especially prepared for participation in the emergent corporate social-responsibility paradigm, in which for-profit corporations combine with non-profits for economic and social betterment. Recent research by James E. Austin, Roberto Gutiérrez, Enrique Ogliastri, and Ezequiel Reficco (“Capitalizing on Convergence,” *Stanford Social Innovation Review*, Winter 2007: 23-31) reveals “many areas of convergence between the two sectors [corporate and nonprofit]. . . . This multifaceted melding of the sectors creates opportunities to improve not only nonprofits and businesses, but also society as a whole. Seizing these opportunities, however, requires a new managerial mind-set” (26). This new mindset requires a new kind of leader, one who asks good questions not only about the production and consumption of converged discourse but also about the possible social, environmental, and economic impacts of following said discourse’s implications in relation to growth and development.

Finally, Writing and Public Discourse majors will be prepared to play significant roles in the growing field of Social Entrepreneurship. Social entrepreneurs employ entrepreneurial means to work for social change, measuring their success not through profit and return standards but through the impact they have on society. According to Roger L. Martin (dean of the Joseph L. Rotman School of Management at the University of Toronto) and Sally Osberg (president and CEO of the Skoll Foundation) “social entrepreneurship is growing rapidly and attracting increased attention from many sectors. The term itself shows up frequently in the media, is referenced by public officials, has become common on university campuses, and informs the strategy of several prominent social sector organizations, including Ashoka and the Schwab and Skoll foundations” (“Social Entrepreneurship: The Case for Definition,” *Stanford Social Innovation Review*, Spring 2007: 27-39). Bangladesh banker Muhammad Yunus, 2006 Nobel
Peace Prize laureate, is consider a social entrepreneur for his concept of “microcredit,” providing small loans to those too poor to qualify for traditional loans, thus creating what Martin and Osberg name a “new equilibrium” between social entrepreneurship and social activism (38), an equilibrium that requires the prudent application of judgment to the creation of public discourse such as will be practiced by students in this major.

3. Graduate Programs of Distinction

As one of its “Defining Characteristics,” JMU aims to offer **graduate programs of distinction**. Our vision for the College of Communication, Information and Media includes several such programs.

With the exception of the TSC Ph.D., for which there is an existing line, all proposed **graduate programs are envisioned as trans-disciplinary programs**. It is envisioned that the M.A., M.S., and Certificate programs will “roll out” first, with the proposed Ph.D. programs to follow. It is recommended that the university prepare to roll out the M.A. in Communication & Advocacy Studies in AY 2008-2009, in order to create a cohort of graduate students who can teach some of the additional General Education courses that will be required to meet the foreseeable growth of the university (see “Resources,” below).

a. **M.A. in Communication & Advocacy Studies**
   (Complete proposal in Appendix L)

Advocacy Studies is a new and burgeoning field of inquiry. In recent years a number of academic and professional programs, which focus on the study of advocacy, have emerged within the United States and abroad. However, as of yet there are **no graduate programs in**

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2 A Higher Certificate in Humanities in Advocacy Studies at the Institute of Technology Sligo, Ireland, was launched in 2004. This is a 2-year online Advocacy Training Program with a disability focus. Other examples of programs related to advocacy studies include: (1) the Victim Advocacy Certificate Course, an online course at the Center for Legal Studies in Golden, CO (for the “rapidly growing field of victim advocacy and assistance”); (2) an undergraduate Child Advocacy Studies Program at Winona State University; (3) a Doctoral Specialization in Counseling Leadership, Multiculturalism, Social Justice and Advocacy at George Mason University, in the Graduate School of Education; (4) Graduate Studies in Health Advocacy at Sarah Lawrence College; (5) Master of Public Advocacy and Action at Victoria University, St. Albans; (6) Master of Advocacy and Political Leadership at the University of Minnesota Duluth; and (7) M.A. in Advocacy Studies (with options for a postgraduate diploma and a postgraduate certificate), University of Warwick, England. In addition, law schools have begun to view advocacy as the subject of specialty and certificate programs, such as: (1) University of Notre Dame Law School Trial Advocacy Program; (2) Hastings College of Law Trial Advocacy Clinic; (3) Temple University LL.M. in Trial Advocacy; (4) UC Davis School of Law Trial Advocacy Program; and (5) John Marshall Law School, Advocacy and Dispute Resolution Program and Center.
Advocacy Studies in the United States, and none in the world that are situated within the communication discipline or a College of Communication. Thus, this will be the first such program of its kind in the nation, and will place JMU at the forefront of this important new field of study.

Our program situates the new field of advocacy studies within the field of communication by recognizing that all forms of advocacy are forms of communication. The program also recognizes that not all forms of communication involve advocacy. Students who complete our program will master the techniques and understand the complex social, cultural and theoretical aspects of the particular form of communication that is advocacy, as well as those associated with the general study of communication. Thus, students who complete our program (whether they seek professional competence or are preparing for a doctoral education) will earn a masters degree that recognizes competence in the specific field of advocacy and the general field of communication.

This program is ideal for those who seek specialized analytical and practical skills in preparation for a career, or career advancement, in any number of professions such as law, politics, business, social work, public relations, and public or private administration. It is also designed for those students who intend to pursue an advanced degree in communication, rhetoric, law, politics or any number of related fields.

The program provides students with a foundation in rhetoric and communication studies, which will prepare them for the very best doctoral programs in the field. It is also flexible enough to enable students to tailor a program of study in communication and advocacy to meet their needs. It is designed to ensure that students have a broad understanding of classical and contemporary communication and rhetorical theory, and contemporary social scientific research methods. Remaining coursework would then build upon the unique niche that the program serves and the resultant skill set, as well as other elective coursework to meet the interests of both faculty and prospective students. Distance education and international components will be incorporated.

b. M.A. in Convergence and Social Media

(Complete proposal in Appendix M)

The media and telecommunication industries are undergoing a fundamental shift. A large number of traditional media companies such as the The Washington Post, Media General and the Tribune Company have taken steps to merge newspapers, broadcasting outlets and web sites to disseminate information on multiple platforms. Mobile phone companies such as Sprint and Verizon have invested billions of dollars building “next-generation” broadband networks to expand into the delivery of archived and real-time video programming. At the same time, traditional phone companies are delivering video services bundled with their existing voice and Internet access. Cable companies now offer voice service, along with their traditional video

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3 An M.A. program in Advocacy Studies (with options for a postgraduate diploma and a postgraduate certificate) has been instituted at the University of Warwick, England.
channels, bundling what they call a “triple play” of voice, video and data. Adding to this trend are Internet companies such as Google, Yahoo! and Microsoft who are offering new services including video and voice. The mantra of this change within the industry is “convergence.” Along with convergence comes the ability for users to control, personalize, share and engage in the media experience. This change has left many in the corporate sphere struggling with how and where to find their customers, users and audiences. Key to meeting this challenge is the fact that markets are now conversations and unless companies are willing to engage in those conversations they will be left behind. Those who produce content must understand the more active role media users play and reach them via the avenues they prefer. These changes are about technology, but more importantly they reflect the significance of content created specifically for new delivery methods, display devices and viewing patterns.

The College of Communication, Information and Media will be well suited to implement a program in convergence and social media. As a communication discipline, members of the College share a belief that people use messages to generate meaning across various contexts, cultures, channels, texts and media.

This graduate program will be housed in SMAD. The coursework will draw on a body of research grounded in communication theory and all of our programs will be able to contribute to the theoretical base. The graduate program will draw on SMAD’s strength in technology and mediated communication, SCOM’s emphasis on human and social communication (interpersonal and organizational), TSC’s contributions in usability and knowledge management and the Writing Program’s stress on writing and social rhetoric.

Given the requirements of convergence, other JMU colleges could make important partners in a trans-disciplinary program. The College of Business could provide coursework in management and marketing; the College of Visual and Performing Arts could offer classes in graphic design and other units in the current College of Arts & Letters would be able to contribute historical and political dimensions in the study of technology, society and convergence.

Reflecting our unique characteristics, the M.A. in Convergence and Social Media will have two major sequences. In the Theoretical Sequence, students will be exposed to the major issues affecting media and telecommunications firms, both domestically and abroad. The sequence will explore the impact of new technologies on the existing media landscape and will examine the practical aspects of life in an information-rich society. Critical perspectives of digital convergence and media conglomerations, along with utopian promises about societal benefits of technology will be explored. Students will learn how to conduct media research and analyze the forces both shaping and being shaped by the convergence of media. The Applied Sequence, in order to respond to the changing landscape of media communications, will offer students the opportunity to learn new methods of telling stories and creating media content designed for a variety of distribution platforms. The program does not teach production skills as its primary role, but instead focuses on content development for the converged environment. Students are challenged to find ways to tell stories that are engaging, without following traditional standards, through a combination of media.
c. M.S. in Health Communication
   (Complete proposal in Appendix N)

As JMU continues to emphasize the addition of practical, cutting-edge M.A. programs, an interdisciplinary health communication degree is a strong addition. The health care sector of society continues to grow, and people who can facilitate communication among different aspects of that sector (physicians, patients, insurance companies, and the media, for example) will be increasingly in demand. There is a growing need for better health care communication within our current health care system as evidenced by high rates of patient non-compliance, the growing numbers of the uninsured, and low rates of health literacy. A master’s in Health Communication will be beneficial to students interested in health and human services fields, specifically Care Coordination, Health Policy Analyst, Global Health Ecology, Health Administration, Counseling, Aging/Gerontology, Disability Studies, and Interdisciplinary Health and Human Services Studies.

Undergraduates in any of the disciplines served by the college, notably those in the health communication concentration of the School of Communication Studies, may be interested in pursuing graduate study. Additionally, local health care professionals at Rockingham Memorial Hospital, Martha Jefferson Hospital or Augusta Medical Center may be interested in improving their job prospects by acquiring this degree. As a broad-based degree, with a required core but a wide range of available classes, it provides tremendous flexibility for those currently in health care to choose courses most applicable to them. As one of only two health communication M.S. programs in the state of Virginia, it should be able to appeal to an audience of people from across the state and region. Edgar and Hyde (2005) found that the most common employers of graduates of the largest health communication master’s program were, in order, government agencies, hospitals/medical practices, advertising/PR/marketing firms, and educational institutions. According to JMU’s own Center for Academic Advising and Career Development, some common job titles for people with undergraduate degrees in health communication include health advocate, grant writer, research analyst, health promotion specialist and marketing director. A graduate degree would provide additional education and training for these and many other jobs.

Several programs in the proposed College of Communication offer the potential to make substantial contributions to a new health communication master’s program. Though the program will emphasize courses in the School of Communication Studies, which currently has a concentration in health communication, students can better understand the role of media in health care from the School of Media Arts and Design, and sharpen medical writing skills by taking classes from the Institute of Technical and Scientific Communication. Such a valuable interdisciplinary program is far more likely in a new College of Communication, with all of the departments sharing the same home, than it would be in another college configuration. The interdisciplinary focus of the program allows for a well-rounded graduate, better able to compete in an important and growing job market.
d. Graduate Certificate in Applied Conflict Management
(Complete proposal in Appendix H, with Major and Minor)

In consultation with the Office of Graduate and Professional Programs, and interested disciplines outside the College of Communication, a Graduate Certificate in Applied Conflict Management will be developed to complement the undergraduate Major and Minor. This Graduate Certificate will have a significant distance learning component to appeal to mid-career professionals. The development of this Certificate program will help achieve one of JMU’s “Defining Characteristics,” namely, “The university will complement its residentially-based academic offerings with non-degree, competency certification and distributed education programs.”

e. Ph.D. Programs: Technical & Scientific Communication
   Integrated Corporate Communication
(Complete proposal in Appendix O)

TSC has received approval for two Ph.D. programs and the lines already exist. One program is an “academic” track, which will remain in the TSC discipline. The other program is an “applied” track. We propose that the College will use this applied track to create a trans-disciplinary Ph.D. program in Integrated Corporate Communication. This program will complement the proposed undergraduate program in Integrated Corporate Communication and shares a similar rationale. The curriculum details of the applied program are in need of further development by the next Workgroup.

4. General Education Commitment

The units that comprise the College of Communication, Information and Media have demonstrated a strong history of support for the General Education program and cooperation with the goals of Cluster One. Three units currently offer General Education courses and a fourth unit is exploring options for offering such courses. All units acknowledge that the General Education program enriches their students and value their association with this process. The Workgroup affirms the intention of all units to continue to support the General Education program in the new College structure.

The Workgroup does note that Cluster One courses, particularly in SCOM and Writing, do tend to require class sizes small enough to permit close faculty-student interaction, including meaningful opportunities for student performances (spoken or written) and faculty feedback on those performances. At present, this sometimes means that there is a struggle to balance allocation of faculty and resources to General Education courses with allocation to major discipline courses.

To maintain General Education enrollments at optimum class size as enrollments in the overall University increase, attention to providing a sufficient number of qualified faculty should continue. This could be accomplished in a number of ways, including the allocation of full-time tenure-track faculty, RTA faculty, and graduate students (see Resources, below). It is therefore recommended that the University support the new graduate programs proposed...
below so that, over time, a cadre of qualified graduate students will be developed who can support the General Education program, and who in addition will be supported financially through those contributions.

5. Distance and Distributed Education

Graduates of the College, whether at the undergraduate or graduate level, will live and work in a world in which a significant portion of their interactions take place online (electronic, mediated), whether with people in the next office or people on another continent. This will undoubtedly include, for example, workplace communication with superiors, subordinates and peers, participation in continuing education and training activities, and communication with extended family. The capacity to engage in mediated communication in a meaningful way can and should be fostered as part of the university experience. For this reason, the College of Communication, Information and Media is committed to incorporating significant distance learning components into the curriculum. (The Workgroup recognizes with appreciation the contribution of Dr. James Mazoue, JMU’s Administrator of Distance Learning, to this section.)

The university stands to benefit from this commitment in a number of ways. For example, as enrollments grow, the university is experiencing more and more pressure for classrooms and faculty offices. This pressure can be alleviated to some extent through the incorporation of distance learning into the curriculum. As Dr. Mazoue points out, “Given the capabilities of current technologies, there is no reason why many traditional classroom-based courses cannot be taught just as effectively online. Virginia will experience a higher education enrollment growth in the tens of thousands in the coming years. Rather than build additional physical campuses, it would be more efficient and just as effective to provide more flexible learning environments online or through blended learning alternatives.”

At the same time, distance learning promises access to students who might not otherwise physically locate in Harrisonburg, students who could expand the diversity of the JMU population. Likewise, distance learning will enable the university to draw upon the skills of accomplished faculty who also may be unable or unwilling to physically locate in Harrisonburg. Such faculty could contribute to the diversification of JMU’s faculty in a number of ways, including international presence, professional background, gender and ethnicity. Finally, some distance learning formats will enable JMU students to interact with students around the globe, increasing their global communication competency (as is currently being demonstrated in SCOM 313: Global Public Relations Practice).

Dr. Mazoue has confirmed that JMU can support continued growth in distance learning. The CIT recently purchased a campus-wide license for Elluminate, a Web-based synchronous collaboration platform that will enable instructors to accomplish more effectively the objectives mentioned: reaching out to international student populations, using technology to bring in faculty, either as instructors or guest lecturers, and extending the overall online communications capabilities.
SCOM, ITSC and WRS offer online courses at this time. SCOM faculty are continuing to build capacity for online instruction; three members of the faculty have completed CIT training and three are about to undertake such training this summer. Currently, only summer instruction is offered online through SCOM and WRS. ITSC offers summer and regular sessions both at the graduate and undergraduate levels. **We propose that the College will continue to build its capacity to incorporate distance learning opportunities into its fall and spring curriculum, at the undergraduate and graduate levels.**

The development of distance learning programs will present some challenges to the College and the University. The College will need to identify courses that are appropriate for distance learning formats. The College will look to the university to support capacity-building for online instruction among faculty in the College through continued support of CIT grants for faculty development. There may be a need for unique recruitment, development and retention plans for nontraditional faculty whose primary mode of instruction is online. Similarly, there may be a need for particularized assessment standards and protocols for nontraditional faculty whose primary mode of instruction is online.

6. **International Educational Experiences**

With the mission and vision of the College oriented toward educating multi-dimensional *global* communicators for the 21st Century, an important task for the College is to incorporate into the curriculum a variety of international educational experiences for students. Significant international opportunities are proposed as part of the degree programs in Applied Conflict Management, and also would be appropriate for the degree program in Advocacy. The College will need support from the university to research and develop these opportunities. This goal is consistent with the university’s “Defining Characteristics.”

7. **Community Outreach**

Units within the College have a variety of co-curricular programs, including student clubs, institutes, and more, which function as community outreach vehicles. We recommend that, as the College development plan continues to take shape, there will be focused and intentional discussion on how to utilize these programs to reach out to, and contribute to, the broader community.

8. **Assessment**

The College will require an assessment process, which will include establishing learning outcomes and the processes by which they will be measured. It is premature to delineate this process when the curriculum proposals are preliminary. Therefore, while recognizing the value of and need for an assessment plan, the Workgroup recommends deferring this topic until after faculty review and consultative review have taken place in the Fall of 2007.
### STRUCTURE AND RESOURCES

The following assumptions were used to project resource needs:

1. JMU enrollment will increase to 20,000 by 2012 (this is equivalent to 600 students per year).
2. By 2012, 3000 (15%) of the 20,000 students will be in graduate programs.
3. Professional staff will be hired to serve as academic advisors in the undergraduate programs.
4. Progression standards will be utilized to determine admission to undergraduate programs.
5. In order to recruit and retain faculty of the highest caliber, the standard teaching load for Assistant Professors and above should be 3-3.
6. For graduate faculty, the standard teaching load should be 3-2.
7. Closed majors remain closed unless/until adequate resources are in place to handle increased enrollments and responsibilities. At that time, departments would decide whether to open the majors or not.

The organizational chart below reflects the envisioned administrative structure of the College of Communication, Information, and Media. The current departmental structure will remain. A coordinator of trans-disciplinary initiatives will be appointed from the faculty. The coordinator will deal with scheduling and other curricular issues related to the trans-disciplinary initiatives.
The envisioned structure will call for the following new college-wide full-time positions:

- Dean
- Development officer
- Associate Dean for undergraduate and graduate programs
- Administrative assistant to the Dean
- Secretary/receptionist for Dean’s office
- Technical support person for CCIM

1. Resource Needs: School of Communication Studies

   The School of Communication Studies produces over 20,000 credit hours each academic year. Its instructional service to General Education is significant, serving over 4200 students per year. In order to continue at that pace, the following needs must be met.

GCOM

   For a 4-4 teaching load, an increase of 200 students requires the addition of one full-time faculty position in SCOM (where GCOM is a universal requirement). JMU is projected to increase its enrollment to 20,000 by 2012. If SCOM is going to be able to meet the demand for additional seats in GCOM by 2012, then we must prepare now.

The status quo

   For a 4-4 teaching load, an increase of 200 students requires the addition of one full-time faculty position in SCOM (where GCOM is a universal requirement). New resource needs and salaries only for covering GCOM if the present delivery system is continued with a projected enrollment of 20,000:

<table>
<thead>
<tr>
<th>Year</th>
<th>Increase</th>
<th>New positions</th>
<th>Salaries</th>
<th>Operating budget</th>
<th>Offices</th>
<th>Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>600</td>
<td>3</td>
<td>126,000</td>
<td>5% +</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2009-10</td>
<td>600</td>
<td>3</td>
<td>129,000</td>
<td>5% +</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2010-11</td>
<td>600</td>
<td>3</td>
<td>132,000</td>
<td>5% +</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2011-12</td>
<td>600</td>
<td>3</td>
<td>135,000</td>
<td>5% +</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2012-13</td>
<td>600</td>
<td>3</td>
<td>138,000</td>
<td>5% +</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

   Total new salaries/stipends: 660,000

   There are several disadvantages to continuing the present system of hiring more Lecturers as enrollment increases: 1) the difficulty of finding qualified instructors; 2) the negative impact on faculty morale and satisfaction when there is an imbalance between faculty at the rank of Lecturer and those at the rank of Assistant Professor and higher; 3) the size of the department relative to sound management practices; 4) the difficulty of maintaining satisfied Lecturers who must teach primarily GCOM classes, i.e., burnout.
**A better way**

We recommend going forward immediately with the proposal for the new Master’s program in Communication and Advocacy. Going forward now offers several advantages: 1) a Master’s program in Communication and Advocacy will meet JMU’s objective of providing graduate instruction for the state and the region in a discipline with increasing relevance and popularity (see proposal in Appendix L); 2) a graduate program housed in the School of Communication Studies will enable us to provide a long-term, cost-effective way to provide instruction in GCOM courses; 3) a graduate program will facilitate continuing faculty development and help maintain a proper balance between faculty at the rank of Lecturer and those at the rank of Assistant Professor or higher; and, 4) a graduate program would bring prominence and potential resources into SCOM and JMU that an undergraduate program cannot.

Despite the fact that the start-up costs for a master’s program initially would exceed the monetary costs of maintaining the status quo, all of the above advantages have significant implications for sound management and pedagogical practices in the School of Communication Studies. Taken as a whole, the long-term advantages far outweigh the short-term monetary costs.

**Instead of maintaining the status quo, we recommend instituting a master’s program to assist with growing instructional needs. The following steps would be required:**

- 2007-08: Approval to begin program
- 2008-09: Set up program and recruit students
- 2009-10: First cohort enters program
- 2010-11: First cohort can teach as instructors of record

Each year following 2010-11, there would be a cohort of 10 GTAs responsible for 40 sections of GCOM each year—the equivalent of 5 Lecturer positions.

<table>
<thead>
<tr>
<th>Year</th>
<th>Increase</th>
<th>New positions/GTAs</th>
<th>GCOM secs. added</th>
<th>New salaries/stipends</th>
<th>Operating budget</th>
<th>Offices</th>
<th>Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>600</td>
<td>3 Lecturers</td>
<td>24 per year</td>
<td>126,000</td>
<td>5% +</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2009-10</td>
<td>600</td>
<td>3 Lecturers; 5 1st year GTAs; non-teaching</td>
<td>24 per year</td>
<td>129,000;110,000</td>
<td>5% +</td>
<td>3;2 lg. grad</td>
<td>1</td>
</tr>
<tr>
<td>2010-11</td>
<td>600</td>
<td>5 GTAs, teaching</td>
<td>20 per year</td>
<td>110,000</td>
<td>3% +</td>
<td>1 lg. grad</td>
<td>1</td>
</tr>
<tr>
<td>2011-12</td>
<td>600</td>
<td>5 GTAs, teaching</td>
<td>20 per year</td>
<td>110,000</td>
<td>3% +</td>
<td>1 lg. grad</td>
<td>1</td>
</tr>
<tr>
<td>2012-13</td>
<td>600</td>
<td>5 GTAs, teaching</td>
<td>20 per year</td>
<td>110,000</td>
<td>3% +</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Total new salaries/stipends: 695,000

SCOM--Closed major and planned growth of JMU:

With current faculty and space resources, SCOM serves 400 majors and minors (approximately 2.5% of the UG population). In addition, SCOM participates in an interdisciplinary political communication minor that enrolls approximately 100 students. **By increasing to 2.9% service in 2012, the major would expand to 580. This would require, with an average class size of 30, one additional faculty member at a 3-3 load for every 180 additional students. The projections below assume a graduate program in Communication and Advocacy (30 students) that would serve the GCOM instructional needs listed above.**

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>30</td>
<td>0</td>
<td>5%</td>
<td></td>
<td>1 computer lab</td>
</tr>
<tr>
<td>2008-09</td>
<td>30</td>
<td>0</td>
<td>5%</td>
<td></td>
<td>1 computer lab</td>
</tr>
<tr>
<td>2009-10</td>
<td>30;10</td>
<td>0;3</td>
<td>5%</td>
<td>3</td>
<td>1 large auditorium</td>
</tr>
<tr>
<td>2010-11</td>
<td>30;10</td>
<td>1;2</td>
<td>5%</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2011-12</td>
<td>30;10</td>
<td>0</td>
<td>5%</td>
<td>2 large grad offices</td>
<td>1</td>
</tr>
</tbody>
</table>

SCOM--Open major and planned growth of JMU:

With an open major, the number of majors and minors could grow to 880 by 2012. **The graduate enrollment would increase to 30.** If so, three additional faculty would be needed at the undergraduate level and five new graduate faculty would be needed.

<table>
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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>0</td>
<td>0</td>
<td>5%</td>
<td>1</td>
<td>1 computer lab</td>
</tr>
<tr>
<td>2008-09</td>
<td>100</td>
<td>1;3</td>
<td>5%</td>
<td>1</td>
<td>1 computer lab</td>
</tr>
<tr>
<td>2009-10</td>
<td>180;10</td>
<td>1;1</td>
<td>5%</td>
<td>4</td>
<td>1 large auditorium</td>
</tr>
<tr>
<td>2010-11</td>
<td>180;10</td>
<td>1;1</td>
<td>5%</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2011-12</td>
<td>100;10</td>
<td>0</td>
<td>5%</td>
<td>2 large grad offices</td>
<td>1</td>
</tr>
</tbody>
</table>
Additional resource needs include:

- Convert part-time secretarial position to full-time
- One professional academic advisor

2. Resource Needs: School of Media Arts and Design

With current faculty and space resources, SMAD serves approximately 650 majors (approximately 4.1% of the undergraduate population) with a faculty of 18. SMAD participates in interdisciplinary minors, including the Creative Writing Minor, the Film Studies Minor, Political Communication Minor, Sports Communication Minor, and the Telecommunications Minor. The first minor is shared between English, Theatre and SMAD and the second is shared between English and SMAD. The third minor is shared between SMAD, Communication Studies, and Political Science with the majority of the courses taught between Communication Studies and Political Science. The fourth minor is shared between SMAD and Kinesiology. There are few students in the fourth minor. There are 69 students enrolled in Creative Writing (approximately 45% are SMAD majors) and 50 students enrolled in the Film Studies Minor (approximately 58% are SMAD majors). There are no barriers for a student to declare any of the minors. The main drawback for the minors occurs in SMAD where the minor students are given a seat only after the SMAD majors have registered.

