LEARNING OUTCOMES

- Students will attain a solid grasp of leading theories and research practices found in the discipline

- Students shall cultivate responsive listening skills and openness to the messages of others through their personal interactions inside and outside of the classroom

- Students shall develop an appreciation for cultural diversity and multiple ways of knowing

- Students will gain the tools and confidence needed to conduct research and to frame their arguments in a scholarly way

- Students will increase their media literacy through the production and analysis of communication texts

- Students shall gain exposure to professional practices in organizations and other entities related to their chosen area of focus in communication studies
# Program Student Learning Outcomes (PSLOs)

**Dept. of COMMUNICATION**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Initial</th>
<th>Emerging</th>
<th>Developed</th>
<th>Reflection</th>
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<tbody>
<tr>
<td><strong>Outcomes are Comprehensive</strong></td>
<td>List is incomplete, having only institutional, college, or departmental outcomes.</td>
<td>List includes outcomes related to institutional, college, and departmental goals.</td>
<td>List not only includes all necessary outcomes, but also considers national disciplinary standards.</td>
<td>2007 curriculum revision sought to include a robust set of outcomes. They align with guidelines established by the NCA and many others (see attachments).</td>
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<td><strong>Outcomes are Assessable</strong></td>
<td>Outcomes are not directly observable. Example: “Students understand X.”</td>
<td>Most outcomes are directly observable and indicate how students demonstrate their learning.</td>
<td>All outcomes indicate how students demonstrate their learning. Example: “Students can write reports in APA style.”</td>
<td>Most outcomes identify specific types of work or projects that are assessable.</td>
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<td><strong>Inclusive Process</strong></td>
<td>Outcomes were created or reviewed by a single person.</td>
<td>Outcomes have been created by a single person, and have been subjected to review by departmental faculty.</td>
<td>Outcomes have been developed collaboratively and approved by department faculty and academic division’s head.</td>
<td>The department is small but the outcomes were developed in conjunction with participating adjuncts and adjuncts in both meeting format and private consultations.</td>
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<td><strong>Aligned with Woodbury Principles</strong></td>
<td>Outcomes are not aligned with the 6 Woodbury Principles.</td>
<td>Outcomes are somewhat aligned with the 6 Woodbury Principles.</td>
<td>Outcomes are fully aligned with the 6 Woodbury Principles.</td>
<td>Outcomes were purposefully created to align with the 6 Woodbury Principles.</td>
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</table>
During the week of July 31, 2000, a group of undergraduate faculty met at Hope College in Holland, Michigan for a special conference on designing the undergraduate curriculum in communication under the facilitation of Professor Stephen Littlejohn of Domenici Littlejohn, Inc. The 42 participants represented a variety of undergraduate programs in 18 states and Hong Kong. The primary concern was with how the small undergraduate college department of communication, with limited faculty and curricular resources, could implement a program representing our field's diversity. The objectives of the conference were to:

- Identify the essential knowledge and skills all undergraduate communication majors should acquire.
- Identify and specify strategies to assure the essential issues of epistemology, methodology, theory and praxis characterizing the study of communication are accounted for in curriculum planning and evaluation.
- Describe a model curriculum that would function as a point of reference for undergraduate communication curriculum evaluation and planning.
- Provide insights into theory, research, practice, and skills that enable all participants to develop new visions, gain fresh insights, and increase awareness and understanding of the current theoretical and research issues in our field. Such insights should inform our curricular models and classroom teaching.

This conference echoed the purposes and objectives of the 1985 "Essential Curriculum Conference" at Hope College. The 1985 Conference had approved the following statement:

*The ideal curriculum in our discipline concerns the understanding and views of spoken language and associated behaviors in a variety of contexts. As educators, we seek to assist people in becoming effective and ethically responsible communicators who can understand theoretical choices and who can design, express, interpret, and evaluate functional messages.*
The curriculum model developed then became the basis for over 20 program revisions and dozens of program reviews.

Fifteen years later communication has changed. The 2000 conference was organized as both the closing bookend on a 15-year program and the starting point for future initiatives in curriculum and faculty development. Relying upon a consensual decision making process in small group and plenary sessions, the participants defined what information they needed to develop the curriculum, framed the issues and set the week’s agenda, identified the key questions to be answered, and clustered them into four areas that became the working document. These areas were curricular goals and core, disciplinary identity, driving forces behind curricular decisions, and tensions to be balanced. The curriculum design developed by these 42 faculty should provide direction for the future. Our report contains sections defining our disciplinary identity, the challenges and decision points encountered in communication, and curriculum goals.