The major emphasis of the School is to tell stories through various venues and some venues are more technological than others. SMAD operates two departmental computer labs, one HD video computer-editing lab, one news computer lab, one HD TV studio, and it has access to one public computer lab. It uses Macintosh computers exclusively because the industries that it serves are all Mac based. Additionally, we have 11 HD video cameras, six mini-DV cameras, and a mixture of various still digital cameras, microphones, tripods, lighting kits, etc. We have an additional staff of two support technicians, a technology manager, a computer lab manager and a TV engineer. Underneath SMAD’s umbrella is The Breeze, the student newspaper, which has four staff members and is currently housed in Anthony-Seeger. The School schedules three classrooms and one auditorium in Harrison Hall. Because of the size of the class, the SMAD 101 class is taught in the HHS building and is around 170-200 students per semester. Many of the classes are taught in the computer labs. This was the case in several of the departments that migrated to Harrison; in essence, we were out of space before we moved.

Since we are technologically based, there are a limited number of computers, cameras, and other equipment available. Also, because of these constraints, the number of students the faculty can teach in such an environment has a limiting effect. Thus, our curriculum is based on pushing the maximum number of students through the program that often strains the school’s resources.

For the above reasons, SMAD is a closed major, which means students must apply to the major. The students must complete or be enrolled in SMAD 101, and take an admission test, which is based on the following: an English grammar/usage test, basic computer knowledge, a timed-writing sample, an essay, and a creative assignment. Applications are accepted one time a year. Approximately 300 students apply every year and around 200 students are accepted. Students may apply up to three times during their time at JMU.
SMAD is not a big player in GENED. We have one class in Cluster One currently taught by two to three professors depending on the semester and the demand. Approximately 300 students enroll a year in the class and the break-out sessions are generally around 25 students per section.

The following projections are based on these assumptions: faculty will have a 3-3 teaching load and the university will have an undergraduate enrollment of 20,000 by 2012.

**Closed Major**

Based on serving the same percentage of the undergraduate population, the undergraduate major could grow to approximately 830 students. Depending on which area of the SMAD curriculum would or could grow, the number of faculty would need to increase by at least five to maintain the current 36:1 student: teacher ratio. If we scaled the major to a more realistic 30:1 ratio, we would need an additional 10 faculty members. This is assuming there is no graduate program. If a graduate program is implemented, then at least five additional faculty members would be needed.

Proportional resources would be needed to support the increase, i.e., more cameras and field support equipment, access to at least two more classrooms, more office space, more storage space to accommodate the TV studio, a dedicated space for the magazine classes, a convergence lab, possibly more video-editing stations, increasing the size of the XSan, at least a 50% increase in the operating budget, two more computer labs, one more computer support person and one more TV support person at a minimum. If the university were to move to a position of requiring students to purchase their own computers, then some of the computer lab support issues may be thwarted. However, there will still be a need for the department to maintain some computer labs with specialized needs. Assuming the connection with *The Breeze* continues, some migration plan should be put in place to bring the two entities together, i.e., SMAD and *The Breeze*. This would require additional space for student workers and for the professional staff.

Scaling the minors to the 2012 projections would increase the numbers incrementally. For example, Creative Writing would project to be 86 students and the Film Studies Minor would be at 63 students. While SMAD may be able to absorb the extra students, the increased numbers may create a burden on the departments of English and Theatre.

Applying the same assumptions to the GENED class, the enrollment in that class would be approximately 375. To serve the additional students, at least one instructor would need to be added.
Closed-Major Projection Chart

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of majors</th>
<th>Faculty</th>
<th>Increase in Operating Budget</th>
<th>Equipment Needs</th>
<th>Space Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>650</td>
<td>19</td>
<td>10-15%</td>
<td>Additional video equipment and computer equipment</td>
<td>Classroom and faculty office</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Storage space</td>
</tr>
<tr>
<td>2009-10</td>
<td>700</td>
<td>21</td>
<td>10-15%</td>
<td>Additional video equipment and computer lab</td>
<td>Faculty offices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Storage space</td>
</tr>
<tr>
<td>2010-11</td>
<td>750</td>
<td>22</td>
<td>10-15%</td>
<td>Additional video equipment and computer equipment</td>
<td>Faculty office</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Classroom</td>
</tr>
<tr>
<td>2011-12</td>
<td>800</td>
<td>24</td>
<td>10-15%</td>
<td>Additional video equipment and computer equipment</td>
<td>Faculty offices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>850</td>
<td>26</td>
<td>10-15%</td>
<td>Additional video equipment and computer lab</td>
<td>Faculty offices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Storage space</td>
</tr>
</tbody>
</table>

Open Major

As previously mentioned, every year we have approximately 300 students apply to the major. Assuming that every student who applies is accepted in the major and using the 2012 projection, then the number of undergraduate majors would be at least 1500. Applying the current student: teacher ratio, a faculty of 42 would be needed to cover the classes. If the student: teacher ratio was reduced to 30:1, then a faculty of 50 would be needed to cover the classes.

Proportional resources would be needed to support the increase, i.e., more cameras and field support equipment, access to at least six more classrooms, more office space, more storage space to accommodate the TV studio, a dedicated wing for the magazine classes, two convergence labs, more video-editing stations, increasing the size of the XSan and adding a second XSan, at least a 150% increase in the operating budget, six more computer labs, three computer support persons and three TV support persons.

The minors would not be directly affected, except that the number of minors would increase as the number of majors increased. In other words, assuming that the percentage remained consistent, the number in the minors would probably remain mostly SMAD majors, which may cause an increase in the minor numbers. The assumption is that the scaling should remain about the same.

The GENED class would not be affected by an increase in the major, but only by an increase in the university enrollment.
### Open-Major Projection Chart

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of majors</th>
<th>Faculty</th>
<th>Increase in Operating Budget</th>
<th>Equipment Needs</th>
<th>Space Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>650</td>
<td>18</td>
<td>10%</td>
<td>Additional video equipment</td>
<td>Storage space</td>
</tr>
<tr>
<td>2008-09</td>
<td>650</td>
<td>19-21</td>
<td>20%</td>
<td>Additional video equipment and computer equipment</td>
<td>Classroom and faculty office Storage space</td>
</tr>
<tr>
<td>2009-10</td>
<td>950</td>
<td>23-30</td>
<td>30%</td>
<td>Additional video equipment and computer lab</td>
<td>Faculty offices Storage space</td>
</tr>
<tr>
<td>2010-11</td>
<td>1250</td>
<td>30-40</td>
<td>30%</td>
<td>Additional video equipment and computer equipment</td>
<td>Faculty office Classroom</td>
</tr>
<tr>
<td>2011-12</td>
<td>1550</td>
<td>40-50</td>
<td>30%</td>
<td>Additional video equipment and computer equipment</td>
<td>Faculty offices</td>
</tr>
</tbody>
</table>


TSC projects as follows for sustaining the present program and growing into a Ph.D. program:

**Needs to sustain program as recommended by APR**

- Assuming a 10% increase in student numbers by 2010 if school = 20,000; in 2012 we will have 176 majors, minors and graduate students.

- All classes are taught in computer labs; thus limiting undergraduate students to a maximum of 18 in a class.

- Present faculty on a 4/4 teaching load (often with 4 preparations including graduate preps). Projected needs with these changes are based on this load continuing.

- Table 2 projects the program continuing to offer the B.A., B.S., M.A., and M.S.

<table>
<thead>
<tr>
<th>enrollment now</th>
<th>faculty now</th>
<th>fac-student ratio now at 1 to 28</th>
<th>faculty needed now to meet minimum requirement of 18 students per class</th>
<th>additional faculty needed to sustain present program</th>
<th>enrollment by 2012 (10% increase)</th>
<th>additional faculty needed if fac-student load = 1 to18</th>
<th>additional faculty needed by 2012 if no PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 majors + 30 minors + 30 masters students</td>
<td>4.5 fulltime + 1.25 part-time and TA = 5.75</td>
<td>27.8 (28)</td>
<td>8</td>
<td>2.25</td>
<td>176</td>
<td>9.7 (10)</td>
<td>4</td>
</tr>
</tbody>
</table>
The following are additional needs to sustain the existing program:
- One technical program support technician (for the college)
- Office space for additional faculty
- Classroom to seat ca. 30 students

**Needs if Ph.D. in place and if TSC offers two GenEd classes as currently planned**

This projection needs to be seen in two steps—needs for initially starting the program and needs within five years after the program start:

- Eight tenured graduate faculty positions with 3-3 or 3-2 teaching loads (because classes would need to be limited at lower than 10 students per class.
- Additional office space
- One full-time rotating teaching position for a visiting non-traditional instructor
- Five graduate or teaching assistantships devoted solely to the Ph.D.
- One additional program support technician
- One full-time technician for the two labs, the usability lab, and a server
- One seminar type teaching facility
- One classroom for about 30 students
- A small usability lab (estimated cost = $100,000 to $150,00)
- Funds for hardware and software maintenance and updating
- Funds for student salaries to keep labs open as many hours as possible
- Operating funds for running the Ph.D. program
- Library support

**4. Resource Needs: Writing and Rhetoric Studies**

Writing and Rhetoric Studies currently serves over 3,200 students a year through its GWRIT 103 course. This is a significant instructional service to General Education’s Cluster One. WRS also opens 1,200 seats per year in WRIT courses for the Minor in Writing and Rhetoric. Currently, we serve over 130 minors. WRS also provides additional instructional service for General Education, teaching 10-to-12 sections of GHUM, GENG, and GAMST courses per year. Faculty teach cross-listed courses with SCOM, ENG, and JUST, and teach sections of ENG and HON courses in addition to sections of the IDLS Capstone course.

Currently, WRS has 23 full-time faculty. In addition, this year, 8.75 FTSs are staffed by part-time faculty. WRS also has 2 graduate teaching assistants (from the English Department).

**GWRIT 103**

WRS enrolls 20 students per section of GWRIT 103. All faculty in Writing and Rhetoric Studies teach GWRIT 103. In order to continue at the projected pace of growth of 600 new students (540 of which will enroll in GWRIT 103) each year, the following needs must be met:
For a 4/4 teaching load (at the instructor level), an increase of 160 students requires the addition of one full-time faculty position in Writing and Rhetoric Studies, where GWRIT is a universal requirement.

For a 3/3 teaching load (at the assistant professor level), an increase of 120 students requires the addition of one full-time faculty position in Writing and Rhetoric Studies, where GWRIT is a universal requirement.

New resource needs (if we were to hire at the instructor level) to cover GWRIT if the present delivery system is continued:

<table>
<thead>
<tr>
<th>Year</th>
<th>Increase</th>
<th>New faculty</th>
<th>Op. budget</th>
<th>Offices</th>
<th>Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>540</td>
<td>3 Instructors</td>
<td>5% +</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2008-09</td>
<td>540</td>
<td>3 Instructors</td>
<td>5% +</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2009-10</td>
<td>540</td>
<td>3 Instructors</td>
<td>5% +</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2010-11</td>
<td>540</td>
<td>3 Instructors</td>
<td>5% +</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2010-12</td>
<td>540</td>
<td>3 Instructors</td>
<td>5% +</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Please note that we will begin with a deficit of 8.75 FTEs.

**Alternative Proposals to Alleviate Reliance on Hiring to Cover GWRIT 103**

Currently, WRS employs a small number of the English Department’s graduate students to teach one section each of GWRIT 103 per semester. This year, two GTAs are teaching GWRIT 103; next year, the number will increase to five. This number could be further increased if funding were provided to attract quality candidates.

To increase student interest in the English graduate program and provide graduates more opportunities and experience, WRS could develop an emphasis in the MA in Composition and Rhetoric, with the cooperation of the English Department. Most freshman composition programs are housed in English departments. Those pursuing careers in English higher education should have a well-rounded education in composition and rhetoric to enhance their opportunities to be accepted into competitive graduate PhD programs.

**Minor in Writing and Rhetoric**

Currently, we offer 56-60 sections of WRIT courses each year: 1,100-1,200 seats per year, serving over 130 minors. We enroll 20 students per section of WRIT.

For a 3/3 teaching load (at the assistant professor level), an increase of 120 students requires the addition of one full-time faculty position in Writing and Rhetoric Studies for the Writing and Rhetoric Minor. We project a 5% enrollment increase in the minor per year. Please note that all faculty teach GWRIT 103.
Proposed Major in Writing and Rhetoric

Based on what was reported at this year’s Conference of College Composition and Communication, we could expect to grow an undergraduate major in Writing and Rhetoric of 300-400 students in four years. This major could alleviate the enrollment strain on other programs, including SCOM, SMAD, and English. Due to its focus on civic discourse, it would not affect the TSC major, although it may enhance its masters programs. Likewise, the English Department's MA program may see some growth if this major proposal is enacted.

With an increase of 100 students per year, leading to the 400 cap in four years, the following resource needs will need to be met over the next four years to develop the major in Writing and Rhetoric:

<table>
<thead>
<tr>
<th>Years</th>
<th>Increase</th>
<th>New faculty</th>
<th>Op. budget</th>
<th>Offices</th>
<th>Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 through 2011</td>
<td>400</td>
<td>3-4 Assistant Professors</td>
<td>15-20% +</td>
<td>3-4</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Overall Resource Needs:

Currently, WRS has five classrooms and one general public PC computer lab (18 computers) in Harrison. At this point, we have no more office space, and we are lacking classrooms. This year, 14 faculty members have offices outside Harrison Hall. Seven are in Anthony Seeger Room 7, in cubicles. Three are in Anthony Seeger Suite 6b, and two are in Anthony Seeger Suite 6c. One is in Roop 310, and one other is in Godwin Hall. Next year, we will increase our number of English GTAs from 2 to 5, so we will no longer have room for them unless they share desks in already-cramped quarters.

With the increased emphasis in writing and rhetoric studies on visual rhetoric, we need a small Apple lab where we can teach some of our courses. This could be a general public Apple lab.

To further develop the English M.A. and to provide more teaching opportunities for GTAs, the departments that house these students will need funding to attract and keep quality candidates, furnish more office space, and provide at least one good room to teach graduate seminars and mentor the GTAs. We’re already providing offices for our current English GTAs by using space in Anthony-Seeger, but the space is too limited for the growth we project with this plan.

5. Resource Needs: Trans-Disciplinary Initiatives:

Resource needs will be dependent on the target enrollment in trans-disciplinary initiatives. This has yet to be projected. Some of the resource needs will be filled by the four units within the College (faculty, classrooms, office), particularly at first; but additional resources will be needed because it is foreseen that these will be very popular programs.
As for the Translation Minor, resource needs cannot be projected before three years. Currently the Department of Foreign Languages has only one translation specialist, but in three years the number of translation faculty could rise to three or four. Resources such as lab facilities (strictly necessary) and offices, computers, etc. will be discussed in the future.

6. College-wide resource needs

- Two research labs
- One large auditorium
- One additional office/classroom building the same size or larger than Harrison

PROJECTED TIMELINE

The submission of this report marks the culmination of the work of the 2006-2007 Communication College Workgroup. However, it is obvious that more work needs to be done in order to make this exciting new College a reality. Therefore, the Workgroup recommends the following timeline of activity:

1. Summer and Early Fall 2007
   a. The appropriate representatives of the JMU administration will review this proposal.
   b. The faculty of the affected units will review this proposal.
   c. The faculty of the university will review this proposal.
   d. A Workgroup will be constituted and charged for AY 2007-2008.
   e. The Workgroup will designate subgroups with specific responsibility for Consultative Program Review, Assessment, Development, and Curriculum.
   f. A consultative program review will be scheduled to take place in the late Fall of 2007.

2. Fall 2007
   a. Workgroup members will host faculty discussions within and across all affected units, to review the proposal, seek advice and comment, and gather information necessary for appropriate revisions and refinement of the proposal.
   b. Workgroup will conduct a consultative program review.
   c. Workgroup will review and consolidate all internal and external feedback, and prepare revised proposal.
   d. Workgroup will submit revised proposal to administration and faculty.
   e. Workgroup/subgroup will work with University Development Office to identify potential sponsors of and donors to the new College.
   f. Administration will review revised proposal.
   g. Acknowledging that growth in all units will occur whether College plan moves forward or not, administration will approve an interim growth plan and allocate resources for targeted growth of all affected units. This interim
growth plan will allow affected units to move incrementally toward the critical mass of enrollments needed for a College.

3. Spring 2008
   a. Workgroup will identify learning outcomes (SCHEV) (if not already developed).
   b. Workgroup will finalize the curriculum for the “common core.”
   c. Workgroup will continue to refine and then finalize curriculum for the College.
   d. Workgroup will secure letters of support from prospective students, and conduct online student survey, to establish student demand for SCHEV.
   e. Workgroup will secure letters of support from prospective employers to establish employer demand for SCHEV.
   f. Workgroup will collect relevant employment ads to establish employer demand for SCHEV (must be within 6 months of application).
   g. Workgroup will meet with appropriate representatives of Assessment Office to develop an assessment plan (SCHEV).
   h. Units conduct searches for necessary faculty for first phase of hires to build capacity for student enrollment growth.
   i. Administration takes necessary steps to get College plan (undergraduate and graduate) approved by SCHEV, Board of Visitors, etc.

4. AY 2008-2009
   a. A Workgroup will be constituted and charged for AY 2008-2009.
   b. Workgroup will complete application process for all new and revised courses and programs through the Curriculum & Instruction Committees in the units and in CAL.
   c. Assuming an interim growth plan is in place, units will again conduct searches for necessary faculty.
   d. A search will be conducted for a Dean.

5. AY 2009-2010
   a. Dean will assume responsibility for “opening” the College by AY 2010-2011.

6. AY 2010-2011
   a. College will open.

7. AY 2011-2012
   a. College will have enrollments of 2000 students.
References


Appendix A

School of Communication Studies (SCOM)

The mission of the School of Communication Studies (SCOM) is to study the messages and outcomes resulting from human interactive processes involving the content and relationship dimensions of sources, receivers, channels, and contexts. In carrying out this mission, SCOM is committed to the following interrelated goals:

- To prepare all JMU students to use oral communication skills effectively in all walks of life;
- To prepare students with a major or minor in communication studies for graduate and professional study, as well as for careers in communication and communication-related professions; and
- To provide co-curricular opportunities that enhance and reinforce communication competencies for all JMU students.

These goals are reflected in the major programs of study, the minors, and the general education courses offered by the School.

SCOM offers an undergraduate major with 7 concentrations: Conflict Analysis and Intervention, Cultural Communication, Health Communication, Interpersonal Communication, Organizational Communication, Public Communication and Public Relations. SCOM offers minors in Conflict Analysis and Intervention, Cultural Communication, Health Communication, and Political Communication. SCOM offers both the B.A. and B.S. degree. SCOM does not yet offer a graduate program, but has developed a proposal for an M.A. in Communication and Advocacy. It offers some distance learning or online classes, primarily during summer session. It offers summer classes during May and June sessions.

SCOM currently serves about 370 undergraduate majors and 50 minors (not counting the interdisciplinary Political Communication minors). It is a closed major; admission is selective and by application. Despite obvious demand, more majors cannot be accepted because of the limitations of existing resources.

SCOM also has a significant commitment to the General Education program. Over 75 GCOM courses are offered per semester, or on average, 2100 seats. With every 200 additional students the university admits, SCOM needs another faculty position to serve the GCOM courses.

SCOM has 38 full-time faculty (1/2 tenured or tenure-track, ½ lecturers), 1 adjunct faculty, and 1 full-time and 1 part-time staff positions. Faculty typically teach a 4/4 load, although some courses have been restructured as ‘doubles’ in order to give faculty whose rank is
Assistant Professor or higher (those who have scholarship expectations to meet) the appearance of a 3/3 load. Student advising is done by faculty.

SCOM requires the following 15-hour core:

- SCOM 240. The Process of Human Communication
- SCOM 242. Presentational Speaking
- SCOM 245. Signs, Symbols, and Social Interaction
- SCOM 280. Introduction to Communication Research
- SCOM 341. Persuasion
- SCOM 394. Senior Assessment (zero credit but a graduation requirement)

Other courses are determined by the concentration the student selects.

SCOM is located in Harrison Hall, and currently has the use of 8 classrooms and 1 computer lab. SCOM hosts the Center for Constructive Advocacy and Dialogue, the Institute for Health & Environmental Communication, and the Institute for Conflict Analysis and Intervention. These organizations serve an outreach function for the campus and the community. Co-curricular opportunities for students are offered by the Debate Program, the Individual Events Program, Lambda Pi Eta (national honorary), the International Association of Business Communication, and other organizations. An Alumni Advisory Council functions to promote alumni relationships with SCOM.

SCOM counts among its strengths its strong curriculum (which blends theory and application, and requires two research methods courses for undergraduates), its commitment to service learning and experiential learning (e.g., internships), and its popularity as a desirable major with tremendous growth potential. Among its challenges are all of those things needed to accommodate growth: additional faculty, increased operating budget, more classroom and office space, and additional funding from alumni and externally sponsored research.
Appendix B

School of Media Arts and Design (SMAD)

SMAD views itself as a discipline of professional story telling through the use of different media. It emphasizes a strong liberal arts education with a technical spin. The mission of the School of Media Arts and Design consists of five interrelated areas:

- To encourage a learning and teaching environment that emphasizes the creative process and is distinctly innovative, cooperative, collegial and challenging.
- To be recognized as a regional and national leader in providing a multidisciplinary program that embraces and integrates new and evolving technologies with the teaching of traditional concepts, values and skills of our discipline.
- To build programs that help students acquire the ability to learn independently as well as to motivate and facilitate learning in a team environment.
- To stress the development of a broad understanding of the foundations of our related disciplines while acquiring a depth of knowledge in at least one area of concentration.
- To support a strong program of co-curricular, extracurricular and internship activities which enrich an understanding of the role of our disciplines in society.

SMAD offers an undergraduate major with five concentrations: Cinema Studies, Corporate Communication, Digital Video, Interactive Media, and Print Journalism. In addition, SMAD participates in four Interdisciplinary Minors: Creative Writing and Film Studies, Political Communication, and Sports Communication. SMAD offers both a B.A. and a B.S. degree. The major is comprised of a 33-hour minimum with a 42 hour cap. Fifty percent of the graduates have a minor in another unit in the university; twenty-five percent have double majors or double minors. Additionally, the School teaches a critical thinking class in Cluster One on media literacy, which services about 300 students per year.

SMAD currently serves about 700 undergraduate majors. Every year, there are approximately 300 undergraduates applying for approximately 200 openings in the school. It is a closed major; admission is selective and by application, which occurs only one time a year in the spring semester. Despite obvious demand, more majors cannot be accepted because of the limitations of existing resources. This is a major that can easily double with the proper resources.

SMAD has 19 full-time faculty (which includes the Director and the Interim Dean of the College of Visual and Performing Arts), four part-time faculty, two full-time administrators, three technical staff members, ten work-study students, and three administrators at The Breeze, the student newspaper. Faculty typically teach a 3/3 or 3/4 or 4/3 load. Advising is conducted by the faculty, with an advising load that varies from 30-40 advisees per faculty member.

SMAD is located in Harrison Hall, and currently has the use of two classrooms, one lecture hall, four computer labs, one magazine lab, one TV studio, and access to one public computer lab. SMAD sponsors the Apple Training Center. It offers no distance learning or online
classes. It offers summer classes during May session. It has no graduate program, but continues to have discussions in this area. The last round of graduate discussion was oriented more toward the creative side rather than the social science side and more toward the applied side than the theoretical side.

SMAD requires the following 12-hour core:

- SMAD 101. Introduction to Media Arts and Design
- SMAD 201. Fundamental Skills in Media Arts and Design I
- SMAD 202. Fundamental Skills in Media Arts and Design II
- SMAD 301. The Media Arts: Culture by Design
- SMAD 400. Senior Assessment, zero credit but a graduation requirement.

Other courses are determined by the concentration the student selects, but all concentrations require one writing class and one law class specified by the concentration.

Among its strengths, the “converged media” experience (print, video and data), which is part of the capstone course, is notable. Additionally, SMAD has a very strong internship program with over 50 interns working across the country in different media. Also notable is the strong theoretical foundation and technical skills that are provided to students. The last University of Georgia survey of select undergraduates schools throughout the US revealed that SMAD students who go into and the mass media and associated industries tend to make $10K above the national average. Because of the collaborative nature of the major, students know how to work with clients and work in teams. Students have good writing skills, presentational skills, technical skills, and have the ability to initiate creative plans to solve communication problems. Students demonstrate their excellent skills through journalistic writing in the national award winning Curio magazine and Madison 101, which are distributed throughout the campus and region; through the numerous award winning web pages and interactive work done for non-profits and academic units; and through various national award winning documentaries and video productions produced by the School and for the university. Additionally, some students go on to graduate school in different fields such as journalism, broadcasting, post-production video work, interactive media, advertising, law, teaching, and traditional mass communication masters and Ph.D. programs.

Some of the School’s challenges include the following: 1) the hiring of qualified and skilled faculty to teach in a converged curriculum; 2) the constant need to update software and replace aging equipment; and 3) as the industries change, the need to re-evaluate the curriculum on a regular basis.
Appendix C

Institute for Technical and Scientific Communication (ITSC)

The central mission of the ITSC programs is to enable graduates to grow as professionals and, ultimately, to contribute to the developing field of technical and scientific communication. ITSC degrees offer students instruction in some of the newest fields that industry has created, such as

- User interface experts
- Product designers
- Information architects
- Customer trainers
- Media consultants
- Interpersonal communication advisers
- Usability specialists

The degree programs also provide instruction in components of professional communication that are applicable to technical and scientific communication, such as document design and production, publications management, organizational and managerial communication, rhetoric and speech communication. TSC programs combine training and education to prepare students for careers in knowledge management.

ITSC offers undergraduate and graduate degrees: B.A., B.S., M.A., and M.S. It serves approximately 100 undergraduate majors and 25 undergraduate minors, as well as 30 full-time Master’s students. There are 3 concentrations:

- Online Publications
- Publications Management
- TSC in the Public Sector

Although TSC is not a closed major; undergraduate admission is selective and by application. At this time, more majors cannot be accepted, despite the demand, because of the limitations of existing resources, namely faculty.

There are 4.5 full-time faculty (a figure which includes .5 for the Director), 3 part-time faculty, 1 Teaching Assistant, and 4 Graduate Assistants (who assist in office work), 1 work-study student, and 1 full-time secretary.

Faculty typically teach a 4/4 load. Advising is done by all the full-time faculty. ITSC is located in Harrison Hall, and currently has the use of 2 classroom-labs. It currently offers 2 distance learning or online classes. It offers summer classes during May session.

A major in TSC requires undergraduates to complete a 12-hour core:

- TSC 210 Introduction to Technical and Scientific Communication
- TAS 230 Research
- TSC 240 Editing
- TSC 495 Internship

After completion of the core, a major must complete 18 hours of TSC courses. A major who wishes to complete a concentration must take 15 of these hours in courses specifically named by the department for the concentration. In addition, all students must take 9 hours in cognate courses in a department that offers the B.S. degree.

Among its strengths are the visibility that comes from the self-standing nature of the unit, success in recruiting graduate students and faculty (although teaching load and salary are continuing challenges), the theoretical foundation that is provided for hands-on technical skills, and that students leave the program knowing how to work in teams and work with clients. ITSC students have a good record of employment in government, corporate and not-for-profit venues, as well as entrepreneurial endeavors. Some undergraduates go on to graduate school.

Challenges include the perception of a need to justify the discipline and its value to tenure and promotion committees, budgeting to keep software to industry standards, and restrictions on growth due to limited faculty resources. Ideas for additional concentrations for proposal writing and knowledge management cannot be pursued at this time but hold promise for interdisciplinary connections.
Appendix D

Writing and Rhetoric Studies (WRS)

WRS seeks to equip students for both academic success and participation in the full range of rhetorical occasions they will encounter in their lives as citizens and professionals. It promotes excellence in writing throughout the academy through General Education’s Cluster One and Cluster Two, through the Minor in Writing and Rhetoric, through its writing-in-the-disciplines initiatives, and through its close ties and involvement with the campus writing centers. It also takes the lead in promoting excellence in writing through its showcase programs, the online journal of first-year writing, e-Vision, and the annual, campus-wide Write On! Academic Writing Contest.

WRS introduces nearly every entering freshman at JMU to the core practices of reading and thinking critically and writing effectively. This is accomplished through the General Education Cluster One writing requirement, GWRIT 103 Critical Reading and Writing. WRS offers reading- and writing-intensive instruction to over 90 percent of all first-year students that is sensitive to their individual needs, abilities, and interests. It continues building upon the core values and practices introduced in GWRIT 103 by offering the Minor in Writing and Rhetoric, which serves over 100 upper-division students with a wide range of topics in rhetoric and composition studies, including courses in literacy studies, visual rhetoric, style and stylistics, writing pedagogy, and technology and writing, to name a few. In addition to its undergraduate courses, WRS also offers graduate courses for the English Department and for Continuing Education. During the summer, WRS offers an array of courses online.

Housed in Harrison Hall, WRS is committed to teaching, on average, 160 sections of GWRIT 103 each year, or an average of 3,200 seats. It also plays a significant role in General Education’s Cluster Two by covering sections of GHUM, GENG, and GAMST courses. Its faculty played a leadership role in founding the annual General Education Conference and continues to play an active role in the conference each year, boasting award-winning sessions. WRS also serves the IDLS and Honors Programs’ students by offering both required and elective courses.

Good connections have been made since its creation between WRS and other units in the university. One faculty member serves IDLS by teaching the capstone course and advising IDLS majors. In addition, a number of the WRIT courses count toward the IDLS Major. Another faculty member offers cross-listed sections of a Justice Studies/Writing and Rhetoric course that counts both toward a major in Justice Studies and the minor in Writing and Rhetoric Studies. Two faculty contribute by covering classes for the Interdisciplinary Creative Writing Minor, and several faculty members have taught ENG and TSC courses over the years. Most recently, WRS created a course that is cross listed with Communication Studies.

Last year (2005-2006), a partnership was forged between Writing and Rhetoric Studies and the University Learning Resource Centers to share three new instructional faculty positions,
two located in WRS and one located in the Center. Faculty in these positions teach half-time for WRS and tutor half-time in the Center. A faculty member in WRS now serves as the interim coordinator of the Center. Since its creation, WRS and Rhetoric Studies has assigned a faculty member to train writing tutors for the FYI Writing Center, which is housed within Residence Life.

Both the interim coordinator for the University Writing Center and the mentor for the FYI Writing Center are working to coordinate projects that will provide additional support for students and faculty, alike.

WRS has two showcases that were created to focus attention on the role of writing in the university and to encourage excellent teaching of writing in the disciplines. The first is the online publication *e-Vision*, an anthology of writing produced in GWRIT 103 courses. This publication, which was initiated in WRS’s first year, is student-edited. The seventh annual university-wide Write On! Academic Writing Contest awards cash prizes to both undergraduate and graduate winners in several categories. The top five pieces of writing in each division are sent to off-campus faculty specialists who select the top two winners in each division. Winning writing is published on the contest’s web site each year.

The development of a professional faculty is cited as the “most spectacular accomplishment of [WRS] since its establishment” by the Academic Program Review External Review Team. The report states, “This commitment to tenure-track faculty and to professional conditions for the entire faculty is key to the program’s reputation as well as its success in meeting an array of ambitious but appropriate and achievable goals.” WRS has 23 full-time faculty members. Five are tenured, seven are tenure-track, seven are in RTA positions, and four are in one-year positions. There are eleven adjunct faculty, and two English Department graduate students who are teaching GWRIT 103. Next year, five graduate students from the English Department will teach GWRIT 103. Of the 23 full-time faculty, 12 have PhDs in rhetoric and writing or English studies and five have MFAs in writing. Taking both full- and part-time faculty into consideration, 22 out of 34 have terminal degrees in fields relating to writing and rhetoric and English studies. Only one-third of the faculty members in WRS are part-time employed, which is very low compared to other universities.

One hundred percent of full-time Writing and Rhetoric Studies faculty members teach GWRIT 103. To put this number into perspective, before the creation of this independent writing program, no full-time faculty member at JMU had taught freshman composition for at least eight years. WRS remains committed to undergraduate education and to teaching GWRIT 103. It is also dedicated to its other commitments and connections and looks forward to the development of degrees and programs within the College of Communication that will add to the depth and breadth of the new college.

WRS looks forward to the possibility of making connections with the other programs in the College to bring about better use of resources and stronger curriculum than now exists. It can bring its leadership role in promoting excellence in writing in the disciplines to the College, and its work through the writing centers will keep us all in touch with virtually every other academic unit on this campus. Connection-making is something that WRS has done well. Visible and
explicit connection-making among the academic units involved will be one of the most compelling reasons to support the creation of a College of Communication. Connected to the other units in the College, WRS would seek to help develop and participate in undergraduate and graduate degrees and programs that would benefit students through curriculum in writing, composition studies, and rhetoric.

For WRS, the greatest challenge for the program is recruiting quality faculty, especially in light of the 4/4 teaching load, the salary level, the lack of a major, and the absence of partner benefits. This limitation could be addressed by being a member of the College of Communication. Right now, WRIT courses count toward the Writing and Rhetoric minor and as IDLS and Justice Studies credit. WRS has courses that most likely could be counted as cognates for the other units’ majors, thus relieving the stress placed on the other units to serve their majors. However, students can’t count those courses toward their majors, because WRS doesn’t offer a major. While WRS doesn’t necessarily have to have an independent major, it would like to see its courses count toward a major or majors if they are a good fit.

As the Academic Program Review External Review Team pointed out in its report, without a major, it is difficult for WRS to develop to its full potential. The report connects the development of a major to the enhancement of the unit’s reputation, and thus the reputation of the College and the University. “The prospective writing major is . . . an important factor in program reputation, both on campus and beyond. To put it bluntly, a writing program could never achieve the highest reputation with a tenure-track faculty whose teaching is devoted primarily to teaching a single general education course. The minor helps, but a professional faculty has to have greater diversity of assignments, including varied courses at different levels.” The major would make the program “more visible as an academic unit to faculty and students and raise awareness not only of writing as a universally-needed skill, but also of rhetoric as a subject worthy of study and communication as a potential career path.”

The recruitment of new WRS faculty would also be enhanced when faculty have ways to grow and develop their interests. Teaching courses that count toward a major addresses this need. While WRS faculty are committed to teaching undergraduate students, especially freshmen, quality faculty need to be able to grow and develop professionally. This can be accomplished by participating in the university beyond teaching freshman composition. Furthermore, freshman composition would better serve the College of Communication as a seedbed for all programs if WRS were able to accomplish the goal of establishing a major or major field in the College. WRS faculty would like to see the development of an emphasis in writing and rhetoric in one or more of the majors currently offered, or the creation of a major within WRS. Whether or not this is possible, WRS plans to pursue the development of a graduate program, mainly for educators across the curriculum and for students seeking to complete post-graduate work in writing (composition) and rhetoric.
APPENDIX E
Summary of Communication Degree Programs in Virginia
(Fall 2006)

Bluefield College
Graphic Communication BA (Fine arts emphasis)
BA/BS in Comm looks like SCOM-light, a bit of SMAD.
http://www.bluefield.edu/templates/cusbluefield/details.asp?id=30250&PID=266696

Bridgewater College
Communication Studies BA/BS (Similar to JMU SCOM)
http://www.bridgewater.edu/departments/communications/requirements.html

Emory and Henry College
Mass Communications BA
(Similar to SCOM with some SMAD and Writing Elements.)
http://www.ehcweb.ehc.edu/masscomm/deptsite/courses/courses.html

Regent University
Mass Communications/Media Studies
CERT/BA/MAC (School of Communication and the Arts, very SMAD-like.
New MA and revised Ph.D. in digital media.)
http://www.regent.edu/acad/schcom/

Virginia Commonwealth University
BFA in Communication Arts.
(SMAD-like with some fine arts, TSC, WRIT, SCOM elements)
http://www.pubinfo.vcu.edu/artweb/communicationarts/curriculumDetail.asp?disciplineID=41

VCU
MA in Writing and Rhetoric
http://www.pubapps.vcu.edu/bulletins/prog_search/?did=20090

VCU
Mass Communications BS/MS (Very vocationally focused)
http://www.has.vcu.edu/mac/
http://www.has.vcu.edu/mac/ugrad_programs/ugrad_index.html

VCU
Ph.D. Media, Art, and Text
(Combo of schools of Art and Mass Comm and English.)
http://www.has.vcu.edu/mac/grad_progmat/grad_pro_matx.html

Virginia Commonwealth University
Graphic Design BFA/MFA
(Elements of all four, though little of SCOM. Writing and rhetoric course required. Some lit courses. Slight fine art emphasis.
MFA comprises two years, 15 hours per semester
of visual comm workshops and seminars, with 3 units of electives.)
http://www.pubinfo.vcu.edu/artweb/CDE/bfa/bfa_main.asp

Virginia State University
Mass Communications BA (This seems to be an error, for one can only minor in mass comm. Also, it’s all through English with one tech writing class and one history of rhetoric class. Some speech)

Eastern Mennonite University
BA Digital Communication and Media/Multimedia
Liberty University
BA/MA new Digital Communication and Media/Multimedia (School of Communications comprised of English and Comm Studies. Interestingly enough, LU SoC combines all four of us.)
https://www.liberty.edu/academics/index.cfm?PID=104

Hampton University
BA Public Relations/Image Management
(Scripps-Howard School of Journalism and Communication: BAs in Advertising, Broadcast Journalism, Print Journalism, Public Relations)
http://www.hamptonu.edu/shsjc/

Virginia Tech
BA, MA Communication
(Some elements of all four units. English has BA in Professional writing and PH.D. in Rhetoric and Writing.)
http://www.comm.vt.edu/

Marymount University
Communication & Graphic Design BA
(Has two tracks to BA, Comm and GD. TSC, SCOM, SMAD elements.)
http://www.marymount.edu/academic/artandsci/comgd/index.html

George Mason University
Professional Writing and Editing CERT
(Through English. Cultural studies/rhet. emphasis.)
http://lahs.gmu.edu/academics/english/ma_pwe.html#req

George Mason University
Speech Communication BA/MA/Ph.D. pending.
(Very SCOM-like with some SMAD Journalism/TV/Radio elements.
http://communication.gmu.edu/academics/major.shtml

Hampton University
Speech Communication & Theater Arts
BA-BS (Cannot find this program at HU.)

Old Dominion University
Communication BA/BS (Very SCOM-like with Theater/Acting degree track.)
http://www.odu.edu/al/comm/

University of Richmond
Rhetoric & Communication Studies BA
“Our mission is the study and praxis and critique of human communication.”
(Connects to the scholarly interests of SCOM and Writing. I see no Gen Ed service though.)
http://rhetoric.richmond.edu/

Shenandoah University
BA Communication Studies/ Speech Communication and Rhetoric
http://www.su.edu/sas/degrees.cfm?degname=Mass%20Communications

Virginia Wesleyan College
BA Communication Studies/Speech Communication and Rhetoric
(“areas of communications, film, print and broadcast journalism, and digital media.” Journalsm heavy. Media studies track closer to SCOM than SMAD.
http://www.vwc.edu/academics/catalog/0607/comm.pdf
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<tr>
<th>Institution</th>
<th>Degree Program</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Christopher Newport U</td>
<td>BA Communication Studies/ Speech Communication and Rhetoric</td>
<td>(Tech Writing through English, Writing minor in English, Journalism in English. Comm studies BA very SCOM-like. &quot;Our mission is that students of Communication Studies will achieve an understanding of the role communication plays in the generation of knowledge and structuring of society, develop critical and analytical skills, and acquire an appreciation for the complex and delicate interrelationship of practice and ethics.&quot; <a href="http://communications.cnu.edu/program.html">http://communications.cnu.edu/program.html</a></td>
</tr>
<tr>
<td>Mary Baldwin College</td>
<td>BA Communication Studies/ Speech Communication and Rhetoric</td>
<td>(SCOM-like, some SMAD elements) <a href="http://www.mbc.edu/docs/admin_docs/catalog0506_sec3.pdf">http://www.mbc.edu/docs/admin_docs/catalog0506_sec3.pdf</a></td>
</tr>
<tr>
<td>Hollins University</td>
<td>BA Communication Studies/ Speech Communication and Rhetoric</td>
<td>(SCOM-like with some SMAD and TSC elements.) <a href="http://www.hollins.edu/undergrad/communication/commstu.htm">http://www.hollins.edu/undergrad/communication/commstu.htm</a></td>
</tr>
<tr>
<td>Longwood University</td>
<td>BA Communication Studies/ Speech Communication and Rhetoric</td>
<td>(SCOM-like. Mass Media, Organizational, &quot;Strategic&quot; Comm.) <a href="http://www.longwood.edu/communication/programs.htm">http://www.longwood.edu/communication/programs.htm</a></td>
</tr>
<tr>
<td>Lynchburg College</td>
<td>BA Communication Studies/Speech Communication and Rhetoric</td>
<td>(In School of Comm. and the Arts. Graphic Design Emphasis, Studio Art Emphasis, Communication and Social Influence Emphasis, Electronic Media Emphasis, Public Relations and Journalism Emphasis. SCOM-like with some SMAD. Writing emphasis in English is lit. heavy with two tech writing courses, the rest creative. <a href="http://www.lynchburg.edu/commarts.xml">http://www.lynchburg.edu/commarts.xml</a></td>
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<tr>
<td>Norfolk State University</td>
<td>MA/BS Communication, Journalism, and Related Programs, Other (Mass Comm., Journalism). MA in Media and Communications. Website not working correctly, details unavailable.</td>
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<tr>
<td>UVA program of interest:</td>
<td></td>
<td><a href="http://www.virginia.edu/mediastudies/about/index.html">http://www.virginia.edu/mediastudies/about/index.html</a></td>
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APPENDIX F
Summary of Communication Colleges in the United States

Organizational Structures at Universities with Similar Units

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<tr>
<th>Dept/School</th>
<th>Comm. Studies</th>
<th>Journalism</th>
<th>Telecomm.</th>
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<tr>
<td>Majors</td>
<td>Comm. Studies</td>
<td>Advertising</td>
<td>Telecomm.</td>
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<td></td>
<td>Public Comm.</td>
<td>Graphics</td>
<td>Film &amp; TV Studies</td>
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<td>Interpersonal</td>
<td>Magazine</td>
<td>Multimedia</td>
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<td>Photojourn.</td>
<td>Production</td>
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<td>Public Rel.</td>
<td>Sales &amp; Promo.</td>
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<tr>
<th>Ball State University &quot;College of Communication, Information and Media&quot;</th>
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<td>Dept/School</td>
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<tr>
<th>University of Texas &quot;College of Communication&quot;</th>
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<tr>
<td>Dept/School</td>
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<td>Seq./Prog/Con</td>
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<td>Options</td>
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<tr>
<td>Majors</td>
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<td>Dept / Prog/Spec/Conc</td>
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<td>Advertising</td>
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<td>Public Relations</td>
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<td>Comm. Studies</td>
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<td></td>
<td>Commercial Photo.</td>
<td>News Writ. &amp; Ed.</td>
<td>Dig. Med/Sp Efx/Games</td>
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<td></td>
<td>Online Journalism</td>
<td>Public Relations</td>
<td>Video Production</td>
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<td>(Make Your Own)</td>
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<tr>
<th>Dept / Schools / Emph/Seq</th>
<th>Comm. Studies</th>
<th>Advertising &amp; P.R.</th>
<th>Journalism</th>
<th>Telecom &amp; Film</th>
<th>Lib. &amp; Info. Studies</th>
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<tbody>
<tr>
<td>Rhetoric &amp; Pre-Law</td>
<td>Advertising</td>
<td>(See Comment)</td>
<td>Media Production</td>
<td>Tech, Policy &amp; Society</td>
<td>(MLIS, MFA. &amp; PhD)</td>
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<td>Political Comm.</td>
<td>Public Relations</td>
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<td>Management</td>
<td>Crit. Stud. In Film &amp; TV</td>
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<td>Org. &amp; Inter.</td>
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<td>Documentary</td>
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<td>Comm. &amp; Culture</td>
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<th>Comm. Studies</th>
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<th>Radio/TV/Film</th>
<th>Writing Arts</th>
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<td>Interpersonal/Org.</td>
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<td>Broadcast</td>
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<td>Editing &amp; Publishing</td>
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### Temple University "School of Communications and Theater"

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<td>P.R.</td>
<td>Art Direction (Creat)</td>
<td>Magazine</td>
<td>Performance</td>
<td>Media Cul. &quot;Thesis&quot;</td>
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<td>C.R.E.A.T.E.</td>
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### University of Kentucky - College of Communications and Information Studies

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<td>Telecommunications</td>
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### Kent State University "College of Communication and Information"

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<td>(M.L.I.S. only)</td>
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<td>Inf. Design</td>
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<td>Public Relations</td>
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<tr>
<td>USC &quot;Annenberg School FOR Communication&quot;</td>
<td>USC &quot;School of Cinema-Television&quot;</td>
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<td>Communication</td>
<td>Animation &amp; Dig. Arts</td>
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<td>Journalism</td>
<td>Critical Studies</td>
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<td>Global Comm.</td>
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<td>Health Comm.</td>
<td>Writ. For Screen &amp; TV</td>
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<td>Comm. Law &amp; Med...</td>
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<td><strong>Bowling Green State University &quot;School of Communication Studies&quot; (Within a College of Arts &amp; Sciences)</strong></td>
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<td>Print Journalism</td>
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<td><strong>ASU &quot;School of Comm&quot;&quot; (Within a Coll. Of Lib. A &amp; S)</strong></td>
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<td>Performance Stu.</td>
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<td><strong>Others Checked &amp; Notes</strong></td>
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<td>There is a &quot;College of Media Arts &amp; Design&quot; (Includes 15 &quot;Areas of Study&quot; from Dig. Med to Architecture to Fashion Design etc.)</td>
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<td>There is a &quot;Dept. of Culture &amp; Communication&quot; in the &quot;College of Arts &amp; Sciences&quot; (Corp. Comm, TSC, Global Journ.)</td>
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<td>There is a separate &quot;College of Information Science &amp; Technology (IST): IT, Software Engineering</td>
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## APPENDIX G
Overview of Proposed Curriculum

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<td>All interested College units</td>
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<td>SCOM, any Comm. College units that wish to participate, and select courses from ANTH, FAM, JUST, MGT, PHL, REL, SOWK, SOCI, GERN, NPS, POSC</td>
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<td>Society for Technical Communication</td>
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<td>WRS</td>
<td>Writing &amp; Public Discourse (New)</td>
<td>Writing &amp; Rhetoric Studies</td>
<td>GWRT</td>
<td>e-Vision (Online Journal for 1st year students)</td>
<td>Write on! (Academic Writing Contest)</td>
<td>FYI Writing Center</td>
<td>University Writing Center</td>
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APPENDIX H
Proposal for Program in
Applied Conflict Management
(Prepared 2/16/07)

College of Communication
Proposal for Trans-disciplinary Initiative:
Institute for Applied Conflict Management

This program is modeled loosely on the successful program by the same name at Kent State University, the only other program in Applied Conflict Management in the country. It also borrows from the experience of Woodbury College, NOVA Southeastern University, and Antioch College in incorporating distance learning, international internships, and graduate programs that are appealing to mid-career professionals. At the same time, because this program is embedded in a communication college, it is unique in the country and very possibly the world.

The field of conflict management is inherently interdisciplinary in its history, traditions, theoretical base, and application contexts. The field draws on a base of knowledge and scholarly research in the social sciences, humanities, ethics, education, and law. For this reason, students in the concentration will be able to select from an interdisciplinary menu of courses to complete their degree.

In reality, there is no social context in which competency in managing conflict is not relevant, and countless contemporary social contexts in which such competency is desperately needed. Courses offered by the Institute and related academic departments give students a solid background in the theory and skills of conflict management, and situate that theoretical and practical background in social context. Students are provided with opportunities to utilize and enhance their knowledge of conflict management as they engage in research in the field or work as interns (domestically and internationally) with professionals in the courts, schools, businesses, government, and human services.

Undergraduate Major Concentration: Applied Conflict Management

This concentration prepares students to analyze conflict interaction and explore various methods of formal and informal conflict management in interpersonal, group, and institutional contexts. A concentration in Applied Conflict Management prepares students for careers or graduate study in the rapidly growing field of conflict management and dispute resolution. It is also useful for students interested in a variety of careers including education, social work, counseling, business, law, government, human services, human resources, or the nonprofit sector. The applied and international focus of this program is particularly useful for students who wish to pursue careers in law, management, and international relations.

The degree would be conferred as a Communication degree from the College of Communication. Students would be required to take 15 hours of required/core communication studies courses. In addition, students studying Applied Conflict Management must complete the following 18 hours from among the depth requirements. Additionally, students are encouraged to enroll in an internship during their junior or senior year.
SCOM 231: Communication Perspectives on Conflict (theory and context course)
SCOM 331: Conflict Potential and Institutional Discourse
    (formerly Intro. to ADR, collapsed with former SCOM 431, Legal Communication) OR a course to be proposed by one of the other units in the College
SCOM 332: Third Party Interventions in Conflict (skills course: mediation, dialogue facilitation, etc.)
SCOM 385: Qualitative Communication Research
SCOM 432: Seminar: Applied Conflict Management (capstone)

Students must select ONE additional theory and context course outside the Communication College at the 300-400 level from the following list:

ANTH/SOCI 313: Processes of Social and Cultural Change
ANTH 340: Race, Nation and Culture
ANTH 366 Anthropology of War
ANTH 377: Topics in the Anthropology of gender
FAM 330: Family Relations
FAM/GERN/SOWK 375: Grant Writing for Agencies
JUST 300: Perspectives on Comparative Justice (if limitation to majors is lifted)
JUST/POSC 392: Peace Studies
MGT 481: Negotiation Behavior
NPS 300: Introduction to Nonprofits (if limitation to majors is lifted)
PHL 330: Moral Theory
POSC 395: International Law
POSC 396: International Organizations
REL 314: Gandhi, Nonviolence and Global Transformation
REL 475: Inter-religious dialogue
SOWK 335: Social Policy (if prereqs are adjusted)
SOWK 340: Violence in Families
SOCI 336: Race and Ethnicity
SOCI 337: Sociology of Gender
SOCI 339: Sociology of Women
SOCI 354: Social and Cultural Stratification
SCOM 352 or SOCI 360: Social Movements
SOCI 369: Law and Society

In addition, students will be encouraged to select their electives from the following list, depending on the context that interests them:

ANTH/SOCI 313: Processes of Social and Cultural Change
ANTH 340: Race, Nation and Culture
ANTH 366 Anthropology of War
ANTH 377: Topics in the Anthropology of gender
FAM 330: Family Relations
FAM/GERN/SOWK 375: Grant Writing for Agencies
GEOG 280: Introduction to Cultural Geography
HRD 245: Leadership in Organizational Settings
JUST 200: Introduction to Justice Studies (if limitation to majors is lifted)
JUST 300: Perspectives on Comparative Justice
    (if limitation to majors is lifted)
JUST/POSC 392: Peace Studies
MGT 481: Negotiation Behavior
NPS 300: Introduction to Nonprofits (if limitation to majors is lifted)
PHL 262: Problems in Applied Ethics
PHL 330: Moral Theory
POSC 210: Introduction to Law and Jurisprudence
POSC 230: International Relations
POSC 395: International Law
POSC 396: International Organizations
REL 314: Gandhi, Nonviolence and Global Transformation
REL 475: Inter-religious dialogue
SOWK 335: Social Policy (if prereqs are adjusted)
SOWK 340: Violence in Families
SOCI 336: Race and Ethnicity
SOCI 337: Sociology of Gender
SOCI 339: Sociology of Women
SOCI 354: Social and Cultural Stratification
SCOM 352 or SOCI 360: Social Movements
SOCI 369: Law and Society

Undergraduate Minor: Applied Conflict Management

The minor prepares students to analyze conflict interaction and explore various methods of formal and informal conflict management in interpersonal, group, and institutional contexts. The program is intended for students not majoring in communication studies who wish to supplement and augment their major area of study. A minor in Applied Conflict Management is a useful complement to major courses of study in education, social work, counseling, business, political science, sociology, anthropology, nursing and health studies, human resources, and nonprofit studies. The applied and international focus of this program is particularly useful for students who wish to pursue careers in law, management, and international relations. The requirements for a conflict and mediation studies minor are 18 credit hours.