Disciplinary Identity

Communication is a multifaceted discipline that studies the processes, practices and products of human signification as its central defining characteristic. We are a broad and diverse intellectual community whose members study the symbolic processes of interaction in a variety of contexts and modalities. When we use the term communication in this document, we are including communication science, rhetoric, and aesthetics. We teach the ability to interact ethically, confidently, and effectively. We engage in systematic description, interpretation, and assessment of the products and results emerging as a consequent of communicative processes and practices.

Challenges and Decision Points

As everywhere in the academy, many challenges exist in the communication discipline. All of them can be considered as decision points on a continuum. Small departments experience pressures in achieving an appropriate balance tied to the resources available. A particular program’s situation depends upon local factors. Some of these philosophical and pragmatic decision points include a paradigm that bridges the knowledge communities of the sciences, social sciences, professional studies, arts, and humanities.
Caption: This paradigm shows how these knowledge communities originate and also how they balance and relate to one another.

Other pragmatic challenges may include:

- Theory and applications (or study of applied communication)
- Exclusionary focus and cafeteria style
- Depth and breadth
- History (traditional definition of the field) and future (trends in the field)
- Rhetoric and social science
- Humanities and social science
- Employers' expectations and disciplinary expectations
- Liberal arts and professions
- Single and multiple realities
- Territoriality and collaboration
- Students’ expectations and academy’s expectations
- Situational forces and disciplinary expectations
- Tensions between technologies

Curricular Goals and Core

We believe an undergraduate degree in communication should educate individuals to be capable of assessing situations and crafting appropriate communicative responses to interact effectively with diverse others and to participate as socially responsible members of their increasingly mediated and complex communities. The following nine goals in combination address this mission. The ideal communication curriculum achieves all of the goals.

Each goal can be met in a variety of ways, including requiring:

- A specific course OR
- A significant assignment component within required courses OR
- Significant topic coverage within required courses OR
- A capstone experience/senior thesis, portfolio, or scholarly service learning
Goal 1: Understanding of multiple theoretical perspectives and diverse intellectual underpinnings in communication as reflected in its philosophy and/or history

Options include:

- Take a course in communication/rhetorical theory
- Major, theory-based assignment in required communication course
- Major coverage of theories in required communication courses
- Capstone experience

Goal 2: Competency in effective communication with diverse others

Options include:

- Take an intercultural communication course or a communication course devoted to a different culture
- Major cultural assignment component in required communication courses
- Significant coverage of cultural communication in required communication courses
- Capstone experience or a cross-cultural experience with a communication-focused research project

Goal 3: Competency in presentation, preferably in more than one form

Options include:

- Take a presentational skills course. Examples might include: public speaking, listening, online presentations, web page, advertising campaigns, broadcasting, film making
- Significant presentations in required communication courses
- Portfolio and/or capstone experience
Goal 4: Competency in analysis and interpretation of contemporary media
Options include:

- Take a course focusing on media/rhetorical approaches to media
- Have a significant assignment in the analysis and interpretation of contemporary media in required communication courses
- Have significant topic coverage of the analysis and interpretation of contemporary media in required communication courses
- Capstone experience or scholarly service learning project that does media analysis for a community organization

Goal 5: Competency in reflective construction and analysis of arguments and discourse intended to influence beliefs, attitudes, values, and practices
Options include:

- Take a course that focuses on argument processes. Examples might include: argumentation, rhetorical criticism, persuasion, negotiation, conflict resolution or public address
- Have a significant assignment in reflective construction and analysis of argument in required communication courses
- Have significant topic coverage of reflective construction and analysis of argument in required communication courses
- Capstone experience or scholarly service learning project

Goal 6: Competency in systematic inquiry (the process of asking questions and systematically attempting to answer them, and understanding the limitations of the conclusion reached)
Options include:

- Take a research methods course in which students do research in communication. Examples might include: ethnography, rhetorical criticism, survey research, quantitative research
- Have a major research assignment in required communication courses
- Capstone experience or a portfolio with evidence of communication research
**Goal 7**: Competency in analysis and practice of ethical communication

Options include:

- Take a course in analysis and practice of ethical communication. Examples might include: relational ethics, media ethics, and organizational ethics
- Have a major assignment in analysis and practice of ethical communication in required communication courses
- Have significant topic coverage of analysis and practice of ethical communication in required communication courses
- Capstone experience or scholarly service learning project

**Goal 8**: Competency in human relational interaction

Options include:

- Take a human relational interaction course. Examples might include: interpersonal communication, group communication, family communication, nonverbal communication, listening, leadership
- Have a major assignment in relational communication in required communication courses
- Have significant topic coverage of relational communication in required communication courses
- Capstone experience or scholarly service learning project

(Although it was not adopted by consensus, a sizeable number of participants favored inclusion of the following ninth goal.)