SCOM 240
SCOM 245
SCOM 231: Communication Perspectives on Conflict
    (theory and context course)
SCOM 331: Conflict Potential and Institutional Discourse
    (formerly Intro. To ADR, collapsed with former SCOM 431, Legal Communication)
    OR a course to be proposed by one of the other units in the College
SCOM 332: Third Party Interventions in Conflict
(skills course: mediation, dialogue facilitation, etc.)

AND ONE from the following list:

SCOM 248: Intercultural Communication
SCOM 432: Seminar: Applied Conflict Management (capstone)
ANTH/SOCI 313: Processes of Social and Cultural Change
ANTH 340: Race, Nation and Culture
ANTH 366 Anthropology of War
ANTH 377: Topics in the Anthropology of Gender
FAM 330: Family Relations
FAM/GERN/SOWK 375: Grant Writing for Agencies
GEOG 280: Introduction to Cultural Geography
HRD 245: Leadership in Organizational Settings
JUST 200: Introduction to Justice Studies (if limitation to majors is lifted)
JUST 300: Perspectives on Comparative Justice (if limitation to majors is lifted)
JUST/POSC 392: Peace Studies
MGT 481: Negotiation Behavior
NPS 300: Introduction to Nonprofits (if limitation to majors is lifted)
PHL 262: Problems in Applied Ethics
PHL 330: Moral Theory
POSC 210: Introduction to Law and Jurisprudence
POSC 230: International Relations
POSC 395: International Law
POSC 396: International Organizations
REL 314: Gandhi, Nonviolence and Global Transformation
REL 475: Inter-religious dialogue
SOWK 335: Social Policy (if prereqs are adjusted)
SOWK 340: Violence in Families
SOCI 336: Race and Ethnicity
SOCI 337: Sociology of Gender
SOCI 339: Sociology of Women
SOCI 354: Social and Cultural Stratification
SCOM 352 or SOCI 360: Social Movements
SOCI 369: Law and Society

Graduate Certificate: Applied Conflict Management

In consultation with the Office of Graduate and Professional Programs, and interested disciplines outside the College of Communication, a Graduate Certificate in Applied Conflict Management will be developed. This Graduate Certificate will have a significant distance learning component to appeal to mid-career professionals.
Co-Curricular/Community Outreach Activities:  
Institute for Applied Conflict Management

SCOM currently houses the Institute for Conflict Analysis and Intervention. This Institute, as part of a multi-university consortium, has attracted approximately $12,000.00 in grant funding in the last eighteen months. It is poised to attract significantly more, if it is recast as the seat of Applied Conflict Management degrees, research, practica, internships, and community outreach programs at JMU.

Internally, students (whether undergraduate or graduate) could operate under the rubric of the Institute to develop practical skills and research projects. Students could register for a 3-credit practicum (with FAM/GERN/SOWK 375: Grant Writing for Agencies, as either a prerequisite or concurrent course), and engage in project formulation and grant solicitation activities designed to situate the Institute as a leading center for funded research and practice initiatives in the conflict arena.

Externally, the Institute could offer training and education programs to the community, partner with the Harrisonburg Community Mediation Center in a variety of ways, and offer direct intervention services on campus.

Studies Abroad: Semester in the Netherlands

The seat of the International Court of Justice at the Hague, the Netherlands is a magnet for and host to a wide variety of institutions and movements to promote peace, justice and constructive conflict management. It is hoped that an undergraduate study abroad program will be developed in cooperation with Justice Studies, Sociology, Anthropology, and Religion at JMU, and with a cooperating university in the Netherlands which has a prominent program in Peace and Conflict Studies or a related area (e.g., Amsterdam, Utrecht, Leiden, Groningen). It is also foreseeable that a one-year intensive Master’s Degree abroad could be formulated. Support from the University and/or OIP will be needed to research and establish these programs.

* Include COMM Study Abroad course(s) in the curriculum.
Proposed program and justification

We are living in a time of technological innovation, much of which has a direct bearing on the fields of communication, including advertising. The Internet, cellular telephones, personal digital assistants, global positioning systems, satellite radio, instant messaging, TiVO, Bluethooth, WIFI, digital photography, Java, mp3, iPods, Webcasting, RSS, and other new collaborative social media like MySpace and Second Life have introduced major opportunities and implications for the advertising industry in just the past 15 years, and the trends appear to continue.4

The Interactive Advertising minor is designed for students interested in examining how fundamental advertising principles can be applied to these emerging interactive technologies. For students seeking to pursue professional careers in the field, this minor will provide a unique, targeted and applied perspective in planning and creating advertising for the digital environment.

Why an Interactive Advertising minor?

Leverage our strengths. An Interactive Advertising minor represents an excellent opportunity to leverage the specific teaching strengths found in the College of Communication, Information and Media, including, but not limited to, the design of interactive media, theories of persuasion, and fundamental principles of advertising, to offer an innovative program. It also holds out the potential to take advantage of transdisciplinary partnerships with the College of Visual and Performing Arts (Graphic Art), and the College of Business (Marketing).

Respond to demand. Students are coming to universities across the nation as “digital natives” who have grown up in multimedia, interactive digital environments.5 One of our most important objectives as educators at JMU is to design courses of study to provide these students the requisite knowledge, insights, and skills they will need to continue navigate this shifting landscape as they move into the workplace. A specialized minor that examines advertising’s potential in an era of media interactivity, personalization and mobility will help achieve this goal. Moreover, industry trends and developments in the academy strongly suggest that a targeted, specialized program will be successful:

Why an Interactive Advertising minor now?

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5 DePaul University, “Proposal for a College of Communication,” December 2006. oaa.depaul.edu/_content/what/documents/College%20of%20Communication%20proposal%20dec%2021%202006.pdf.
Traditional media are increasingly becoming displaced. In December 2006, media analysts heralded 2007 with dispiriting projections for advertising in the traditional media. The group concluded that despite the fact that overall ad spending in 2007 should increase moderately, “old media” should anticipate meager growth in ad sales. There was, however, very good news for one media sector: the Web. As more and more companies are directing their ad dollars to the Web, online ad earnings are poised to surpass those of several old media rivals. Web ad spending is predicted to increase between 15 to 28 percent, while broadcast television, newspapers, and local radio can expect growth in low single digits. According to media agency ZenithOptimedia, the anticipated 28.2 percent growth rate for online advertising will exceed off-line media more than seven-fold. London-based WPP Group’s GroupM, Merrill Lynch, and Universal McCann both declared online ad spending will grow between 15 to 28 percent. ZenithOptimedia asserted that the Internet’s ad revenue will surpass outdoor advertising later this year, and radio by 2009. The New York Times’ advertising correspondent, Stuart Elliot, noted, “all generally point[ed] to a challenging year ahead for the traditional media along with substantial growth for all things online.”

New media channels are readily adopted. The analysts’ reports confirm a trend that many others have observed: more and more national advertisers are shifting their advertising dollars to the Web. The medium forms an increasingly critical component of many major businesses’ advertising mix. Marketing magazine’s recent Outlook Survey reported that “online marketing and interactive media are among the huge opportunities in ‘07.” The majority of the three hundred plus respondents stated that they intended to devote much more attention to their clients’ Web sites this year and that customers anticipated increasing their online budgets by an average of 20%. Marketing viewed traditional media pessimistically. “It looks like TV advertising could take a hit this year,” the publication reported. “55% of agencies predict their clients will reduce TV, newspaper, and radio advertising.” B to B (Business to Business) magazine identified a similar pattern last year. Of the five hundred plus respondents to its survey, 75.6 percent planned to increase their Web budgets in 2007: “Online advertising remains the sweet spot for the media industry.” Another study of comparable size yielded findings that pointed to a boom in North American search-related ad spending, which in 2006 garnered $10 billion, a 62 percent increase over the previous year.

Skilled practitioners are in short supply. In February 2007, National Public Radio’s Morning Edition explored the impact of the exploding presence of online advertising on our media landscape. According to the report, digital ad firm Avenue A Razorfish added 450 new employees last year. The company’s interactive creative director, Scott Rogers – a recent hire himself – was assigned a particular challenging responsibility upon his arrival: recruit 150 more employees. “The work is coming fast and furious,” Rogers complained. “Basically as soon as I can find the talent, I will hire them.” He emphasized the need his burgeoning profession has for employees who can translate old media skills such as magazine layout to the Web through the use of flash animation, blogs, and streaming video. R/GA, another large international digital

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8 B to B, 11 December 2006; Adweek, 12 February 2007.
agency profiled in the NPR segment, emphasized the pressing need companies have for employees trained in interactive advertising.  

Various government research findings support these journalistic accounts and provide convincing projections regarding the growth of interactive advertising. In 2004 the U.S. Bureau of Labor Statistics projected that over the following decade jobs within the advertising sector would grow by 22.4%. At the same time, the U.S. Census Bureau offered an equally optimistic profile of the industry and anticipated especially good prospects for employees prepared to adapt to the changing advertising landscape. Citing the sector growth listed above, the CB contrasted it to a 14 percent growth projection for all industries combined and provided the following projections for employment increases in specific marketing professions: advertising and promotions managers, 30.8%; marketing managers, 35.1%; public relations managers, 36.6%; art directors, 27.1%; multi-media artists and animators, 39.8%; and graphic artists, 38.9%. “New jobs will be created as the economy expands and generates more products to advertise,” the Bureau concluded. “Increased demand for advertising and public relations services also will stem from growth in the number and types of media outlets used to reach consumers, creating opportunities for people skilled in preparing material for presentation on the Internet (emphasis added).”

**Academic programs are changing.** Not surprisingly, shifts in the advertising industry have also influenced academic programs in this field. By 2000, educators at the University of Texas had already noted how the Internet had accelerated the rate at which change occurs in the industry, and consequently the speed of evolution within the academy. They proposed preliminary curriculum reform to deal with this situation, including strengthening ties with practitioners and reconceptualizing media planning. Veteran observers now predict that such reforms must continue: Advertising programs that either will not adopt to the changing media landscape – or those that abandon completely their core aspects of strategic thinking skills, effective communication principles, and customer analysis – will eventually whither and die.

**Specialization.** Technological change alone is not the only issue that must be considered with regard to advertising education. In an era of globalization, and integrated marketing communication, academic advertising programs must, at minimum, adopt a broader, more inclusive notion of what advertising means, or risk marginalization. The requisite investment in resources to accomplish this (a wider perspective requires more courses and more skills be taught) can stretch already limited budgets. Observers suggest that educators have three choices: 1) create bigger and more demanding programs; 2) teach only the basics and rely on on-the-job training to fill in the details, or 3) specialize. Small programs in particular will recognize the benefits of specializing, whether in a specific medium (e.g., interactive Internet), a technique (e.g., direct marketing) or function (e.g., media planning).

Given the scope and philosophy of the College of Communication Information and Media, a specialized program, such as the Interactive Advertising minor is the preferred approach. While

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11 Ross, pp. 137-140.

12 Ross, pp. 141.
other universities in the region offer full-fledged advertising major programs, often as part of a Mass Communication degree, with courses including introductory and advanced advertising management, sales, and account planning, integrated marketing communication, strategic communication, database marketing, direct response targeting, advertising research, and case studies in advertising.\textsuperscript{13} our opportunity lies with our expertise in new media technologies and our ability to offer a high-quality, well-focused, specialized program that meets the needs and expectations of the students in the College.

Predictions are that such niche programs will flourish;\textsuperscript{14} what’s more, an Interactive Advertising minor is an opportunity for real innovation. Presently there are no schools in the U.S. reporting undergraduate advertising programs – either majors or minors – specifically in media convergence in the 2005 directory, \textit{Where shall I go to study advertising and public relations?} There are, however, several graduate programs, including Texas Tech.

\textbf{Potential Students}

Students from within the College who combine this minor with, for example, majors in Corporate Communications and Public Relations, Technical and Scientific Writing, Health Communication, or Cultural Communication, and students from Psychology, Sociology, English and Marketing, will be well prepared to secure interesting and varied positions the digital workplace. For example, \textit{Adweek} recently reported on the phenomenal growth of the digital firm iCrossing, which since its founding in Scottsdale less than ten years ago has added offices in New York, San Francisco, Chicago, Atlanta, Dallas, and England. iCrossing offers clients a dizzying array of services, which range from augmenting Web sites’ search engine presence and implementing text-ad campaigns to communicating its clients messages via social media, auction-based media buying, and mobile offerings.\textsuperscript{15} Student who complete the Interactive Advertising minor, along with a major in the College of Communications – or a major in another area of specialization – will undoubtedly be sought by such employers.

\textbf{II. Proposed Structure of Program}

\textbf{Content}

The four areas of special knowledge and skills to be developed in the required courses include 1) advertising research and planning (audience analysis, segmentation, and media planning); 2) interactive technologies (applications, basic design principles); 3) creative strategies for interactive technologies (message design for multimedia environments); and 4) interactive advertising campaigns (application & integration of concepts and project management). Students

\textsuperscript{13} See for example, Liberty University, Radford University and Virginia Commonwealth University (graduate program), and the University of Tennessee’s School of Advertising and Public Relations.
\textsuperscript{14} Ross, p. 141.
\textsuperscript{15} \textit{Adweek}, 12 February 2007.
would be required to select one additional course to round out their knowledge in the areas of persuasion, art or marketing.

An ideal situation would be to include courses from the College of Visual and Performing Arts (Graphic Art) and the College of Business (Marketing) if these courses can be provided on an on-going basis for students seeking this minor.

Courses: (18 hours):

Course in principles of advertising (could be met by )
Introductory course in multimedia/interactive technologies (could be met by )
Course in creative strategies for advertising (could be met by )
Course in interactive advertising campaigns (could be met by )

Choose one from:

Course in integrated marketing communication (could be met by )
Course in persuasion (could be met by )
Course in graphic design (could be met by )
Course in signs & semiotics (could be met by )
Course in cultural translation (could be met by )
Internship/portfolio development

Given the current demand for advertising courses, and the popularity of the advertising minor offered at JMU in years past, an Interactive Advertising minor will likely prove very popular, both with students across the university. This minor could be seen as a first step to the development of a full major program, with serious consideration given to expanding it, given adequate resources, over a five-year period. Advertising programs across the U.S. have shown continued growth over the past two decades, and future enrollment is predicted to continue to keep pace.  

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\[16\] In 1989, 6,956 students graduated from undergraduate advertising programs in the U.S; by 2004 that number has risen to 8,374. Graduate programs have also continued to expand, from 403 master’s and Ph.D. programs to 681, over the same time period. As might be expected, the number of fulltime faculty also rose: from 382 to 603. See Ross, p. 138.
APPENDIX J
Proposal for Major in
Integrated Corporate Communication
(2/27/2007)

Proposed Program and Justification

Description of the Integrated Corporate Communication Program

Multi-national corporations and non-profit organizations have long recognized the need to form lasting partnerships with their customers, members, investors, employees, and other constituent groups. Successful relationships depend not only on a company’s ability to craft strategic and consistent messages tailored to its constituencies, but also on its willingness to react quickly when these groups provide feedback. An important component in this dialogue is the interactive capability provided by new information and communication technologies. The integration of corporate messages and the application of new technologies to facilitate relationship building has been described as the business imperative for the twenty-first century.

The Integrated Corporate Communication program is designed for students interested in careers that combine corporate communications, public relations, advertising, and cross-cultural communication, with the emerging social media and new information and communication technologies. This program of study will provide both a theoretical foundation and an applied perspective for students seeking to pursue professional careers in corporate communication, public relations, interactive advertising, relationship marketing, and integrated marketing communication in the converged and digital global workplace.

• The program will provide a basic knowledge of communication theories, with particular emphasis on those that apply to corporate message design, cultural communication, organizational communication, interactivity, and convergence of new information and communication technologies.

• The program will prepare students who are entering the professional workforce to use current media and information technologies to facilitate organizational and corporate communication; moreover, it will provide students with the knowledge to integrate new technologies to solve communication problems, as these new tools emerge.

• The program will help students develop decision-making skills, information literacy skills, and formal, communication management presentation skills.

• The program will emphasize the need for professional coordination across corporate communication, public relations, cultural communication, and new technologies to facilitate organizational and promotional goals.

• The program will offer students an opportunity to apply concepts and theories to solve “real-world” communication problems.

**Why the College of Communication, Information and Media?**

Establishing an Integrated Corporate Communication program will leverage the strengths of the four academic units within College of Communication, Information and Media to create a unique program of study that will attract and retain new students. While current faculty members from each of the units within the College are already engaged in active teaching and research in this area, a distinct and integrated program will enable the College to attract new and talented faculty with special knowledge of the requisite theories, skills, and assessment methods in organizational, corporate, cultural, and mediated and converged digital communication.

**An integrated program, focused on convergence.**

Although many examples of universities that include integrated marketing communication in their colleges of business can be identified, the Integrated Corporate Communication program proposed here, located within the College of Communication, Information and Media, will be much better positioned to take advantage of the trends of interactivity and digital convergence that are shaping the study of communication and the uses of media technologies today. It its 2005 study, “A Global Imperative: The Report of the 21st Century Literacy Summit,” the New Media Consortium urges educators to develop new approaches to curriculum to prepare students for success in an era of digital convergence. The report’s authors point out that the concept of literacy in the 21st century – driven by the tools and technologies that allow sophisticated manipulation and creation of images, video, and sound – requires a new multimedia grammar and lends itself to interactivity. The faculty in the College of Communication, Information and Media possess the theoretical, artistic, and professional expertise not only to successfully implement this multi-faceted program, but to leverage their combined areas of inquiry to take advantage of opportunities for external funding in areas of corporate communication, public relations, multimedia writing, and interactive media production.

Recent reports on future of the corporate communications and public relations professions cite a growing need for practitioners with the ability to respond to the profound changes that will occur in the coming decades: from globalization and the “mainstreaming” of multiculturalism, to the increased opportunities for mobility, personalization of information, and interactivity in the corporate workplace. In a 2006 review of trends in employee communication, Stromberg Consulting, an affiliate of Ketchum Inc., identified several key factors, including

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20 Ibid., p. 3.
“democratization of information” – the ways in which new communication technologies allow employees to create, comment on, contradict, or even undermine, formal corporate communication, forcing the corporation develop new strategies – and employee engagement – the right mix of media, message and “moment” to influence internal audiences.

Potential Students

Students who plan enter the field as practitioners, as well as students who plan to continue their students at the graduate level.
1. Students who seek employment in organizations where breadth of skill set is necessary, desirable.
2. Students who wish to combine interests in theory and research with applied and experiential learning.

II. Proposed Structure of Program

Content

The areas of special knowledge and skills to be developed include corporate communication and public relations planning and management; corporate media design and planning; applications of new social media and other computer-mediated tools; cross-cultural communication; project management; and relationship marketing.

Emphasis will be placed on the uses new social media and interactive technologies in strategic communication programs for organizations, including planning, design, implementation and evaluation.

Program Requirements: (36 hours)

Core (18 hours):
Introductory course in corporate communication (could be met by )
Course in writing for the corporation (could be met by )
Course in communication in the online environment (could be met by )
Introductory course in multimedia/interactive design (could be met by )
Course in theories of communication & interactive media (could be met by )
Capstone course: Problems in integrated corporate communications (could be met by )

Electives (15 hours): Choose 5 from:
Course in cultural communication (could be met by )
Course in public relations & advertising law (could be met by )
Course in communication research (could be met by )
Course in professional communication (could be met by )
Course in campaign management (could be met by )
Course in small group communication (could be met by )

Course in organizational communication (could be met by )
Course in creative nonfiction writing (could be met by )
Course in feature writing (could be met by )
Course in information gathering; design of information (could be met by )
Course in proposal writing (could be met by )
Course in message design across the media: print, web, video (could be met by )
Course in interactive advertising (could be met by )
Course in corporate scriptwriting (could be met by )
Course in integrated marketing communication (could be met by )
Course in photography (could be met by )
Course in cultural translation

**Internship (3 hours)**
APPENDIX K
Proposal for Major in
Writing & Public Discourse
(Prepared Spring 2007)

I. Proposed Program and Justification

A. The Proposed Program: B. A. in Writing and Public Discourse

Based on JMU’s core values—Student-Centered, Excellence, Integrity, Mutual Respect, Service to Others—Writing and Rhetoric Studies proposes a major in Writing and Public Discourse focused on a commitment to civic, social, and professional responsibility.

Advanced proficiency in written communication is highly valued and necessary today. Therefore, the major in Writing and Public Discourse prepares students, through extensive course work in the theory, analysis, and practice of written rhetoric, to become critically reflective citizens and professionals engaged in ethically effective writing and researching.

Majors learn to examine and engage audiences in local to global contexts through acquiring theories, research methods, and practices for producing as well as analyzing all types of rhetorical action—written, spoken, visual, and multi-media. The major fosters a thorough understanding in its students that messages, audiences, media, and the writer as well, are shaped by social, historical, political, economic, and cultural conditions.

All human communication comprises rhetorical acts, for all communication requires the making of informed choices in relation to an audience. The major in Writing and Public Discourse focuses on preparing students to make those choices in the public/civic realm, where the writer as citizen critic participates in the decision making processes of our society via the analysis and creation of texts, both print-based and rhetorically converged (explained below). To insure the vitality of our society’s participatory democracy, to promote equality and tolerance, to create economically and ecologically sustainable and egalitarian communities, it is important for twenty-first-century citizens to perceive and analyze the communication opportunities and risks that emerge in our culturally diverse society. Toward those ends, the Writing and Public Discourse major will prepare students to adopt a rhetorical and critical perspective—that is, a deep understanding of how language characterizes social/cultural reality. The major includes courses that engage the issues raised by differences of race, class, gender, nationality, and political conviction.

Brief Philosophical Grounding

Philosopher Martin Heidegger (1927) called Aristotle’s Rhetoric “the first systematic hermeneutic of everydayness of being with one another” (Being and Time, 178), from that we maintain that the study of rhetoric is a humanistic endeavor concerned with the formation of judgment and moral-ethical choice, emphasizing the creation of a trained individual faculty for the critical appraisal and application of language, what the Ancients called phronesis, practical wisdom or prudence informing the ethical dimensions of our means when we seek to enable changes in the civic/public realm. In short, we seek to instill in our students responsible methods
of using written discourse to find the available and ethical means of agreement between constituencies for society’s improvement.

Theorists from classical to modern times have understood that effective critical and ethical written reasoning or argument on issues of cultural and social importance begins from points of agreement not disagreement (See: Douglas Brent, “Rogerian Rhetoric: An Alternative to Traditional Rhetoric,” *Argument Revisited, Argument Redefined: Negotiating Meaning in the Composition Classroom*. ed. Barabara Emmel, Paula Resch, and Deborah Tenny. Sage, 1996. pp. 73-96). Therefore, ethical practitioners of written public discourse are committed to the creation of written reasoning that seeks less to persuade than to inquire into answers to questions on issues of social import through employing writing that aids in developing consubstantial fellowships with others leading to the creation of knowledge. That is, a writer does not rhetorically employ (or disguise) knowledge to persuade an audience; rather, rhetoric operates “as a method of communication . . . between people as they seek to determine truth or fallacy in real situations” (Grimaldi, *Studies in the Philosophy of Aristotle’s Rhetoric*, 22); therefore, knowledge is rhetoric’s end, not its means, and it is created communally by writer and audience in order to solve problems, determine policies, and plan actions.

The above is not to say that the practitioner of rhetoric is subservient to the whims of his or her audience. On the contrary, through its focus on rhetoric-as-inquiry, as a means of creating knowledge, instead of rhetoric-as-technique or rhetoric that seeks mere persuasion or victory, this major nurtures critical faculties of mind in the students that are necessary for them to reveal weak reasoning and to offer alternatives, even to gainsay if necessary, and to analyze the effectiveness of others’ rhetorical acts. Also, and most importantly, this pedagogical approach instills a sense of rhetorical responsibility or ethics in the students, and that is the responsibility to change one’s mind when confronted with knowledge necessitating a reassessment of belief.

**B. Why Writing and Rhetoric Studies?**

“Engaging undergraduates in the academic discovery process is one of the hallmarks of a JMU education,” according to President Linwood H. Rose. “[W]e understand the value of involving our students in the creation of new knowledge to address the ‘big problems’ of our time: energy, environment, poverty, disease and global conflict” (“An early edge for undergraduates,” *Madison*, Spring 2007, pg. 7). JMU’s commitment to engaging undergraduate students in scholarly research has informed the creation of Writing and Rhetoric Studies’ major proposal, Writing and Public Discourse. Through writing in the public sphere, our students as educated and enlightened citizens can engage in the creation of solutions to problems, the discovery of new ideas, and the construction of a society guided by sound ethics. As writing and rhetoric scholar Walter J. Ong, SJ, wrote, “Writing is a technology that structures thought.” Literacy, Ong theorized, enabled human beings to create complex civilizations, order ideas in ways that led to new discoveries, and shape the development of our world today (“Writing Is a Technology that Structures Thought,” *Literacy: A Critical Sourcebook*, eds. Cushman, et al.

1. Whereas we find Brent's analysis of Rogerian rhetoric insightful and especially useful for explaining Rogers's theories to students, we find his analysis of traditional rhetoric insufficient. At least Aristotle, if not other traditional rhetoricians, understood that ethical reasoning begins in agreement.
Through reading and writing, we stand on the shoulders of giants and continue to make contributions to society through collaboration with those who came before us. Writing, then, is the substance—in the classical, essential-nature sense of *that which both supports and gives rise to*—allowing us to collaborate with the greatest minds in history. It also gives rise to today’s rhetorical convergence of media, through which we will reach out to each other globally, now and in the future.

“Rhetorical Convergence” is most simply defined, from Anders Fagerjord’s article *Four Axes of Rhetorical Convergence* (www.dichtung-digital.org/2003/4-fagerjord.htm), as “the combination in one medium of rhetorical forms or devices that were earlier only seen in separate media” (2). Rhetorical convergence is not new (for example, the secular drama of the Middle Ages converging with the Roman Catholic liturgy via Easter Play cycles), however, the current pace of the technology-driven convergence of rhetorical forms (e.g., a cell phone incorporating voice, text, images, and music) requires curricula geared toward examining the socio-cultural effects of 21st Century convergence and the teaching of a new type of literacy, one that develops new attitudes toward reading and writing as viewed through the lens of overlapping written, multimedia, and digital genres. The Writing and Public Discourse major meets this requirement through combining the liberal-arts tradition with the modern university's emphasis on professional studies. It applies rhetorical theory to human discourse through a practice-oriented approach. The major's curriculum integrates rhetoric's dual function, rhetoric as theory and rhetoric as practice, by bringing knowledge of classical and other rhetorical theories into relationship with contemporary cultural contexts. Writing and Public Discourse majors experience this integration and convergence through developing a critical consciousness of their own language use, through exploring how others’ rhetorical actions develop and are reinforced within cultures, communities, workplaces, professions, and classrooms, and through engaging in reflective practice in a wide range of written and digital genres.

The Writing and Rhetoric Studies program is uniquely situated to offer this major because of the expertise of its faculty, with 17 faculty members holding terminal degrees in rhetoric and composition or English. Formerly know as “The Writing Program,” Writing and Rhetoric Studies was created in answer to JMU’s commitment to professionalize writing instruction as recommended by the College of Arts and Letters’ Dean’s Task Force on Communication in 1998, and in proposing this major, we answer the call by both the Task Force and our program review External Review Team (2004) to develop a major.

**C. Why JMU?**

The Writing and Public Discourse major would not only be unique to Virginia but also to the region and nation. There are a few programs in the United States in writing and public discourse; however, they are either housed in English departments and require a large number of literature courses, or they are housed in technical writing concentrations (often also within English) and focus more on the vocational rather than the public aspects of writing. There exist a number of majors and concentrations in rhetoric and public discourse housed in departments, schools, and colleges of communication, but few if any infuse written rhetoric into their curriculums as significantly as does this major.
More importantly, however, is JMU’s location in the Shenandoah Valley. In August of 2006, Governor Kaine announced that, among others, Winchester, Harrisonburg, and Blacksburg were among the top 165 “Best Small Places for Business” in the U. S. It is significant that each of these cities sits on the Shenandoah’s Valley’s I-81 corridor, an area that, in 2001, Holly Rodriguez claimed was moving toward becoming a Metropolitan Statistical Area (http://www.virginiabusiness.com/magazine/yr2001/nov01/shenan.shtml). The Valley, as all who work and live in the area know, is much closer to that reality now, what with development over last six years, JMU’s growth, and the interest that organizations such as SRI and Criticon have taken in the area. These changes, along with expected continued growth, not only indicate an increase in valley employment opportunities for JMU graduates but also an increase in the need for graduates who can assist in promoting well-reasoned decision-making processes in relation to physical growth, economic development and environmental quality, social services, and quality of life issues. The Writing and Public Discourse major will produce said graduates, thus helping JMU continue its socially responsible citizenship in the Shenandoah Valley.

D. Students

We propose limiting the Writing and Public Discourse Majors to a maximum of fifty students per cohort. The selection of students will be based on portfolios of written work submitted early in the second semester of the sophomore year along with an application to the major.

Students who would be interested in the Writing and Public Discourse major are those students who wish to graduate into lives of civic and social involvement, and that type of student already attends JMU. For example, in 2007 “JMU ranked 14th in the nation among large colleges (those with more than 15,000 undergraduates)” for graduates who joined the Peace Corps. JMU had ranked second in the nation among medium-sized colleges and universities for graduates serving as volunteers with the U.S. service program in a 2006 ranking.” Also, JMU “was selected as a ‘college with a conscience,’ one of 81 of the nation's best colleges for fostering social responsibility and public service by The Princeton Review and Campus Compact, a national organization committed to civic service in higher education. JMU was the only Virginia college featured in the 2005 book, Colleges With A Conscience: 81 Great Schools with Outstanding Community Involvement” (http://www.jmu.edu/news/TheNewsroom/natl_recognitions.shtml). Also, as all who work at JMU know, the university consistently earns high praise and national recognition for its service-learning and alternative-spring-break programs.

However, as JMU moves toward converging the best of the teaching and research university models, furthering “JMU’s commitment to the country and society” (http://centennial.jmu.edu/portfolio/mission_statement.shtml), the university must also endeavor to increase the number of students who hold intellectual-growth philosophies of education, a small minority of incoming students (see http://oirsacs.jmu.edu/PerfMeasures/YearMeasures.asp?Yearid=2006-07). As faculty members across the campus understand, from General Education through graduate studies, regardless what goals students may have for themselves once graduated, if students work hard to learn for the sake of learning in all courses, then they will likely achieve their goals and, more importantly,
become an educated and enlightened citizens, thus serving, from James Madison, “. . . the public
good, the real welfare of the great body of the people [which] is the supreme object to be
By the former, we do not mean to belittle the personal philosophies of the majority of JMU’s
students. On the contrary, future teachers, social workers, and nurses would likely express
vocational philosophies of education, and they deserve great respect. Nevertheless, as JMU
adopts more research-university qualities, JMU should also turn an eye toward fostering an
increase in an atmosphere of intellectual growth, of knowledge seeking, among its students. The
Writing and Public Discourse major is designed to help foster that atmosphere and, in the future,
to draw applicants possessing knowledge-seeking habits of mind.

The major prepares students for graduate work in Communications, Advocacy, Peace and
Conflict Resolution Studies, Law, Strategic Leadership, and Rhetoric and Composition. Writing
and Public Discourse graduates who do not immediately pursue graduate and professional
degrees will find jobs in public relations, law, politics, ministry, advertising, public service and
administration, corporate communications, publishing and editing, lobbying, and social
entrepreneurship. The proposed major will give students the skills, experience, and confidence
necessary to take on the leadership roles that are inherent in those with exceptional writing skills,
whether as entry-level staff writers who articulate the vision and mission of organizations or as
key assistants to top leaders.

In addition, Writing and Public Discourse majors will be especially prepared for
participation in the emergent corporate social-responsibility paradigm, in which for-profit
corporations combine with non-profits for economic and social betterment. Recent research by
James E. Austin, Roberto Gutiérrez, Enrique Ogliastri, and Ezequiel Reficco (“Capitalizing on
convergence between the two sectors [corporate and nonprofit]. . . . This multifaceted melding of
the sectors creates opportunities to improve not only nonprofits and businesses, but also society
as a whole. Seizing these opportunities, however, requires a new managerial mind-set” (26).
This new mindset requires a new kind of leader, one who asks good questions not only about the
production and consumption of converged discourse but also about the possible social,
environmental, and economic impacts of following said discourse’s implications in relation to
growth and development.

Finally, Writing and Public Discourse majors will be prepared to play significant roles in
the growing field of Social Entrepreneurship. Social entrepreneurs employ entrepreneurial
means to work for social change, measuring their success not through profit and return standards
but through the impact they have on society. According to Roger L. Martin (dean of the Joseph
L. Rotman School of Management at the University of Toronto) and Sally Osberg (president and
CEO of the Skoll Foundation) “social entrepreneurship is growing rapidly and attracting
increased attention from many sectors. The term itself shows up frequently in the media, is
referenced by public officials, has become common on university campuses, and informs the
strategy of several prominent social sector organizations, including Ashoka and the Schwab and
Skoll foundations” (“Social Entrepreneurship: The Case for Definition,” Stanford Social
Peace Prize laureate, is consider a social entrepreneur for his concept of “microcredit,” providing
small loans to those too poor to qualify for traditional loans, thus creating what Martin and Osberg name a “new equilibrium” between social entrepreneurship and social activism (38), an equilibrium that requires the prudent application of judgment to the creation of public discourse such as will be practiced by students in this major.

II. Proposed Structure and Curriculum
(NB: Course titles and descriptions have not yet been modified to reflect the “public discourse” theme.)
The curriculum is divided into Core, Capstone, Depth, and Breadth requirements. Students must enroll in and complete at least one course designated Requires Community Service in order to successfully complete the major.

Core Requirements: 12 hours
Students must complete Writ 220 before beginning their Depth and Breadth requirements. Writ 221, Writ 309, and MGT 305 must be completed before the senior year.


WRIT 221: Contemporary Rhetorical Theories.

WRIT 309: Written Argumentation. An introduction to the development and analysis of argumentative strategies across a range of academic, professional, and popular writing contexts. Emphasis will be given to the cultural, historical, disciplinary, and professional bases for written argumentation. (WRIT 309 replaces currently existing Writ 210.)

MGT 305. Management and Organizational Behavior.
A study of management functions, decision processes and human behavior in business organizations. Ethical and political considerations are addressed, as are behavioral science research and its applicability to understanding organizational behavior. Prerequisites: Junior standing (56 hours) and a cumulative 2.0 grade point average in all courses taken at JMU. Open only to non-business majors.

Capstone Requirement: 3 units

WRIT 401: Capstone Seminar in Writing and Public Discourse. Academic and professional research and writing. A sustained research and writing project in a disciplinary or applied writing environment. Students will engage in rhetorical analysis of research methods and practices as they apply to academic and/or professional writing situations. Taken senior year. Designated writing intensive.

Depth Requirements: Major Electives: 21 hours (7 courses)
Distribution: Only 1 course may be at the 200 level and at least 3 courses must be at the 400
level. WRIT 401 (Capstone) does not count as meeting the requirement for 3 electives at the 400 level. Cross listed courses (WRIT/SCOM 351 and WRIT/SCOM/WMST 420) count as a Depth elective when taught by Writing and Rhetoric Studies faculty and as a SCOM Breadth elective when taught by other faculty. Substitutions from other academic units will be considered on a case-by-case basis, but students must gain their advisor’s approval prior to registering for courses. Students may substitute no more than one course in the Depth requirement and two courses in the Breadth requirement; however, Breadth substitutions must come from the same department as the courses listed for fulfilling the requirement. Courses can only substitute at the same level, 200-level for 200-level, 300-level for 300-level, 400-level for 400-level. Students must either complete GWRIT 103 or its equivalent or meet the Cluster 1 writing requirement through some other means (waiver, dual enrollment, etc.) prior to enrolling in any courses in the major.

200-level courses

WRIT 211: Writing, Rhetoric and Cultural Identity. How writing identities emerge in relation to cultural constructions such as race, nationality, ethnicity, gender, sexuality, aging, and disability. Focus will vary by instructor. Prerequisite: WRIT 220 or permission of instructor.

WRIT 225: Rhetorical Manipulation: Politics, Propaganda, & Advertising. Study and practice of techniques for exposing and critiquing implicit persuasion across a wide range of public media. Prerequisite: WRIT 220 or permission of instructor.

WRIT 250: Rhetoric and the Personal Essay. Students will study the rhetorical nature of the personal essay through reading and composing personal essays drawn from research into and observations of the human and natural worlds. Designated writing intensive. Prerequisite: WRIT 220 or permission of instructor.

300- and 400-level courses

WRIT 310: Studies in Literacy. An advanced research and writing course designed to explore the important role literacy plays in society. Students will examine the concept of literacy through historical, political, sociological, educational, and cross-cultural lenses. Prerequisite: WRIT 230 or permission of instructor.

WRIT 320: Rhetoric in the Public Sphere. Advanced rhetorical study of texts produced for the public sphere. An emphasis on the use of writing and public agenda setting, including such issues as the challenge to the distribution and support of power, the public reaction and response to public issues rendered into narrative, and the reaction and response of readers to change. Prerequisite: WRIT 230 or permission of instructor.

WRIT 323: Environmental Literacy. Study of contemporary environmental issues that include but are not limited to global warming, technological waste, food production, and transportation. Particular attention will be paid to the ways environmental issues are rhetorically positioned, both nationally and globally. Designated writing intensive. Requires community service. Prerequisite: WRIT 230 or permission of instructor.
WRIT 330: Technology & Writing. An advanced research and writing course that explores the interrelationships of technology, literacy, and society. Students will examine the influences of past, present, and future technological innovations on our practices as readers and writers and on our understanding of the human condition as well as on the process and outcomes of public discourse. The course also examines the effects of convergence of communication technologies (blogs, wikis, multimedia applications, etc.) on rhetoric and the public discourse. **Designated writing intensive. Prerequisite:** WRIT 230 or permission of instructor.

WRIT 332: Making a Difference: Service Learning Writing. Using readings and community service, this course explores political and social activism through writing and rhetoric. Combines theory and writing with hands-on projects in the community. Requires 15 hours of community service. **Designated as writing intensive. Requires community service. Prerequisite:** WRIT 230 or permission of instructor.

WRIT 340: Teaching Writing. The course introduces students to the major philosophies, theories, and pedagogies of teaching writing. Special attention is devoted to such practical matters as understanding and developing effective writing assignments, methods of responding to student texts in progress and evaluating writing. **Designated writing intensive. Prerequisite:** WRIT 230 or permission of instructor.

WRIT/SCOM 351: Visual Rhetoric. In today’s culture saturated with visual persuasion, visual literacy is paramount. This course is a study of the rhetorical foundations of visual and verbal arguments in academic disciplines and popular culture. Students will analyze and produce visual and verbal arguments in a variety of rhetorical contexts. **Designated writing intensive. Prerequisites:** WRIT 230 or permission of instructor.

WRIT 410: Studies in Cultural Rhetorics. The course will investigate the ways in which definitions of our identity (including class, gender, race and ethnicity, sexuality, nature, and region, among others) acquire cultural significance through written and symbolic expression. Students will examine a variety of different "texts" from a range of theoretical perspectives. **Prerequisite:** WRIT 210 and 220, or permission of instructor.

WRIT/SCOM/WMST 420: Feminist Rhetorics.

WRIT 421: Rhetoric and Democracy. Examines the historical and theoretical relationships between rhetorical practices and democratic culture. Studies rhetoric as a mechanism for establishing and improving democracies from ancient Greece to contemporary America and beyond. **Requires community service. Prerequisites:** WRIT 230, one prior 300 level WRIT course, or permission of instructor.

WRIT 425: Authorship & Intellectual Property. Examines historical and contemporary perspectives on issues such as originality, creativity, authorship, collaboration, plagiarism, and rights to the ownership and proprietorship of intellectual property. **Prerequisites:** WRIT 230, one prior 300 level WRIT course, or permission of instructor.
WRIT 430: Style and Stylistics. An advanced rhetoric and writing course which examines ways in which various writing genres use stylistic devices to achieve rhetorical impacts and influence audiences. Students will get the opportunity to analyze and critique various writing styles, including the styles used in today’s social and political discourses. Designated writing intensive. Prerequisites: WRIT 230, one prior 300 level WRIT course, or permission of instructor.

WRIT 432: Postmodern Rhetorics. Study of language and the impact post-structural theory has had on classical rhetorical notions of persuasion, audience, authorship, purpose, and genre. The course readings will range across disciplines, with emphasis on the rhetorics of science, history, anthropology, and literature. Prerequisites: WRIT 230, one prior 300 level WRIT course, or permission of instructor.

WRIT 435: Contrastive Rhetorics

WRIT440/JUST301: Rhetoric and Justice. This writing intensive course will investigate the rhetorical nature of “justice” as it relates to current national and international issues. Students will compose in-depth case studies, position papers, and practice using research oriented, argumentative writing skills. Central to our class discussions are the ways we use language to solidify or undermine accepted norms of justice. Designated writing intensive.

WRIT 496: Advanced Writing Studio. Special topics, such as: Composition Theory, Rhetoric of Science, The Rhetoric of Survival, Rhetoric and Cognition, Rhetoric and Knowledge in the Disciplines. Designated writing intensive. Prerequisites: WRIT 230, one prior 300 level WRIT course, or permission of instructor.

Breadth Requirement: 9 hours via a combination of 3 courses
Writing and Public Discourse Majors are required to take complementary elective hours outside the department, in order to gain a well-rounded educational background, to be selected from the following list.

Pick 2 courses from the list below
SCOM/WRIT/WMST 420: Feminist Rhetorics
SCOM 331: Communication and Conflict
SCOM 341: Persuasion
SCOM 342: Argument and Advocacy
SCOM 346: Free Speech in America
SCOM 347: Communication, Diversity and Popular Culture
SCOM 348: Communication and Gender
SCOM 352: Communication and Social Movements
SCOM 353: American Culture and Communication
SCOM 354: Communication, Environment and Environmentalism
SCOM 431: Legal Communication
SCOM 453: Political Campaign Communication
SCOM/SMAD/POSC 472: Media and Politics
Pick 1 course from the following list.
POSC 316: Contemporary Political Theory
POSC 321: Political Theory and Ideology
POSC 362. Political Behavior
POSC 365. American Political Campaigning
APPENDIX L
Proposal for M.A. in
Communication and Advocacy Studies
(9/23/05)

I. The Proposed Program and Justification

A. The Proposed Program: M.A. in Communication & Advocacy Studies

Advocacy Studies as a field of inquiry is a burgeoning discipline. In recent years a number of academic and professional programs, which focus on the study of advocacy, have emerged within the United States and abroad. However, as of yet there are no graduate programs in Advocacy Studies in the United States, and none in the world that are situated within the communication discipline or a School of Communication Studies. Thus, this will be the first such program of its kind in the nation, and will place JMU at the forefront of this important new field of study.

While the study of advocacy dates to classical Greece, and thus has a rich tradition of classical, modern and contemporary scholarship to draw upon, JMU’s Advocacy Studies program goes beyond traditional programs in rhetoric and/or communication studies. It explicitly links professional skills training in advocacy with graduate level liberal arts scholarship and social scientific research. By doing so, our program returns to the roots of classic rhetorical education and links practice and theory in a profound manner. Moreover, in addition to teaching technical and practical advocacy skills, our program puts the techniques and practices of advocacy—as well as the very concept of advocacy—to the theoretical test. This means that the

24 A Higher Certificate in Humanities in Advocacy Studies at the Institute of Technology Sligo, Ireland, was launched in 2004. This is a 2-year online Advocacy Training Program with a disability focus. Other examples of programs related to advocacy studies include: (1) the Victim Advocacy Certificate Course, an online course at the Center for Legal Studies in Golden, CO (for the “rapidly growing field of victim advocacy and assistance”); (2) an undergraduate Child Advocacy Studies Program at Winona State University; (3) a Doctoral Specialization in Counseling Leadership, Multiculturalism, Social Justice and Advocacy at George Mason University, in the Graduate School of Education; (4) Graduate Studies in Health Advocacy at Sarah Lawrence College; (5) Master of Public Advocacy and Action at Victoria University, St. Albans; (6) Master of Advocacy and Political Leadership at the University of Minnesota Duluth; and (7) M.A. in Advocacy Studies (with options for a postgraduate diploma and a postgraduate certificate), University of Warwick, England. In addition, law schools have begun to view advocacy as the subject of specialty and certificate programs, such as: (1) University of Notre Dame Law School Trial Advocacy Program; (2) Hastings College of Law Trial Advocacy Clinic; (3) Temple University LL.M. in Trial Advocacy; (4) UC Davis School of Law Trial Advocacy Program; and (5) John Marshall Law School, Advocacy and Dispute Resolution Program and Center.

25 An M.A. program in Advocacy Studies (with options for a postgraduate diploma and a postgraduate certificate) has been instituted at the University of Warwick, England.
epistemological, social, cultural, and ethical aspects of advocacy (and the topics of advocacy) will be explored with an eye toward the role(s) that advocacy plays in public and private life. Thus, the program advances the study of advocacy itself: practice informing theory, and theory informing practice.

Our program situates the new field of advocacy studies within the field of communication by recognizing that all forms of advocacy are forms of communication. The program also recognizes that not all forms of communication involve advocacy. Students who complete our program will master the techniques and understand the complex social, cultural and theoretical aspects of the particular form of communication that is advocacy, as well as those associated with the general study of communication. Thus, students who complete our program (whether they seek professional competence or are preparing for a doctoral education) will earn a masters degree that recognizes competence in the specific field of advocacy and the general field of communication.

This program is ideal for those who seek specialized analytical and practical skills in preparation for a career, or career advancement, in any number of professions such as law, politics, business, social work, public relations, and public or private administration. It is also designed for those students who intend to pursue an advanced degree in communication, rhetoric, law, politics or any number of related fields.

B. Why the School of Communication Studies

JMU’s School of Communication Studies is well positioned to offer the first U.S. graduate degree in Advocacy Studies for several reasons. First and foremost, the undergraduate program in the JMU School of Communication Studies currently houses the breadth of disciplinary specialties that are necessary for an innovative and rigorous master’s program in Advocacy Studies. These specialties include: Conflict Analysis and Intervention, Public Relations, Organizational Communication, Political Communication, Public Communication, Cultural Communication, Health Communication and Interpersonal Communication. The graduate program can draw upon the expertise of faculty members in these specialties. Second, our school’s newly created Center for Constructive Advocacy and Dialogue and its two newly revamped Institutes (The Institute for Conflict Analysis and Intervention, and The Institute for Health and Environmental Communication) are poised to supplement an innovative and exciting graduate program in Advocacy Studies with opportunities for student participation in research projects, internships and service learning.

C. Why JMU

According to the JMU Centennial Strategic Plan 2004-2008, JMU is committed to six goals, one of which is establishing six to eight graduate programs that are recognized as nationally prominent. According to this plan, the small cadre of nationally distinctive graduate programs will enhance the reputation of the university and attract faculty members and students of the highest caliber. SCHEV has the additional concern that programs within the state not be duplicative.
The proposed M.A. in Communication and Advocacy Studies will establish a unique program of national distinction that does not duplicate other programs in the state. Evidence to support this claim follows.

1. Few M.A. programs (communication or otherwise) currently address “advocacy.”

   a. **Nationally.** No Master’s level program in Communication with a focus on advocacy could be identified in the U.S., using the NCA website or popular search engines such as Google.

      i. A search on the website of the National Communication Association revealed that “Advocacy” is not one of the common concentrations for graduate programs in communication.

      ii. A search using the Google search engine and the terms “communication” and “advocacy” turned up only a single graduate program: The University of Minnesota Masters Degree in Advocacy and Political Leadership. This program appears to be based in the political science discipline.

   b. **Virginia.** No Master’s level program in Communication in Virginia offers a concentration in advocacy as we conceptualize it. What is currently offered in Virginia is as follows:

      i. **George Mason University:** MA in Communication: “The program emphasizes study in health, risk, and crisis communication, which we define as the study of physical harm, its shared meanings, and its alleviation.”

      ii. **Radford University:** MS in Corporate and Professional Communication

      iii. **Regent University:** MA in Communication: Media, Faith and Culture

      iv. **Old Dominion University:** MA in Humanities: Emphasis in Culture, Technology and Social Change

      v. **Virginia Tech University:** In its M.A. in Communication, Virginia Tech offers “two areas of emphasis in communication research -- media studies and public advocacy -- .... each influenced by the latest trends in communication scholarship and communication technology. Media studies includes such sub-areas as mass media effects, mediated technology and society, and media criticism; public advocacy explores public relations and political communication research.” As we discuss in the next section, the JMU program is distinguishable from this program.
2. Those graduate programs that do address “advocacy” are not communication oriented, or have a limited understanding of advocacy as a field of inquiry.

   a. Many programs that claim to teach advocacy at a graduate level (most notably law schools but also political science programs) overlook the contributions of communication theory and research to an understanding of advocacy and its practice.

      i. Although advocacy is a traditional dimension of legal education, most law schools focus more on the formalities of the legal system than on the art and science of communication.

      ii. Advocacy is not treated as an academic unit or scholarly discipline in law schools, but rather as a skill set or a “focus” of certain courses in the law school. Example: The University of Wisconsin Law School, Communication and Advocacy Program.

   b. The programs that do link advocacy and communication (such as the program at Virginia Tech) have a limited vision of advocacy. That is, they equate advocacy with public relations and political communication. In addition, they fail to recognize, situate and integrate the interpersonal, cultural, organizational, ethical and public dimensions of advocacy.

3. The time to act is now. There appears to be a growing interest in the area of advocacy.

   a. Northern Illinois University (a JMU peer institution), Department of Communication, offers an “undergraduate emphasis” (but not a graduate program - yet) in “Communication, Culture and Advocacy.”

   b. The University of Maryland Center for Teaching Excellence has proposed the development of a Communication and Advocacy “cluster” of three courses for undergraduates in the U.Md. Department of Communication, (www.cte.umd.edu/grants). This program is now in its second year and has a waiting list.

   c. Law schools are beginning to adopt “concentrations” and offer “certificates” in specialized areas in order to distinguish themselves, and several now offer certificates in advocacy.26

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26 See, e.g., (1) University of Notre Dame Law School Trial Advocacy Program; (2) Hastings College of Law Trial Advocacy Clinic; (3) Temple University LL.M. in Trial Advocacy; (4) UC Davis School of Law Trial Advocacy Program; and (5) John Marshall Law School, Chicago, Advocacy and Dispute Resolution Program and Center.
D. Target Audience of Potential Students

We envision a degree that can serve the needs of a dual audience: (1) the student who plans to continue to an advanced degree program; and (2) the student for whom the Master’s degree is a terminal degree and who plans to enhance his/her career with a graduate degree. Therefore, we anticipate that our students will include:

1. Students who seek an M.A. in preparation for further education such as Ph. D. or law school.

2. Students who seek employment in areas where strong advocacy skills are valued, e.g., health, environment, criminal justice and justice studies, social work, education, legislation, lobbying, law, politics, and the non-profit sector.

   An Internet search for employment opportunities that used “Communication and advocacy” as the search string retrieved listings in these areas:

   - Sentencing advocate
   - Lobbyist
   - Activist
   - Non-profit staff and executive positions
   - Advocates for the environment, the sick or elderly, the disabled, minorities, animal rights, special education, etc.
   - Public health information officer
   - Legislative aide
   - Corporate communications staff or executive
   - Social worker
   - Most interesting was a position advertised by the United Nations for a “Communication and Advocacy Specialist.” See www.etharc.org/vacancy/vacmay24041.htm.

3. Mid-career professionals who wish to further develop their careers, or prepare for a career change, by enhancing advocacy expertise.

   a. State and federal employees (both capitals in reasonable proximity to JMU)
   b. Corporate employees (for example, we learned that the World Bank values advocacy skills enough to provide a training module in Communication and Advocacy for certain of its employees.) This indicates that organizations desire employees with advocacy skills and that organizations are now in need of experts to deliver such training.
   c. Students who are attending law school and pursuing a Certificate or dual degree in cooperation with JMU. (We believe a program of this type would be appealing to attorneys and law students in the area. We also can envision the possibility of creating partnerships with law schools whereby students
would take a 5-year course of study and graduate with both a law degree and an M.A.

d. Students in Master’s programs in Social Work or Education, who might be interested in a dual degree program or certificate in advocacy studies.

D. Economic Viability

1. **Central Shenandoah MSA Status:** Central Shenandoah Valley is on the verge of becoming a recognized Metropolitan Statistical Area (MSA). Information from the 2000 census indicates that a “new metropolis is emerging” in the central Shenandoah Valley. The combined population (217,000) of Rockingham and Augusta counties, and the cities of Harrisonburg, Staunton, and Waynesboro is now larger than the Charlottesville, Lynchburg and Danville Metropolitan Statistical Areas (MSA). Furthermore, evidence suggests that the central Shenandoah Valley will continue to grow at a rate equal to, or faster than that of the state of Virginia. (Rodriguez, 2001, [www.virginiabusiness.com/magazine/yr2001/nov01/shenan.shtml](http://www.virginiabusiness.com/magazine/yr2001/nov01/shenan.shtml)).

2. **MSA Status means market viability:** Pending MSA status indicates that the area can support an M.A. program of this type. As the Central Shenandoah Valley grows, the demand for a workforce with communication expertise will continue to grow.

3. **National prominence:** Because this is the first program of its kind, we expect to draw from a national applicant pool.

II. Proposed Structure of Program

A. Content

The program provides students with a foundation in rhetoric and communication studies, which will prepare them for the very best doctoral programs in the field. It is also flexible enough to enable students to tailor a program of study in communication and advocacy to meet their needs. It is designed to ensure that students have a broad understanding of classical and contemporary communication and rhetorical theory, and contemporary social scientific research methods. Remaining coursework would then build upon the unique niche that the program serves and the resultant skill set, as well as other elective coursework to meet the interests of both faculty and prospective students.

**Program Requirements: Thesis Option**

1. Completion of 30 hours of coursework
   a. The 12 hour core
   b. 18 hours of elective courses (3 of which are a seminar in Advocacy; option to select up to 6 hours of internship and/or service learning credits)
2. 6 hours of thesis credits
3. Completion of Comprehensive Exams
4. Thesis
5. Oral defense of thesis

Program Requirements: Professional Option

1. Completion of 36 hours of coursework
   a. The 12 hour core
   b. 18 hours of elective courses (3 of which are a seminar in Advocacy)
2. 6 hours of internship and/or service learning credits
3. Completion of Comprehensive Exams
4. Presentation of one Research Paper of graduate caliber (developed from the internship or service learning experience)

Courses (36 hours): Each course is 3 hours, unless otherwise noted

Core (12 hours)

Core Courses
Introduction to Advocacy Studies
Introduction to Communication Theory
Introduction to Rhetorical Theory (could be met by TSC 570 or TSC 580)
Introduction to Research Methods

Electives (18 hours)*: Seminars, which offer different topics, may be repeated twice.

Seminar in Advocacy (at least one is required)
Seminar in Communication Theory
Seminar in Rhetoric
Seminar in Research Methods
Seminar in Persuasion and Social Influence
Seminar in Conflict Analysis and Intervention
Seminar in Public Relations
Seminar in Organizational Communication
Seminar in Political Communication
Seminar in Health Communication
Seminar in Cultural Communication
Seminar in Interpersonal Communication
Internship for MA
Service Learning for MA
Independent Study for MA: Prospectus
Independent Study for MA: Thesis
*3-6 of these credits may come from outside the School of Communication Studies—Approvals from the program director and the student advisor are required.

B. Structure

In order to make this program accessible to those with employment responsibilities, we suggest that courses be offered in a combination of distance learning and night/weekend formats.

We recommend the creation of specific certificates (e.g. certificate in health communication, or health communication and advocacy) with specific courses of study, which could be approved by the graduate faculty.

We also recommend a possible 5 year BA/MA program, as well as a possible 5 year MA/JD program or some other form of cooperative program with a nearby law school.
1. Background

Convergence

The media and telecommunication industries are undergoing a fundamental shift. A large number of traditional media companies such as The Washington Post, Media General and the Tribune Company have taken steps to merge newspapers, broadcasting outlets and web sites to disseminate information on multiple platforms.\(^1\) Mobile phone companies such as Sprint and Verizon have invested billions of dollars building “next-generation” broadband networks to expand into the delivery of archived and real-time video programming.\(^2\) At the same time, traditional phone companies are delivering video services bundled with their existing voice and Internet access. Cable companies now offer voice service, along with their traditional video channels, bundling what they call a “triple play” of voice, video and data.\(^3\) Adding to this trend are Internet companies such as Google, Yahoo! and Microsoft who are offering new services including video and voice.

The mantra of this change within the industry is “convergence.” As a multi-dimensional phenomenon, convergence is playing out in a number of different areas, including:

*Technological or device convergence.* This refers to the integration of personal communication, computing and consumer electronics on a single device or delivery system. The functions found on separate appliances such as cell phones, digital cameras and PDAs (personal digital assistants) are today being integrated in a single *hybrid device*.

*Corporate or business convergence.* Companies bundle telecommunication services previously outside their realms. It’s becoming hard to distinguish companies as telephone, cable TV or broadcasting enterprises when all of them are crossing over into video and data services. Businesses today co-develop and co-market new products, services and business models, while developing innovative partnerships to develop strengths beyond their historical roots.

*Content convergence.* This term refers not to media company mergers, but the convergence of content among newspapers, magazines and broadcasters to deliver news and entertainment. To survive, traditional media companies are creating content for print, video and the web. Both newspapers and broadcasters now spin their content in the form of text, photos, video and interactivity.

*Role convergence.* Those working in the media and telecommunication industries must know how to create messages for print, video and the web, and they must know which media to choose for which types of messages. This converging of roles requires a varied set of skills and has implications for educational programs at both the undergraduate and graduate level.
**Social Media**
Along with convergence comes the ability for users to control, personalize, share and engage in the media experience. The growth of so-called social media or Web 2.0 vehicles is reshaping the online experience. Blogs, Wikis, P2P networks, RSS feeds, podcasts and vodcasts, as well as social networking websites such as Facebook, MySpace and YouTube, are part of the growth in user-contributed social media. According to Forrester Research, “Social computing is not a fad. Nor is it something that will pass you or your company by. Gradually, Social Computing will impact almost every role, at every kind of company, in all parts of the world.”

This growth has left many in the corporate sphere struggling with how and where to find their customers, users and audiences. Key to this challenge is the fact that markets are now conversations and unless companies are willing to engage in those conversations they will be left behind.

Those who produce content must understand the more active role media users play and reach them via the avenues they prefer. These changes are about technology, but more importantly they reflect the significance of content created specifically for new delivery methods, display devices and viewing patterns.

### 2. Why SMAD
JMU has already committed significant resources for SMAD’s new state-of-the-art high-definition video production facility in the lower level of Harrison Hall. The facility contains a studio, control rooms and lab areas for hands-on instruction and experimentation in convergence. These resources place JMU in exclusive company, as we are one of just a few programs in the country with an all-digital, high-definition production facility. An opportunity exists to leverage cutting-edge video technology and apply it to a program focused on the issues of convergence.

Convergence and video are a natural fit. A Nielsen/NetRatings study found that by 2006, more than 60 percent of online Americans connected to the Internet via a high-speed broadband connection - mainly through phone or cable lines. As Internet connection speeds have increased, rich-media products such as animation, audio and video have proliferated. It is clear that the killer-application of convergence is video and SMAD is well positioned to apply resources to the challenges faced by the industry.

SMAD faculty members engage in both traditional scholarship and creative activity. Professors hold either a Ph.D. or M.F.A. as a terminal degree and the program has a long history of engagement in both conceptual and creative endeavors. Students enrolled in the new graduate program would find faculty able to engage in both theoretical and applied areas of convergence.

### 3. Why the College of Communication, Information and Media
The James Madison University College of Communication, Information and Media will be well suited to implement a program in convergence and social media. As a communication discipline, we share a belief that people use messages to generate meaning across various contexts, cultures, channels, texts and media.

The coursework will draw on a body of research grounded in communication theory and all of our programs will be able to contribute to the theoretical base. The graduate program will draw...
on SMAD’s strength in technology and mediated communication, SCOM’s emphasis on human and social communication (interpersonal and organizational), TSC’s contributions in usability and knowledge management and the Writing Program’s stress on writing and social rhetoric.

Given the requirements of convergence, other JMU colleges could make important partners in a trans-disciplinary program. The College of Business could provide coursework in management and marketing; the College of Visual and Performing Arts could offer classes in graphic design and other units in the current College of Arts & Letters would be able to contribute historical and political dimensions in the study of technology, society and convergence.

4. Opportunities for External Funding
The time is right to seek funding for convergence program initiatives. At the campus level, expectations to seek external funding are increasing for those outside STEM disciplines (science, technology, engineering, mathematics).

Media and telecommunications companies have shown an interest in funding creative programs in convergence. In 2002, Ifra, based in Darmstadt, Germany (the world’s leading association for newspaper publishing), helped fund a convergence newsroom called “Newsplex” at the University of South Carolina. Indiana University used funding from a Knight grant (John S. and James L. Knight Foundation) to integrate convergence journalism into its program. A $20-million grant from the Lilly Endowment to Ball State University was earmarked specifically for “innovative content for digital communications.” The seed money from that project led to partnerships with Avid (makers of video/audio editing applications) and other equipment manufacturers.

Communication is growing in recognition as a discipline. In 2001, the Department of Education revised its topology and more clearly defined communication as a discipline in its Classification of Instructional Programs (CIP Codes). In 2004, the National Research Council (NRC) voted to include communication in its national study of doctoral programs. This led to greater recognition among funding agencies that communication programs are engaged in research and application worthy of funding consideration. Furthermore, communication research is gaining visibility due to the relevance of critical areas of study such as journalism education, risk communication, health communication and cultural studies. Clearly, a program in convergence and social media would provide JMU with leverage in seeking external grants, agency funding, corporate sponsorships and industry contacts in support of our mission.

SMAD’s longstanding relationship with Apple Computer (thanks largely to our Apple Distinguished Educator, John Woody) is especially ripe for funding opportunities. Apple makes a number of software applications suitable for instruction in convergence and it would be logical for a company like Apple to gain visibility by connecting to an innovative program in convergence and social media.

5. Proposed Program
Reflecting our unique characteristics, the SMAD M.A. in Convergence and Social Media will have two major sequences.
• **Theoretical Sequence**: Students in this sequence will be exposed to the major issues affecting media and telecommunications firms, both domestically and abroad. The sequence will explore the impact of new technologies on the existing media landscape and will examine the practical aspects of life in an information-rich society. Critical perspectives of digital convergence and media conglomeration, along with utopian promises about societal benefits of technology will be explored. Students will learn how to conduct media research and analyze the forces both shaping and being shaped by the convergence of media.

• **Applied Sequence**: To respond to the changing landscape of media communications, this program offers students the opportunity to learn new methods of telling stories and creating media content designed for a variety of distribution platforms. The program does not teach production skills as its primary role, but instead focuses on content development for the converged environment. Students are challenged to find ways to tell stories that are engaging, without following traditional standards, through a combination of media.

6. **Proposed Structure of Program**

Each sequence will contain 36 hours culminating in either a thesis (Theoretical Sequence) or a project/report (Applied Sequence). The two sequences will share a common core of overview, theory, history and ethics coursework making up 9 hours.

The *Theoretical Sequence* will give students the background necessary for management positions in media and Internet companies. Those who have worked in the industry would find the degree suitable for re-entry in management tracks. The sequence will attract those who are interested in studying the business, cultural, economic and political aspects of convergence and social media. The conceptual and theoretical aspects of this program could also lead to careers in research, teaching or pursuit of a doctoral degree.

The *Applied Sequence* will attract those interested in developing practical skills to create messages and user contribution tools utilizing text, images, audio and video for multiple platforms and applications. Students will work in applied areas of convergence and Web 2.0 technologies aimed at practical and hands-on careers in the industry. Professionals from the fields of broadcast and electronic media, advertising, and public relations who want to expand their capabilities and employment opportunities in the area of converged media would potentially apply to this sequence.

Students who have completed undergraduate programs in communications media would be eligible for the program. Previous production experience will be a prerequisite for admission to the Applied Sequence. Both sequences will immerse students in these issues with conceptual and practical dimensions, but students will be able to choose a sequence that best fits their interests and career goals.
A key component of both sequences will be a “Convergence Lab”, housed in our new high-definition video area, in which students work in a specially equipped lab on a semester-long real-world communication problem for a client or outside group. Students will be required to plan and execute a communication strategy using appropriate media (print, video, web) and utilize pertinent social media applications to carry out the objectives of their campaign. The lab will contain organizational space for planning campaigns, as well as computers and other equipment to create materials for print, video and web. The students can take advantage of the Convergence Laboratory for their thesis or project/report as well.

**Courses: (9 hours):**

**Core**
Principles of Convergence  
New Media Theory & History  
Media Ethics

**Theoretical Sequence (21 hours)**
Living in the Information Age: Contemporary Issues  
Telecommunication Policy and Regulation  
Globalization: Media and Telecommunications  
Research Methods  
Convergence Lab  
*Thesis* [6 cr.]
*Final Oral and Written Examination*

**Applied Sequence (21 hours)**
Print Production  
Digital Video and Audio Production  
Interactive Media Production  
Online & Convergent Journalism  
Convergence Lab  
*Project/Report* [6 cr.]
*Final Oral and Written Examination*

**Both sequences choose two from: (6 hours)**
*(Courses from this list could be graduate or undergraduate 400/500 level courses)*
Intercultural Communication  
Leadership: Management of Organizational Behavior  
Technology and Writing  
Electronic and Online Publication  
Science and Technology in Literature  
Marketing  
Advertising  
Entrepreneurship  
The Global Economy and Nationalism  
History of Technology
References


APPENDIX N
Proposal for M.S. in
Health Communication
(Prepared Spring 2007)

Broad rationale: As Edgar and Hyde (2005) found in a recent survey, “a master’s degree in health communication provides an individual with a very marketable credential” (p. 13). There is a growing need for better health care communication within our current health care system as evidenced by high rates of patient non-compliance, the growing numbers of the uninsured, and low rates of health literacy. A recent Consumer Reports survey of 39,090 patients and 335 primary-care physicians found that physicians and patients disagree about the outcome of treatment conversations (Get better care from your doctor, 2007, February). Fifty-nine percent of physicians said their patients often did not follow the prescribed treatment while nearly all patients reported that they believed they were following the prescribed treatment (Get better care from your doctor, 2007, February). As of 2005, approximately 47 million people were without health insurance coverage, rising 15.6 percent from 2004 (Denavas-Walt, Proctor, & Lee, 2006). Low health literacy is a problem plaguing the consumer oriented health care industry, as nearly half of all adults (90 million people) have difficulty comprehending and utilizing health care information (National Academy of Sciences, 2007). The managed care environment has a negative and significant impact on physicians' level of satisfaction (Lammers & Duggan, 2002). A majority of physicians believe drug companies and insurance companies benefit more from the current health care structure than primary-care doctors and patients (Get better care from your doctor, 2007, February). One common element in adversarial doctor-patient interaction is poor communication (Strous, Ulman, & Kotler, 2006).

Over the 2005-2006 academic year, the IIHHS Educational Futures Task Force analyzed current societal and educational trends as they relate to workforce needs for the future arena of health and human services and made recommendations of new programs (this is broadly defined: continuing ed, certificate programs, minors, majors, doctoral programs) based on the analysis of needs and the strengths and resources of JMU. Their recommendations include creating several new health and health-related programs, at all levels. The programs (again, program is broadly defined) the Task Force recommended JMU pursue are

- Health Informatics
- Bioinformatics
- Care Coordination
- Health Policy Analyst
- Genetic Counseling
- Genomics
- Nursing (already working on a doctorate in Nurse Practitioner)
- Cognitive-Neuroscience (already started)
- Global Health Ecology
- Health Administration
- Counseling (Crisis Response) (already going at the doctoral level)
- Aging/Gerontology
- Disability Studies
- Interdisciplinary Health and Human Services Studies
Several of these programs are already in the works. A master’s in Health Communication will be beneficial to students interested in health and human services fields, specifically Care Coordination, Health Policy Analyst, Global Health Ecology, Health Administration, Counseling, Aging/Gerontology, Disability Studies, and Interdisciplinary Health and Human Services Studies.

As JMU continues to emphasize the addition of practical, cutting-edge MA programs, an interdisciplinary health communication degree is a strong addition. The health care sector of society continues to grow, and people who can facilitate communication among different aspects of that sector (physicians, patients, insurance companies, and the media, for example) will be increasingly in demand.

Possible groups served: Undergraduates in any of the disciplines served by the college, notably those in the health communication concentration of the School of Communication Studies, may be interested in pursuing graduate study. Additionally, local health care professionals at Rockingham Memorial Hospital, Martha Jefferson Hospital or Augusta Medical Center may be interested in improving their job prospects by acquiring this degree. As a broad-based degree, with a required core but a wide range of available classes, it provides tremendous flexibility for those currently in health care to choose courses most applicable to them. As one of only two health communication MS programs in the state of Virginia, it should be able to appeal to an audience of people from across the state and region. Edgar and Hyde (2005) found that the most common employers of graduates of the largest health communication master's program were, in order, government agencies, hospitals/medical practices, advertising/PR/marketing firms, and educational institutions. According to JMU’s own Center for Academic Advising and Career Development, some common job titles for people with undergraduate degrees in health communication include health advocate, grant writer, research analyst, health promotion specialist and marketing director. A graduate degree would provide additional training for these and many other jobs.

College-specific rationale: Several programs in the proposed College of Communication offer the potential to make substantial contributions to a new health communication master’s program. Though the program will emphasize courses in the School of Communication Studies, which currently has a concentration in health communication, students can better understand the role of media in health care from the School of Media Arts and Design, and sharpen medical writing skills by taking classes from the Institute of Technical and Scientific Communication. Such a valuable interdisciplinary program is far more likely in a new College of Communication, with all of the departments sharing the same home, than it would be in another college configuration. The interdisciplinary focus of the program allows for a well-rounded graduate, better able to compete in an important and growing job market.
Course structure (36 hours; two-year program)

Core (18 hours): All students will take the following classes. Courses with an asterisk are new courses. Course from existing departments retain original designator but will be given new designator. Courses marked as “HCOM” will be taught by faculty in any of the three communication disciplines contributing to the program, generally on a rotating basis.

HCOM 500: Introduction to Health Communication* (3 hours)  
HCOM 530: Research Methods in Health Communication (3 hours)  
TSC 530: Medical Writing (3 hours)  
SCOM 570: Health Communication Campaigns* (3 hours)  
HCOM 502: Health and Risk Communication* (3 hours)  
SCOM 541: Advocacy and Health Communication* (3 hours)

Thesis/Practicum (choose one): 6 hours

HCOM 701: Practicum (6 hours) Students will participate in a two-semester health communication practicum experience, to be completed during their second year. The outcome will be a practicum document, equivalent to the thesis but practitioner-based.

HCOM 702: Thesis (6 hours)

Research Depth Requirement: (Choose one class, 3 hours)
SCOM 586: Communication Survey Research  
SCOM 583: Communication Research Methodologies  
HCOM 581: Communication Criticism  
SCOM 585: Qualitative Communication Research Methods

Electives (choose at least 4 of the following, 12 hours):
SMAD 441: Corporate Communication Management  
HTH 451: Health Behavior Change  
HTH 458: Health Program Planning and Evaluation  
MKTG 484: Integrated Marketing Communications  
SMAD 501: Role of the Media in Shaping Health Care Practices*  
SMAD 502: Health News Reporting*  
SCOM 530: Communication and Aging*  
TSC 540: Editing  
TSC 555: Managerial Communication  
HCOM 590: Intercultural Health Communication*  
TSC 610: Publication Management  
TSC 615: Document Design  
TSC 625: Government Writing  
TSC 630: Legal Writing  
TSC 650: Electronic and Online Publication  
TSC 655: Electronic Graphic Design  
TSC 640: Proposal and Grant Writing
HCOM 660: Medical Ethics*
TSC 665: Advanced Medical Writing*
HCOM 680: Readings in Health Communication*
HCOM 690: Special Issues in Health Communication*
FL 490-1: Medical Spanish

Electives divided into possible specializations (some courses are repeated)

Health Publications
HTH 451: Health Behavior Change
MKTG 484: Integrated Marketing Communications
SMAD 501: Role of the Media in Shaping Health Care Practices*
SMAD 502: Health News Reporting*
TSC 540: Editing
HCOM 590: Intercultural Health Communication*
TSC 610: Publication Management
TSC 615: Document Design
TSC 640: Proposal and Grant Writing
TSC 655: Electronic Graphic Design
TSC 650: Electronic and Online Publication
TSC 665: Advanced Medical Writing*
HCOM 680: Readings in Health Communication*
HCOM 690: Special Issues in Health Communication*
FL 490-1: Medical Spanish

Health Administration
SMAD 441: Corporate Communication Management
HTH 451: Health Behavior Change
HTH 458: Health Program Planning and Evaluation
SCOM 530: Communication and Aging*
TSC 555: Managerial Communication
HCOM 590: Intercultural Health Communication*
HCOM 660: Medical Ethics*
HCOM 680: Readings in Health Communication*
HCOM 690: Special Issues in Health Communication
FL 490-1: Medical Spanish

Health Communication in the Public and Non-profit Sectors
HTH 451: Health Behavior Change
HTH 458: Health Program Planning and Evaluation
SMAD 501: Role of the Media in Shaping Health Care Practices*
TSC 540: Editing
HCOM 590: Intercultural Health Communication*
TSC 625: Government Writing
TSC 630: Legal Writing
TSC 640: Proposal and Grant Writing
TSC 650: Electronic and Online Publication
TSC 665: Advanced Medical Writing*
HCOM 590: Intercultural Health Communication*
TSC 660: Medical Ethics*
HCOM 680: Readings in Health Communication*
HCOM 690: Special Issues in Health Communication
FL 490-1: Medical Spanish
APPENDIX O
Proposal for Ph.D. Programs in Technical and Scientific Communication and Integrated Corporate Communication
(Prepared Spring 2007)

Program Overview

Methodology and Procedure
Goals and Missions
Admission Requirements
Time Requirements within the Specific Program
Program Structure
Overview of General Program Data

Core, Required, and Elective Courses

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Core Courses
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A Proposal for an “Ideal” Ph.D. Program at J.M.U.

Entrance Requirements
Hours to Complete the Degree
Completion of a “Research Tool”
Program Tracks
Interdisciplinary Cognates
Mentor and Committee Selection
Staffing
Some Projected Needs

The TSC Ph.D. at JMU: Program Overview

Methodology and Procedure

I began with an online search through OCLC, Petersons.com, and Gradschools.com for school with graduate programs in Scientific and Technical Communication (STC). My first list included 57 universities with doctoral programs in rhetoric and composition, 3 universities with doctoral programs but which were not aligned with the Consortium of Doctoral Programs in Rhetoric and Composition, and the 87 programs with membership in the National
Communication Association. I met with Alice Philbin to determine which of these programs were (1) the most respected and (2) closest to what she envisioned as a practical doctoral program at JMU. Together, we narrowed the list to 20 universities.

- Bowling Green State University
- Carnegie Mellon University
- Drexel University
- Georgia State University
- Iowa State University
- Louisiana State University
- Michigan Technological University
- New Mexico State University
- Oklahoma State University
- Pennsylvania State University
- Purdue University
- Rensselaer Polytechnic Institute
- Texas Technological University
- University of Central Florida
- University of Michigan
- University of Minnesota
- University of North Carolina
- University of Texas at Austin
- University of Utah
- University of Washington

I searched and printed public information presented by these 20 programs through their web pages. I specifically searched for the TSC, Rhetoric and Composition (R&C), or Communication Studies (CommS or Comm) programs. From there I expanded my searches to examine the department or division that housed the program, and finally to the graduate school that housed those departments or divisions. In some cases, I printed portions of the school’s catalog or bulletin for later study, but I did not print the lists of courses because I plan to return to this portion of the study after having formed a paradigm of the sort of program JMU can support.

To facilitate my analysis, I divided the material into four categories:

- Goals and Missions
- Admission Requirements
- Time Requirements within the Specific Program
- Structure of the Program

These four categories form the outline for the observations that follow.
Goals and Missions

An intriguing detail was that not all the programs prefaced their description with a clearly stated goal or mission statement.

In terms of implicit goals, one program (OkState) failed to mention altogether what the goal of a person seeking the degree may be. Instead, it immediately described requirements, only mentioning that a student could individualize the program with his or her advisor. The assumption seems to be that the person reading this description already has an idea of his or her personal goals and the English department merely exists to please those goals.

In some cases, the introduction to the program was merely a broad description:

The Ph.D. is the basic credential for positions in college and university teaching, though many holders of that degree also work in other settings. We carefully limit the number of students in our Ph.D. program, admitting only those we believe have the talent, prior training, and determination to become serious and successful scholars. (Umich)

In many cases (the most typical), however, the introduction merely outlines requirements or offers a concise description to “sell” the program:

The Ph.D. qualifies people to conduct independent research by various methods and thus to contribute to knowledge. The Ph.D. is usually a qualification for a professorial position in a university. (TTU)

Such brevity is understandable if the proposed reader of the material is already a prospective student, or if the program is housed in a parent department or university already noted for its excellence. Thus this sort of statement is common in those programs housed in older, more reputable English departments at top universities.

But if the program is new or is attempting to advertise its uniqueness, the mission statement is more detailed. The Ph.D. in Communication Studies at UNC explicitly describes the program’s goals and mission:

Through its teaching, research, and service, the Department of Communication Studies: addresses the many ways communication functions to create, sustain, and transform personal life, social relations, political institutions, economic organizations, and cultural and aesthetic conventions in society; promotes competencies required for various modes of mediated and nonmediated communication; and develops skills for analyzing, interpreting, and critiquing communication problems and questions.
While such detail may be gratuitous, a new program or a program seeking to establish itself may need more of a statement than the established doctoral programs.

In the case of the University of Central Florida, the proposal for the doctoral program in Text and Technology was still before the Florida Board of Regents when the English department posted its web site. Thus the introduction is both a description of the program and an advertisement to attract prospective students:

Our doctoral program in Texts and Technology establishes an exciting new academic field linking textual studies with the digital technologies of today and tomorrow. This interdisciplinary research program extrapolates traditional English textual studies in various media into the digital future. Because this program is unique and innovative, it will serve as a model for similar programs throughout the country while it provides leaders to help create those programs. The result is a foretaste of the English department of the future.

Like the mission statement from UNC, this seems to be clearly written to attract the prospective student into a program that is “risky” perhaps because it lacks the established credentials of the older, already reputable institutions.

Although the doctoral programs were research oriented, all except Oklahoma stressed that their primary purpose was to prepare teachers for colleges and universities. As a part of this preparation they also prepared their students for careers as publishing scholars. Only Carnegie Mellon placed emphasis on research first; in this case, students are required to publish their first scholarly paper during the second year of residency.

Five programs stated that they also prepared students for positions in the workplace. These programs—Iowa State, Michigan Technological, New Mexico State, Rensselaer, and Minnesota—still emphasized teacher preparation.

Admission Requirements

The Application

It appears that most applications are made to the Graduate School office, where they are screened before going to departments.

High undergraduate and Masters GPAs are required, but only 5 schools specifically indicated that the scores must be 3.0, 3.2, or 3.5 or higher.

Only one program specifically said that it did not require GREs (New Mexico State), and 7 made no mention of GREs, though I may not have located the exact Graduate School pages. Just how high students needed to score was not at all clear. Bowling Green State set the threshold score at 500, but Texas Tech merely said “acceptable” without further explanation. All schools, however, did indicate that the applicant should be above average and capable of performing on the doctoral level.
The Masters Degree

The requirement to have already earned a Masters degree is mixed. Most schools require the successful completion of a Masters program. Those that do not, like LSU and Michigan, include it in their doctoral program so that the accomplishment of part of the requirement earns the degree. Michigan clearly states that it has no Masters program and that it is included in the doctoral program. In contrast, Washington merely states that the applicant must have a BA, and Iowa State allows exceptional students to bypass the Masters altogether. Michigan State and Minnesota accept Masters credits only if they match their own RTC MS or MSSTC requirements.

Despite these differences, it is fair to conclude that most programs require the successful completion of a Masters degree or its equivalent before a student is fully accepted into the program.

Non-English Speakers

The most common screening test for those programs that mention non-English applicants is the TOEFL with a score of more than 550. Other tests that were mentioned were MELAB, CBA, ETS, and TWE, but in most cases, there was no indication of how high the score should be.

That many schools do not go into details about non-English applicants may be due to the infrequency of such applicants, but the fact that 9 of the 14 schools at least mentioned such requirements, however vaguely, does indicate that these applicants need some consideration.

Admission Time

This was much harder to answer. Bowling Green, Drexel, New Mexico State, and Central Florida seem to admit for Fall courses, but many schools set February 1 as the deadline for admission in order to award assistantships. Of course, this indicates that the majority of schools treat their graduate classes as cohorts, an assumption that is supported by schools setting suggested programs of study in terms of certain semesters and years.

Some programs, like those at Carnegie Mellon, Drexel, Michigan Tech, and Minnesota, are closely monitored and thus seem to need fall admissions. But because of the awarding of financial aid, most students will enter in the Fall and thus form cohorts even when the program is not specifically organized for such “class” movement.

Credit for Non-Academic Experience

No program offers credit for non-academic experience, largely because they focus almost exclusively on teacher preparation. Here is a place where JMU can develop a unique program directed toward experienced technical communicators within the workplace.
Time Requirements within the Specific Program

The number of required hours beyond the Bachelors varies from 60 to 90. While some schools (Bowling Green, Oklahoma State, Rensselaer) specify that completion of the degree will take 60 hours beyond the Masters, others are as low as 30 to 45 (Michigan Tech, Minnesota). In the case of Minnesota, however, the majority of requirements are met in the required MSSTC. Altogether, the program that required the lowest number of hours beyond the Masters was New Mexico State; however, even while NMSU required only 30 hours beyond the Masters degree, it required 78 hours without the Masters, implying that most of the course work was on the Masters level. Penn State was the only school that had no fixed number of credits; however, students had to complete courses in 17 categories, again disguising, whether advertently or not, the number of required hours.

While the number of hours required in the programs greatly varied, there was almost unanimity on the consecutive number of terms needed for residency. With the exceptions of Drexel, Georgia State, and UNC, candidates needed to complete two consecutive terms or one year as full time students. Because of its unique mentoring program, Drexel required eight consecutive terms, a four-year residency that seems unrealistically demanding. Both Georgia State and UNC require residencies of four consecutive terms or two years, but this is needed because both programs have many required courses.

Just as the total number of required hours varied greatly, the length of time allotted for the completion of the program varied. Though the average limitation was between 5 and 8 years, Georgia State and Oklahoma State allowed 10 years. Michigan Tech set the limitation at 8 years, but added "...a well-prepared student should be able to complete the requirements for the doctoral degree within three or four years of full-time study and research after receiving the bachelor's degree."

The distribution of course content within the required number of hours varied on the amount of emphasis the program placed on independent research while writing a dissertation. Typically, about a third of the requirement was in dissertation hours, at least a third in core courses, and the final third in electives within the candidate’s specialization. Six programs either allowed for or required minors, usually in other departments although sometimes in different tracks within the same department. In one case (LSU), the hours in the minor were not counted toward the number of hours required for the degree, but in the other cases, the minor was an integral part of the degree because of its interdisciplinary focus.

Two programs (Georgia State and LSU) allotted 20 hours to researching and writing the dissertation, while others only allotted 6 to 9 hours (LSU and UNC). This same variance can also be seen in the number of hours in required core course: while 4 schools required 24 to 36 hours, 5 required as low as 3 to 9 hours.

Only one program required an internship (Michigan), but five programs required at least 3 hours in required teaching or in teaching practicums.
Program Structure

All 20 schools had identical program structure:

- a review of the student’s performance,
- the selection of at least one advisory committee and in some case a second dissertation committee,
- the preparation of a tentative degree program,
- the requirement of a foreign language or its substitute,
- both written and oral preliminary or qualifying examinations at the completion of course work and before beginning the dissertation,
- a dissertation,
- and a final oral defense, usually public, of the dissertation.

Details within this structure may vary, but the only programs that actually changed the overall structure were Carnegie Mellon and Drexel, both of which emphasized mentoring programs with few students.

Program structure did vary from school to school where

- how committees were picked and structured,
- what interactions joined the committees and candidates,
- how foreign language requirements were interpreted,
- what amount of time was given to the actual writing of the preliminary examination or to the oral examination or oral defense, and
- how many texts were on the reading lists for the preliminary examinations. Still, none of the variation was significant enough to make one program obviously superior or inferior to the others.

Of interest for our developing a Ph.D. is the variation in the interpretation of the foreign language requirement. While most programs, especially those in English departments, read the requirement literally—one language mastered or two languages demonstrating reading skills—others read the requirement quite freely. Bowling Green, for example, offered the substitution of a computer language and New Mexico State defined the requirement as calling for a “research tool.” In other schools, the requirement was treated lightly. Michigan Tech allowed the substitution of a Humanities course, and UNC lets “the appropriate acquisition of language competence” be determined by the candidate with the advisor.

Only 3 programs let a portfolio act as the “crowning achievement,” but only Drexel let it take the place of a dissertation. Iowa State and LSU included a portfolio along with the dissertation as a means for strengthen the candidate’s credentials. In January 1997, UT (Austin) announced a doctoral portfolio to enable doctoral students “to obtain credentials in a cross-disciplinary academic area of inquiry.” Unlike a minor, this doctoral portfolio would lead to certification that “will allow UT doctoral students to demonstrate to prospective employers both the depth and breadth of their knowledge.” However, there was no indication of the success of this program.
While some programs designate tracks within the English department, Rensselaer defines "pathways." A pathway is "a coherent sequence of courses in a particular area of scholarship." Because such pathways lead to specific career goals, course selection and program structure can be shaped to fit individual students without becoming the fully developed mentoring program we find at Drexel.

Overview of General Program Data

Overall, the programs are strikingly similar. Where goals were clearly articulated, all were directed toward teacher preparation especially on the university level with emphasis on research. Because of these goals, the programs fit into a predictable pattern, although there was diversity in the naming of, and content of, core courses and in specific requirements mandated by parent departments.

Of the twenty doctoral programs that I reviewed, only five were not parts of English departments. Since the history of TSC closely binds this discipline to English departments, this was no surprise. Rather, it reflected the same sort of evolution that occurred in the history of Communication Departments—birth in an English department as a course or group of courses and the slow development through being an elective, turning into a concentration or "pathway," and finally breaking from the parent department to form an independent department. In the 14 English departments that house programs that are similar to JMU’s M.A. and M.S. in TSC, 4 refer to this doctoral program as a “concentration” or, more descriptively, as a “Concentration in Rhetoric and Composition.” Three use the moniker “program” with a subtitle to distinguish it: “Rhetoric and Professional Communication,” “Concentration in Rhetoric and Composition,” and, most creatively, “Texts and Technology.” In the other English departments, it is merely an “area,” a “specialization,” or an “option.” The naming of the program directly reflects the independence of the program from the parent. In the “programs” and “concentrations,” fewer hours of preliminary examinations deal with literary content, but those with the vague names require the bulk of the examination to be literary.

Four of the doctoral programs were not within English departments. These were the programs at Drexel University, Michigan State University, Rensselaer Polytechnic Institute, and the University of North Carolina (Chapel Hill). Each of these programs, I will suggest, has creative elements that make their programs unique and have most likely enhanced their reputations.

In analyzing the 20 schools, I consistently looked for patterns that we could incorporate into our proposal. On the one hand, there were interesting and intriguing programs that JMU simply could not emulate. For example, the Drexel requires an 8 consecutive term residency (4 years as a full-time student), and the University of Washington allows 10 hours of Old English language and literature to count for their foreign language requirement. Such extremes, even if possible, would keep our program from addressing its audience. On the other hand, many program parts would greatly help us to shape a program that is unique but not radical. For example, the annual tracking of each student’s progress that we find at Oklahoma State and Carnegie Mellon’s interdisciplinary focus.
Obviously, my analysis has a basis in a vague paradigm that the review of the 25 programs has shaped. As I have indicated, I have sought the via media without letting my paradigm fall into a pattern that makes it just another doctoral program or that makes it so unique that its failure is inherent in its structure. Equally obvious should be my bias.

**Core, Required, and Elective Courses**

**Methodology**

Without actually comparing the catalog or bulletin descriptions of the courses, it was practically impossible to compare core courses. Thus for this section of the report, I began by downloading the university catalog or bulletin or the Graduate School catalog or bulletin for each program. The only school that I could not review was Purdue University. For some reason, their catalog, online in a pdf file, would not download on either my office or my home computer. Of the 19 other schools, I eliminated Georgia State University and the University of Washington after finding that their programs were so directed toward literature that information about technical writing was included only as single courses—all the rest of the requirements dealt exclusively with literature. I kept Oklahoma State University, the University of Michigan, and the University of Utah in the survey because, although their programs are essentially directed to literature, they have clearly defined concentrations, specializations, or tracks in technical writing or rhetoric.

Having chosen the 17 schools that I would include in the survey, I prepared two spreadsheets, one for core courses and the other for required courses.

- I defined “core courses” as those courses required for all Ph.D. candidates in the specific program. In most cases, these courses had to be completed before the student could take preliminary or qualifying exams. In all cases, I did not count required dissertation hours.
- I defined “required courses” as those courses specifically required but not limited to concentrations or specializations. Often these courses are presented as a list from which the student must take a given number. Other times these courses were presented as illustrations of “typical sequences.” Again, I eliminated hours required for preparation for prelims, dissertation hours, and hours earned in independent study or special topics unless the subject of the topic was clearly defined in the catalog.

At first, I listed each course in its specific spreadsheet, but soon this method became unwieldy because of the wide variation in titles. Then, comparing course descriptions, I classified the courses into broad definitions. Of course, my interpretation of the data was subjective; reading the course descriptions, I tried to classify similarities. Here again the list was long, but I think that to narrow it further would compromise the range of offerings. This left me with 21 subjects in the core course spreadsheet and 20 subjects in the required course spreadsheet.
At this point, I narrowed my survey of course offerings in three areas:

- Because most programs are housed in English Departments, the majority of requirements dealt with literature, literary criticism, and literary theory.
- Often technical writing is linked to creative writing in otherwise literary programs.
- A large number of the programs included components in linguistics, ESL, and in writing/composition theory and practice.

From the start, I eliminated the specifically literary courses because they are not essential parts of a TSC concentration. If courses showed definite bias toward writing, but not technical communication, I did not count them. However, if such courses were specifically included in the list of core courses for the department or the technical writing/rhetoric concentration, I included them even though I had reservations. As mentioned earlier, many TSC programs grew within English departments; in many cases, the influence of the parent department is forced onto the TSC component of the department. Programs that have grown outside English departments do not carry this “historical bondage.”

Having worked through the catalogs, I printed my Word copies and, using old-fashioned scissors and paste, put each course description on a different 3x5 card. With these cards, I could better organize the material. Going back to the original catalog descriptions, I separated the cards into three piles – core courses, required courses, and elective courses (those that were neither core nor required).

Working with each pile, I again confronted the need to translate completely different course descriptions. Starting with the core courses, I separated the cards into similar stacks. Using this technique let me “get a hold” on the confusion. After I was satisfied with the sub-categories in the core courses pile, I followed the same procedure with the other two piles.

Only at this point could I accurately analyze the material. This analysis is what follows.

**Core Courses**

Three content areas comprise 78% of the core course offerings:

| Literature, literary theory, writing/composition | 31% |
| Research and bibliography or methods           | 22% |
| Rhetoric, rhetorical theory, and history of rhetoric | 24% |

At the start, we should address two of the largest areas.

Literature courses may be integral to rhetoric or writing/composition programs housed in English departments, but these courses are not necessarily inherent parts of TSC. They, perhaps, hinder the full development of Technical Communication programs by narrowly defining the discipline as Technical Writing.
Likewise, the emphasis on rhetoric results, in my opinion, from Technical Communication’s having grown from components in English departments. Most TSC programs are still firmly housed in their parent departments; the program at JMU is unique. As a young discipline, TSC still seeks to justify its unique and coherent existence. But over the past couple of decades, English departments have increasingly shifted focus from the study of primary literary texts to literary theory; thus TSC programs seem to have felt the need to justify themselves by focusing on rhetorical theory instead of on the application of such theory. Like other late twentieth-century disciplines (for example, sociology and psychology), they had to reach a certain intellectual maturity before they could fully separate from their parent departments and develop on their own, TSC areas or concentrations seem to need theory. Such intellectualization is a tool for gaining scholarly recognition.

One of the first of its kind and certainly the first of its kind in the East, JMU’s ITSC stands as a separate entity with recognition as a department in its own right with the ability to offer BS, BS, MA and MS degrees. Already, the emphasis that dependent programs have on rhetoric, rhetorical theory, and the history of rhetoric has diminished, as is evident in a reading of the current course descriptions. This sort of freedom can make TSC a widely acknowledged discipline.

Whenever the discipline sees itself as “communication” rather than “writing,” core courses and stated electives cover a wider range including communication theory, quantitative analysis, discourse analysis, and statistics. Again, this seems to reflect uncertainty on how the discipline wants to view itself. Still driven by programs housed in English departments, the emphasis on writing seems counter to the wider emphasis that may be more aligned to communication or graphic production departments. New Mexico State’s “rhetoric track” and “application track,” UNC’s “communication studies,” and Rensselaer’s goal to train its students to “be able to take the lead in every stage of the communication process” show more confidence in that they are willing to produce graduates that are trained in less esoteric matters than theory alone. (The programs at UNC and Rensselaer are both housed in Communications departments.)

The other 22% in the largest area of course content is research and bibliography or methods. While the high representation of the other two areas results from many similar courses being lumped together (for example, literature, literary theory, and writing/composition), this 22% percent contains courses that are named and described with remarkably little variation. In fact, it is hard to conceive of a program that does not introduce its beginning students to graduate level courses, and the courses on research, bibliography, and methods see the logical thresholds for graduate work. Of the 17 programs that I am analyzing, only four lacked such a core course (Oklahoma State, Michigan, Minnesota, and Utah). Still, Minnesota included such a course in its required MS program, and Oklahoma and Michigan have core courses specifically tagged as introductions either to graduate school or to technical writing.

The remaining core courses tend to be rather specific and almost uniformly address particular skills or areas of expertise.
Such core courses help to define the program’s unstated values and/or sense of difference. As opposed to the overwhelming number of required literature course (which we will see in the next section), the most often found core requirement is a course in bibliography and/or research methods. This sort of introduction to graduate school and particularly to the discipline acts as a threshold separating graduate from undergraduate course work. Thus this requirement is most often completed while the student is working toward a master’s degree and does not need repetition unless the student transfers from a different program or from a different required degree. For example, students entering Minnesota without a M.S. must complete the requirements for Minnesota’s M.S.; that is, a M.A. is unacceptable. Likewise, a student transferring from a traditionally conceived program such as Washington’s or Georgia State’s will

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discourse Analysis</td>
<td>4</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>2</td>
</tr>
<tr>
<td>Technical Editing</td>
<td>2</td>
</tr>
<tr>
<td>Technology and Writing</td>
<td>2</td>
</tr>
<tr>
<td>Document Design</td>
<td>1</td>
</tr>
<tr>
<td>Ethics</td>
<td>1</td>
</tr>
<tr>
<td>Quantitative Analysis</td>
<td>1</td>
</tr>
<tr>
<td>Software Documentation</td>
<td>1</td>
</tr>
</tbody>
</table>

### Distribution of Required Courses Without English Courses

- **Rhetorical Theory**: 29%
- **Pedagogy**: 16%
- **Linguistics**: 6%
- **History of Rhetoric/Written Discourse**: 6%
- **Practice/Method**: 43%

threshold separating graduate from undergraduate course work. Thus this requirement is most often completed while the student is working toward a master’s degree and does not need repetition unless the student transfers from a different program or from a different required degree. For example, students entering Minnesota without a M.S. must complete the requirements for Minnesota’s M.S.; that is, a M.A. is unacceptable. Likewise, a student transferring from a traditionally conceived program such as Washington’s or Georgia State’s will
have to repeat the course to enter a program that may have developed from a rhetoric or
communication department.

**Required Courses**

It should be no surprise that the dominant area of stated required course hours again favors a
traditional English department curriculum:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Percent of Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>37%</td>
</tr>
<tr>
<td>Practicums or Internships</td>
<td>17%</td>
</tr>
<tr>
<td>Writing instruction, theory, and practice</td>
<td>9%</td>
</tr>
<tr>
<td>All others</td>
<td>37%</td>
</tr>
</tbody>
</table>

The large number of required literature courses and courses in writing instruction (a requirement
in most cases for graduate teaching assistants) again reflect the origins of TSC programs. Again,
we can discount these courses because they are not inherent components of a TSC program and
because at JMU these courses are taught in other departments.

Although practicum and internship courses can include specific communications problems, tasks,
or even TSC-oriented workplace employment, we also discounted them because, like thesis and
dissertation hours that are required after the student has been admitted to candidacy, they are not
content-specific enough to analyze.

Eliminating 54 percent of the required courses from the analysis let the study focus specifically
on the courses that contain TSC content and that may provide a guideline for the sorts of courses
that JMU should consider in its own doctoral program.

Both Iowa State and Texas Tech stated the list of required courses vaguely. Iowa State, for
example, stated: “Students then [following the specific core requirements] take one additional
course in history, practice and methods, as well as one course each in pedagogy and linguistics
(15 credits).” Texas Tech included a list of 18 courses by course name and required that the
student take any five. In this case, I included all the listed courses in this category.

Based on content alone, the 31 remaining courses fall into five clearly defined classes:
Required Courses with TSC Specific Content

<table>
<thead>
<tr>
<th>Class</th>
<th>Content</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>History of Rhetoric/Written Discourse</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Linguistics</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Pedagogy</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Practice/Methods</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>Rhetorical Theory</td>
<td>9</td>
</tr>
</tbody>
</table>

**Distribution of Required Courses Without English Courses**

- History of Rhetoric/Written Discourse: 6%
- Linguistics: 6%
- Pedagogy: 16%
- Practice/Method: 43%
- Rhetorical Theory: 29%

**History of Rhetoric/Written Discourse**

Although Iowa State merely provided the name of the course area, Bowling Green State gave a fuller course description:

**ENG 722. The History of Rhetoric and Written Discourse (3).**

Survey of major figures/developments in the history of rhetoric with special reference to their relevance to written discourse. The course will include topics such as attitudes toward and development of written literacy, contributions of noncanonical rhetoricians, and institutionalization of writing instruction. Special attention will be given to methods of historical research and historiography.
While such a description could be read as part of Rhetorical Theory, it seems to focus less on rhetorical theory and more on the application of such theory to the field as a whole.

**Linguistics**

In most schools linguistics is offered by the English department (although some older and more established graduate schools have a separate linguistics department), but it is included here because it is not a literature course. Programs that specify a particular number of literature courses do not necessarily require any work in linguistics, although in some programs (perhaps like Washington) courses in Old English or History of the Language may include historical linguistics. In the two programs that required linguistics (Bowling Green State and Iowa State), the available courses seem to directly apply linguists to language study or “related fields or disciplines” (BGSU) rather than treating linguistics as a theoretical discipline.

**Pedagogy**

Required courses in pedagogy can directly focus on TSC. For example, in its first course on pedagogy (two are listed but only the first is required), Minnesota states:

**Rhet. 5531. Scientific and Technical Communication Course Development and Pedagogy I. . . .**
Focus on pedagogical philosophy and methodology in the beginning writing, speaking, and technical communication class. Introduction to theories underlying teaching with technology.

Texas Tech’s course description is more detailed:

**5366. Teaching Technical and Professional Writing (3:3:0).** The theory and teaching of technical and professional writing with special attention to developing course objectives, syllabi, and teaching techniques.

**Practice/Methods**

By far the largest class, this includes course with contents that are clearly focused on the application of theory, often in narrowly defined pursuits.

For example, the following two course descriptions illustrate the broad parameters of this class:

**ENG. 729. Research and Publication in Rhetoric and Writing (3).** Designed to help students initiate, revise, and prepare scholarly works for publication and professional careers. Students will produce a portfolio of work appropriate to their specialty. (BGSU)
5390. Writing of Publication (3:3:0). This course is designed to teach
students in Ph.D. programs how to write clear and effective articles for
professional journals in their field. (TTU)

Other courses focus on document design, technical editing, technical reports, and technical manuals.

Rhetorical Theory

While it may be argued that most of the required courses should be classified here, these
courses concern the study of theories, not the application of those theories to workplace
communication. These range from vaguely defined seminars like Minnesota’s description
of a topics course as “[d]octoral seminars concerning relationship between rhetoric and
science” to Texas Tech’s “Rhetorical Analysis of Text.” While the fourth class dealt with
workplace applications, this class concerns both the philosophical discussion of text and the
social constructions that inform and shape discourse.

The major limitation or shortcoming of these required courses whatever their classification
is that only four can be construed to define their content as more than writing. This, again,
is a reflection of the development of technical communication with English departments.
These courses (3 are in class 4 and 1 is in class 5) leave the definition vague enough that
the instructor can include other media of communication as well as technical writing. In
fact, only one specifically defines “text” or “document” to possibly include non-verbal
communication; even this course has “writing” in its name:

5376. Writing for the Computer Industry (3:3:0). Design and testing of
written, on-line, and multimedia documents that support computer software
and hardware. (TTU)

Elective Courses

Core Courses and Required Courses together do not equal the number of Elective
Courses. As in the case of Required Courses, this is no surprise. But that the
number of Elective Courses (163 or 65 percent of the courses analyzed) is no larger
needs explaining. Courses that were specifically literary courses (literature, literary
criticism, literary theory) and courses that were specifically general writing courses
were excluded at the start from this survey as reflecting the historical background of
TSC, not the mature content. As a result, the courses that remained often fit into
Ph.D. programs as areas or concentrations, not as the major or central parts of the
English department’s focus or interest. The only courses included here as Elective
Courses are those that clearly fit into Technical Writing or Technical
Communication on the basis either of their inclusion in lists of courses approved for
the TSC concentration or of their course descriptions in the university or graduate
schools’ catalogs.
Exacerbating the problems with the classifications of Core and Required Courses, the classification of Elective Courses presented many problems. For example, should a course entitled “Classical Rhetoric Theory” and described as concentrating on Aristotle’s *Ethics* and *Politics* be classified as history or theory? Likewise, should the following be classed as a theory or a practice/applications course?

**COMM-6350 Literacy: Practice of Reading and Writing**
A survey of reading and writing practices. Topics include literacy in history, literacy and orality, the cognitive consequences of oral and written interaction, the social implications of oral and written interaction, and the relationships among orality, literacy, and cultural reproduction. (Rensselaer)

This makes classifying the Elective Courses problematic. At best, the classification is fuzzy. At many points, a course could be placed in another class. The justification for including a course in a given class is that the title and description seem to identify it more with one central focus than another. Of course, such justification must be founded on a subjective interpretation and on the classifier’s experience with similar courses in other institutions.

In keeping with the classifications of Core and Required Courses as far as possible, Elective Courses divided into seven classes:
Most of these classes need no explanation; however, two call for special comment (1) because they are unlike the courses in the other two groups and (2) because they call attention to the applied or work-place nature of the programs.

**Dissertation, Practicum, Internships, and Independent Study**

The class of Dissertations, Practicums, Internships and Independent Studies is skewed because the hours that a candidate can take in these courses is widely variable and because such courses are required in all 17 Ph.D. programs. In no case do the hours in these courses replace specific requirements, and in all cases, the hours that a student can take are limited.

Some practicums could easily have been placed in class five, and many are geared toward actual workplace experiences. For example, Oklahoma State has a rather general internship capable of describing a number of different experiences:

**Internship in Technical Writing.** 1-6 credits, maximum 6. Practice in writing appropriate documents such as proposals, manuals (software, hardware, reference, training), articles, functional
specifications in job-simulation situations. Review of academic as appropriate.

Although the meaning of the last fragment is unclear, the description obviously intends to be broad; it is not clear how this internship differs from an independent study.

At the other extreme are practicums that are broad but defined within clear parameters like the following:

**COM-6400 Publication Practicum**
A practicum course in the preparation of materials for production. Includes typefitting and selection, uses of illustrative materials, printing and binding, as well as the management and supervision of production resources. Prerequisite: permission of instructor. Fall term annually. 3 credit hours (Rensselaer)

And there are other internships or practicums that are described in terms of requirements rather than content, like Minnesota’s description: “An internship proposal, progress report, internship journal (optional), and final report with a letter from the internship supervisor are required.”

Interestingly, the workshop/independent studies subdivision of this class forms 46 percent of the class as a whole. (This is most likely skewed, as indicated above, by the under-recording of dissertation hours.)

**Practice or Application**

The largest number of Elective Courses (32 percent) has the vague name, “Practice or Application.” Here are courses, like the practicums and independent studies, that individualize the program and that have direct bearing on the candidate’s activity and performance as a Technical Communicator. These are “hands-on” courses that may (and usually do) contain much theory but are primarily directed toward teaching particular skills.

As in the case with the courses in the previous class, there is such diversity that these courses can be further divided into the four major areas of their content:

1. Computers in Writing
2. Editing
3. Practices
4. Visuals
The content within the **first area**, “Computers in Writing,” may include more theory and research:

> A survey of research in computers and writing theory and pedagogy over the last 25 years. Topics include computers and the composing process, multimedia literacy, networked communication in the classroom, hypertext theory and practice, and the politics of electronic communication. (BGSU)

But the content may also be geared toward the writing of actual manuals:

**ENGL 578. Developing Computer Systems Documentation 3 cr.**
Intensive study and practice in developing hard copy computer manuals. Emphasis on tutorial and reference manuals. (NMSU)

**Computer Documentation**: The theory and practice of producing software documentation from planning through production (UCF)

Or the design and production of user interfaces:

**COMM-6740 Hypermedia Design and Development**
This seminar course will investigate issues in hypermedia design and development. Class discussions will include topics such as designing the structure of a hypermedia program and designing the user interface. Students will have an opportunity to put theory into practice by designing an interactive program. (Rensselaer)

Like such emphasis on computer manuals and interfaces, the courses in the **second area** may include theory but put the theory into practice:
**4017 Technical Editing (3)** . . . Practical experience in editing and preparing technical manuscripts; general instruction in functions of the technical editor. (LSU)

Or more specifically:

Specialized editing of graphics, mathematics and statistics, technical documents, and on-line computer documentation. Management of publications in business and technical fields. (ISU)

The **third area**, simply called “Practices,” includes courses on designing a project for “business, government, or industry” (Minnesota) as well as confronting issues of ethics in communication (NMSU). The writing of manuals, proposals, grants, and translations are included. In contrast to courses on theory or to courses on pedagogy, these courses are directly concerned with the production of certain deliverables. At the same time, they are concerned with project management as in the following course

**Project Management for Technical Writers:**
Managing a writing project from inception to production; planning, budgeting, personnel, writing, and editing. (UCF)

These courses take the Ph.D. from being merely a degree in theoretical knowledge to being a degree that has immediate relevance to the workplace.

Finally, the **fourth area** deals with content that is not envisioned in technical writing but is basic to technical communication. These are courses on graphics and visual communication. Because they represent a break from TSC’s origin in departments concerned only with the written word, they tend to be more theoretical in programs still housed in English departments:

**Engl 586. Visual Communication in Professional Writing.**
Rhetorical theory and research in graphics, document design, and related principles of visual communication. Methods of designing texts, data displays, illustrations, and other visual elements in business and technical communication. (ISU)

**Graphics in Technical Writing:** A study of the creation and editing of graphics in technical documents. (UCF)

In more independent settings, there is more emphasis on the visual and the implications of the visual in communication:
COMM-6560 Visual Design
This course introduces students to the theoretical and practical use of graphics as a form of visual communication. Discussions include such topics as visual perception, design theory, formatted texts and graphics. Students have an opportunity to put theory into practice using computer graphics software. (Rensselaer)

Focus on creating multimedia hypertext, on-line help, and internet documents. Learn linear and nonlinear design; linking; reading and editing on-line. Principles of technical communication taught through projects: scripts, on-line support, and using a mark-up language. (Minnesota)

(This area of Technical Communication can be a paradigm for an interdisciplinary program. It is new; it is relatively untouched by programs in English departments. It speaks directly to communication.)

Theory

More in depth than Core or Required Courses, Elective Courses break theory into finer discriminations. However, it is interesting that, while Theory played a big role in those other course groupings, it does not take as large a role in Elective Courses, the courses included in Class 5 (Practice or Application), an area not included in Core or Required Course, is almost twice as large. What exactly this means is unclear. Theoretical courses may need to be placed earlier and to be required to give applied courses more weight; it may be that the theoretical courses “justify”
the hands-on courses in the eyes of traditional scholars; it may be that departments require them lest students by-pass them altogether for those courses that are immediately applicable to the workplace.

Electives in theory include courses on gender and the effects of gender on writing, the rhetoric of science, and communication in general. One of the more completely described courses in the following from Rensselaer:

**COMM-6520 Communication Theory II**
This course is based on the assumption that, because humans are symbol-using creatures, an intensive study of their use of symbols will illuminate human nature and behavior. This investigation relies on such thinkers as Aristotle, G. H. Mead, Richard McKeon, Ernst Cassirer, Ludwig Wittgenstein, and Martin Heidegger. Topics in the course usually include the relationship between symbols and thought, symbols as a vehicle of analyzing behavior, and the use of symbols to coordinate social action.

Overall, however, elective theory courses are similar to the courses in the Core and Required Course list, although they may have more depth or focus on specific issues.

**Conclusion**

An analysis of these 253 courses clearly shows how Technical Communication Ph.D. programs have been set up and where they place their central emphases.

Because of this analysis, we can conclude that a traditionally academic Ph.D. program should include:

- **core courses** on methods and research in the discipline or an introduction to the discipline and at least one basic course in rhetorical theory

- **required courses** in the practice or methods of using the theory and possibly a second theory course or a course in linguistics

- **elective courses** that cover a broad range of content but that primarily emphasize the practice or application of skills

In a program that seeks to produce teacher/scholars in the field, there should be at least one required course on pedagogy and another practicum or internship in supervised teaching. There should also be at least one additional course in research and/or bibliographical methodology. It would be ideal to include at least one course that will result in the publication or presentation of a scholarly paper.
In a program that seeks to produce technical communicators for the workplace, there should be practice, methods, and application courses that give the graduate a variety of skills. Also, the graduate should have at least one additional research and/or theory course that will give the expertise to keep current and to adapt to new technologies. It would be ideal to include at least one internship that will result in practical experience in a workplace.

A Proposal for an “Ideal” Ph.D. Program at J.M.U.

Entrance Requirements

Degrees or equivalent

- A BS or BA degree, preferably with a major in TSC or one of its cognates
- OR a MA or MS degree, preferably with concentrations in TSC or one of its cognates. We will evaluate each non-TSC Masters Degree for its applicability to this doctoral program. This would mean that in some cases part of a non-TSC Masters Degree could be credited toward the doctorate
- OR, in the case of the professional track, experience in a full-time position in business, government, education, or industry.

Acceptance into the graduate school at JMU and, in the case of students who have English as a second language, evidence of proficiency in both written and spoken English.

Approval after the first 15 hours of work in the Ph.D. to affirm that, in the opinion of the faculty and the Director of ITSC, the student is capable of continued satisfactory performance on this level.

This approval should be based on

- the written evaluations of the student by the professors of the courses that have been taken
- an acceptable GPA (in the case of the academic track) or a portfolio (in the case of the professional track) that demonstrates the student’s performance
- the student’s having selected an advisory mentor and having presented a tentative plan for his Ph.D. program, and
- the acceptance and approval of the performance or portfolio and tentative plan by the graduate faculty and the Director of ITSC.
To earn candidacy, the student will need to have satisfactorily completed prelims. When these requirements have been satisfied, the student will be considered ABD.

**Hours to Complete the Degree**

- A minimum of 72 semester hours on the graduate level or its equivalent
- OR a minimum of 36 hours beyond the masters degree. (The program may require more hours for students entering with a masters degree from another university or in another discipline; these students will need to complete basic core courses included master level courses at JMU.)
- Included as a part of the minimum number of hours, a residency of two semesters as a full-time student in the ITSC graduate program at JMU.
- A student should be able to complete the program in four years following the earning of a baccalaureate degree or two years following the successful completion the MA or MS at JMU. (Already, the TSC masters degrees at JMU require more hours than equivalent programs elsewhere; this is the result of the original proposal having been conceived as a part of a doctoral program.)

**Completion of a “Research Tool”**

- A foreign language(s) [1 if proof of mastery or 2 if basic reading]
- OR computer language OR statistics or Information Management
- OR a “tool” such as additional coursework, advanced bibliographic skills, mastery of needed software such as design, layout, spreadsheet, or database programs required for the completion of the student’s research project. The student must demonstrate that the “research tool” is necessary for the completion of the dissertation or portfolio, and it must be agreed upon by the mentor and the Director of ITSC.
Program Tracks

Theory or Academic Track

This track is a traditional doctoral program intended to prepare a student for a teaching and research position on a college or university level. Its components will enable the student to compete on this academic level by giving beginning credentials in both teaching and research.

This track requires

- A minimum of 36 hours beyond the Masters degree in course work in ITSC, including a course on the pedagogy and methodology of teaching technical communication
- A course on the pedagogy and methodology of teaching composition (as taught by the Writing Program),
- A minimum of at least two semesters as a teaching assistant either in ITSC or in the Writing Program under the direction of a faculty member. (This requirement is normally referred to in the profession as a “supervised teaching requirement.”)
- The successful completion of the requirement for a “research tool.”
- The acceptance of a conference paper or of an article in a journal in the field.
- The successful completion of qualifying examinations at the end of the 36 hours of coursework in order to gain recognition as a candidate in the doctoral degree.
- A minimum of 12 hours in dissertation research and writing, the presentation of a completed dissertation to the graduate school, and a final oral defense

Applied or Professional Track

(Proposed for Integrated Corporate Communication, as of Spring 2007)

This track, the new and innovative part of the program, is intended to prepare a student for the workplace by providing skills and theory that will strengthen his or her role as a technical communicator.

This track requires

- A substantial internship in an approved workplace
- TSC courses on technical communication applications and theory in the workplace
Interdisciplinary Cognates

In an endeavor to make the professional track more attuned to actual workplace needs, students who choose the track may work out a cognate of 12 graduate hours of courses outside ITSC. All the interdisciplinary courses can be taken in the same department, or they can be picked by the students, who will justify the reasons for their selection in a letter to the Director of ITSC.

These students will either complete the TSC courses required in the JMU MA or MS or present to the Director of ITSC a proposal to recognize other coursework or experience as equivalent. The decision of whether the proposal meets the JMU ITSC requirements is entirely up to the Director.

The Director will arrange with the department heads of the departments that offer the courses to ensure that the courses will be acceptable. The Director may invite the student and/or mentor to join in these meetings so that the reasons for choosing particular courses can be clearly articulated. If such meetings determine that other courses could better satisfy the student’s needs, the original list will be amended.

When all involved parties have agreed to the courses in the interdisciplinary cognate, it will be placed in the student’s records. Any later emendations will require the approval of the student’s doctoral advisor and the Director of ITSC.

At least half of prelims may be based on the cognate. Faculty members who have been involved in the student’s coursework should composed relevant questions and evaluate the student’s responses. Successful completion of both the TSC and the cognate courses will be required for full admission to candidacy.

Assuming that cognate departments offer courses on the graduate level, a student may hypothetically construct a concentration in such areas as
Typography or photography
Persuasion or mediation
Software engineering or design
Database Management
Economics or Political Science
Information Management
Linguistics
Marketing or Management
Graphic design or layout
Advanced television production

In some cases and with special permission, a student may take advanced courses in
cognate departments for TSC independent course credit.

(This is a list of some possible areas. Since TSC is an evolving discipline, students will
be invited to propose new topics, especially those that are interdisciplinary.)

As the second track develops, instruments for allowing credit for online graduate course
work will need to be developed. Such credit will allow students to remain in their
professional positions while earning credit toward the degree.

Mentor and Committee Selection

At the end of the first year of full-time course work, the student will select a mentor who will act
as his or her major advisor through the program. With the help of this mentor, the student will
select an advisory committee of three or four additional graduate faculty members at least half of
whom must be faculty in ITSC.

This committee, working closely with the student and the mentor, will develop a tentative
program plan and advise the student on his or her progress. The student and the committee
together will draw up a reading list shaped to the student’s particular needs and interests; this
reading list along with the content of the courses in the student’s program plan will be the basis
of the student’s preliminary examination.

This committee will guide the student either through the shaping of a portfolio or the writing of a
dissertation.
Staffing

Because of the unique nature of the professional track and because the program needs renewed commitments to the workplace to ensure its relevance to a changing professional environment, the program needs a mechanism to continually redesign itself and its goals. This can be achieved through the employment of qualified instructors from outside the usual ranks of academia. For example, an instructor may be a person who has retired from a successful career in project development or information management; such a person could teach specially designed courses based on a lifetime of work in the field. With an increasing number of retired and highly experienced men and women who may want to teach but who lack traditional academic credentials, this may well tap a valuable resource. Such instructors will serve as temporary graduate faculty in teaching courses and acting as mentors; however, because of their temporary status they will not be able to direct dissertations or portfolios, though they may, of course, be major contributors to the student’s work on these projects.

Some Projected Needs

Personnel

At least six full-time tenured graduate faculty positions (not including the Director) with 6 to 9 hour teaching loads that include teaching credit for mentoring, directing teaching assistants, and coordinating off-campus internships (This is the minimum that we will need (1) to cover the course content in the program and (2) to gain credibility in the profession.)

At least one full time rotating position for a visiting non-traditional instructor

At least five graduate or teaching assistantships devoted solely to the Ph.D. and in addition to any awarded to masters students.

An additional program support technician position specifically assigned to the graduate program.

Physical facilities

At least two computer labs, each with 20 stations, equipped with state of the art equipment and current software (One lab needs to be a teaching facility; the other needs to be equipped so that students can complete assignments outside of class time. Both labs need to have the same level of hardware and software.)

At least one seminar type teaching facility equipped with a computer terminal that has access to the web and has the software for faculty and student presentations.

A small usability lab equipped with an observation booth, and video and audio taping facilities. (In the case that professors and students will want and need to conduct
usability testing on a wide variety of equipment, it should also have computer and telecommunication connections.)

**Institute Funding**

Travel funds for the supervision of the professional track students. (This is on the model of the directing of Practice Teaching in the School of Education.)

Travel funds for attendance at scholarly and/or professional meetings. (To gain credibility in the profession and to recruit both students and faculty, the program will need exposure.)

Funds for specific faculty training to maintain faculty credentials in the teaching of new hardware and software and of new information technologies. (Because a viable TSC program must stay current or slightly ahead of developments in the workplaces that it serves, faculty must be re-trained at a higher rate than in traditional programs.)

Funds for departmental memberships in key professional organizations

Funds for hardware and software maintenance and updating. (No equipment should be more than three years old, and software should be within the last two upgrades. Otherwise, the materials for teaching will be antiquated. We should explore the possibility of assessing a reasonable lab fee to help cover this funding.)

Funds to provide for student salaries to keep the student lab open as many hours as possible (Ideally, the student lab should be open at least until midnight at least three days a week.)

Operating Funds – telephones, fax equipment, copier rental fees, paper and toner for the lab printer(s), postage, brochures to advertise the program (especially the innovative track), paper, etc.

**Miscellaneous**

Library support – there needs to be a procedure worked out with the library so that current materials needed for the program can be fairly allocated to the departments participating in the interdisciplinary cognate. Possibly, we should have a re-examination of Inter-Library Loan Policies with a view toward heavier emphasis or priority for graduate students.

Funds for scholarly journals or the means by which such journals can be procured need to be worked out.

Especially in the beginning, there need to be funds to allow the Director or an institute faculty member to travel to potential workplaces to create and cement relationship that will allow for the internship.
Evaluation and teaching responsibilities need to be coordinated between the departments working in the interdisciplinary cognate so that faculty members are treated equally. [A doctoral program will require additional work from the faculty; consequently, there need to be ways to ensure that faculty members are fully rewarded for their work in the program. If the program attempts to develop itself on top of an already over-stretched faculty, it will be a disaster.]

The TSC Ph.D. at JMU

Working Parameters

(Here I project the content of the program sketched in the last section. Courses marked with asterisks are proposed.)

1. Required and Core Courses should be kept to a minimum but should reflect standard requirements in the profession.

All doctoral students must take the following core courses:

TSC 510. Seminar in Technical and Scientific Communication (3 credit hours)
or
TSC 520. Technical and Scientific Communication for Nonnative speakers of English (3 credit hours)

TSC 530. Research Methods in Technical and Scientific Professional Communication (3 credit hours)

TSC 540. Technical and Scientific Editing (3 credit hours)

These courses can be taken as a part of the JMU TSC MS or MS. (The present MS and MA were designed so that the program could evolve into a doctoral program with a minimum of change. Thus the three core courses required for that degree also form the core for the Ph.D. and are typical of Ph.D. requirements elsewhere.)

Students seeking the academic track also must take the following courses:

TSC 570. Rhetorical Theory: Classical through Renaissance (3 credit hours)
TSC 580. Rhetoric Theory: Enlightenment through Contemporary (3 credit hours)
TSC 670. Teaching Technical and Scientific Communication (3 credit hours)
TSC 695. Internship in Technical and Scientific Communication (3 credit hours)
ENG 501C. Professional Seminar in College Composition (3 credit hours)

*TSC 720. Writing for Publication (3 credit hours). Teaches how to write clear and effective articles for professional journals. Includes the writing of abstracts and the submission of articles for peer evaluation. [based on TTU]

TSC 800 Dissertation (12 credits taken over two semesters)
These students must teach a minimum of 12 hours of GenEd or TSC courses (not hours not counted toward the degree)

Students seeking the professional track must also take

*TSC 795. Advanced Internship in Technical and Scientific Communication. (18 hours taken over two semesters)

*TSC 801. Portfolio (15 hours taken over two semesters)

Elective hours required to complete the 72 hours of course work

At least 18 hours of course work must be taken at the 700 level.

2. Here should be a minimum of new course offerings and a revision of existing course content rather than the introduction of new courses.

Of the 25 courses presently listed in the graduate catalog, only three are not applicable to the doctorate: TSC 695, TSC 699, and TSC 700. Other courses may need to be examined to upgrade their content.

Courses that should be added to fill out the present offerings are:

The prerequisites for all the following courses are TSC 510, TSC 530, TSC 540, or the permission of the Graduate Advisor (together with the course instructor).

*TSC 720, Task-Oriented Communication. 3 credits. Teaches the process of developing instructions for people performing mental and physical tasks. Covers evaluating task performance, choosing instructional media, developing instructional objectives, and producing procedural information. [Rensselaer]

*TSC 721. Usability Testing. 3 credits. Developing user-interfaces through such usability protocols as expert judgment, interviews, focus groups, picture-ordering, surveys, and think-aloud sessions as well as formal testing methods. Emphasis on the production of user-friendly documents manuals. [see K. Shriver]
*TSC 730. Quantitative Analysis. 3 credits. Theory and practice of designing research studies and of collecting and analyzing data. Emphasis on quantitative methods of research in writing and professional communication. [NMSU]

*TSC 731. Qualitative Analysis. 3 credits. Theory and practice of designing research studies and of collecting and analyzing data. Emphasis on qualitative methods of research in writing and professional communication. [NMSU]

*TSC 740. Designing Web-Based Training. 3 credits. Learning the steps of designing WBT for business and industry from analyzing course content and assessing student needs through combining elements into effective learning sequences and evaluating both the sequence and the learner. [see Wm. Horton]

*TSC 765 Advanced Electronic and Online Publication. 3 credits. Advanced study of electronic and online publication especially focused on workplace applications. Includes the designing and production of cost efficient deliverables using a variety of production methods. Prerequisites: TSC 650 and permission of the instructor.

*TSC 770. Portfolio Construction and Evaluation. 3 credits. Writing, compiling, and organizing portfolios suitable for scientific and industrial presentation of research data, proposals, and reports. Includes methods for evaluating the effectiveness and thoroughness of the presentation. Must be taken before TSC 801.

*TSC 780. Advanced Readings in Technical and Scientific Communication. 3 credit. Prerequisites: completion of 18 or more credit hours and permission of the Director. May be repeated with different content.

*TSC 781. Advanced Topics in Rhetoric. 3 credits. Faculty-supervised reading, research and writing on advanced issues in rhetorical theory. Especially recommended for students in the academic track. May include such topics as the complex relations between race, region or gender and the texts that represent them, the relationship between symbols and thought, or the cognitive consequences of written interaction. Prerequisites: completion of 18 or more credit hours and permission of the Director. May be repeated with different content.

*TSC 795. Advanced Internship in Technical and Scientific Communication. (18 hours taken over two semesters) Designed for the professional track. Requires that the student coordinate actual workplace experience and TSC course work. Prerequisites: TSC 695 and permission of internship coordinator.

*TSC 800 Dissertation (12 credits taken over two semesters)

*TSC 801. Portfolio (15 hours taken over two semesters). Prerequisite: TSC 750.
3. Students should be able to complete the degree in four years after the baccalaureate.

Track 1: Typical Academic Program entering without Masters Degree)

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<td>TSC 510. Seminar in Technical and Scientific Communication</td>
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<td>TSC 530. Research Methods in Technical and Scientific Professional Communication</td>
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<td><strong>Spring</strong></td>
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<td>TSC 540. Technical and Scientific Editing</td>
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**Continuation Review**

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**Selection of Advisory Committee**

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<td>course 2</td>
<td></td>
</tr>
<tr>
<td>course 3</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>course 1</td>
<td></td>
</tr>
<tr>
<td>course 2</td>
<td></td>
</tr>
<tr>
<td>course 3</td>
<td></td>
</tr>
</tbody>
</table>

**Prelims at End of 3rd Year**

<table>
<thead>
<tr>
<th>Year 4</th>
<th>18 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation and/or additional courses</td>
<td></td>
</tr>
</tbody>
</table>
Dissertation

Track 2: Typical Professional Program (entering without Masters Degree)

<table>
<thead>
<tr>
<th>Years 1 and 2</th>
<th>36 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 hours of TSC courses, including TSC 510, TSC 530, and TSC 540</td>
<td></td>
</tr>
</tbody>
</table>

Continuation Review at the end of 1st year

<table>
<thead>
<tr>
<th>12 hours of interdisciplinary hours</th>
</tr>
</thead>
</table>

Prelims

<table>
<thead>
<tr>
<th>Year 3</th>
<th>18 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>18 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional coursework and portfolio preparation</td>
<td></td>
</tr>
</tbody>
</table>

Portfolio
4. Students who earn the JMU TSC MA or MS should be able to use their masters work toward the doctorate.

**Track 3: Academic (with JMU Masters Degree)**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>18 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>The completion of core requirements</td>
<td></td>
</tr>
<tr>
<td>Prelims</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>18 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation and/or additional courses</td>
<td></td>
</tr>
</tbody>
</table>

**Dissertation**

**Track 4: Professional (with JMU Masters Degree—admission to this track implies that the successful completion of the Masters Degree qualifies the student for candidacy.**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>18 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>18 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional coursework and portfolio preparation</td>
<td></td>
</tr>
</tbody>
</table>

**Portfolio**
5. Students should be able to complete their work in the professional track through long-distance learning.

6. Students should be able to transfer into the program at least 12 hours of cognate work taken outside JMU, while keeping the GS rule that only 9 hours can be transferred for the core requirements.

7. We should find ways to attract non-traditional students.

To attract non-traditional students from the workplace, there needs to be flexibility especially in the professional track (1) to receive graduate credit for their experience in the workplace and (2) to remain in the workplace while completing the degree. One way that we could accomplish this would be to have such students present an entrance portfolio that could substitute for as much as 18 hours of graduate credit. When we allot credit in this manner, there should be a special revision of the core course requirements and a lowering of the total number of program hours for that student. In other words, we would be giving credit for experience in the workplace without adding a fee for earning that credit.