**Goal 9**: Competency in analysis and practice of communication that creates or results from complex social organization

Options include:

- Take a course focusing on communication in complex social organizations. Examples might include: organizational communication, family communication, political communication, rhetoric of social movements
- Have a significant assignment focusing on communication in complex social organizations
complex social organizations in required communication courses
• Have significant topic coverage of communication in complex social organizations in required communication courses
• Capstone experience or scholarly service learning project

**Conclusion**

In recommending this communication curriculum, we are aware that opportunities and constraints vary among institutions. In preparing this document, we considered specific factors in developing the curriculum, including: the mission and resources of institutions; the role of departments in relation to general education and service courses; differing faculty roles and tenure requirements; and availability of professional staff. Although these factors vary, we believe this curriculum is appropriate for all communication departments.

The conference participants included:

**Conference Facilitators:**

Stephen Littlejohn, Domenici Littlejohn, Inc.
James Anderson, University of Utah
Joseph W. MacDoniels, Hope College
Roger Smitter, North Central College

**Participants:**

Terryl Berryman, Cornerstone College
Sheri Bleam, Adrian College
Audrey Boxmann, Merrimack College
David Bradbury, College Misericordia
Ken Burke, Mills College
Joe Dailey, Carroll College
Kathleen Edelmayer, St. Mary's College
Michele Egan, Eureka College
Mike Fairley, Austin College
Kathleen Farrell, University of Iowa
Douglas Gaerte, Houghton College
Dominique Gendrin, Xavier University
<table>
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<tr>
<th>Name</th>
<th>Institution</th>
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<tr>
<td>Alma Hall</td>
<td>Georgetown College</td>
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<td>Dotty Hamilton</td>
<td>Avila College</td>
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<td>Alan Lerstrom</td>
<td>Luther College</td>
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<td>John Ludlum</td>
<td>Otterbein College</td>
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<td>Pat Lynch</td>
<td>Thomas More College</td>
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<td>James McNiff</td>
<td>Kutztown University</td>
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<tr>
<td>Ronda Oosterhoff</td>
<td>Calvin College</td>
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<tr>
<td>Robert Paige</td>
<td>Culver-Stockton College</td>
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<tr>
<td>Jeannine Pondozi</td>
<td>The College of St. Rose</td>
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<td>John Powers</td>
<td>Hong Kong Baptist University</td>
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<td>Pat Raverty</td>
<td>Thomas More College</td>
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<td>Ann Rosenthal</td>
<td>Columbus State University</td>
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<td>Bill Ruehlmann</td>
<td>Virginia Wesleyan</td>
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<td>Paul Sabelka</td>
<td>Iowa Wesleyan</td>
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<td>Carmen</td>
<td>Mt. St. Mary College</td>
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<td>Schmersahl</td>
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<td>David Schock</td>
<td>Hope College</td>
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<td>Theodore</td>
<td>Randolph-Macon College</td>
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<td>F. Sheckels</td>
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<td>Steve Shehan</td>
<td>Adrian College</td>
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<td>Karen Sindelar</td>
<td>Coe College</td>
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<td>Sarah Stokely</td>
<td>Mt. St. Mary College</td>
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<tr>
<td>Susan Swan</td>
<td>Hanover College</td>
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<tr>
<td>Joe Tarantowski</td>
<td>Baldwin-Wallace College</td>
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<td>Scott Turcott</td>
<td>Indiana Wesleyan University</td>
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<tr>
<td>Michelle Violanti</td>
<td>University of Tennessee</td>
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<tr>
<td>Reneva Watterson</td>
<td>Shorter College</td>
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<tr>
<td>Bruce Weaver</td>
<td>Albion College</td>
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<tr>
<td>Paul Westbrook</td>
<td>Northeastern Oklahoma State</td>
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</tbody>
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* NCA Institute for Faculty Development, Hope College, July 31-August 4, 2000.
### UN Vision

**Learning to Know (Knowledge)**

<table>
<thead>
<tr>
<th>UN Vision</th>
<th>WASC Standards</th>
<th>Futurists</th>
<th>Six Principles</th>
<th>Bloom’s Taxonomy</th>
<th>WU General Education</th>
<th>NASA Standard + Student Outcomes</th>
<th>NCA Program Focus Areas</th>
<th>NCA Knowledge Outcomes (cognitive, skill, attitude)</th>
<th>Dept. of Communication Goals</th>
<th>Dept. of Communication Learning Outcomes</th>
<th>Chair Expertise</th>
<th>CO Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>A culture of student learning</td>
<td>Transdisciplinarity</td>
<td>Critical thinking</td>
<td>Leverage creativity</td>
<td>Analyze and evaluate with academic perspective</td>
<td>Vital to Education Process</td>
<td>Disciplinary specific knowledge</td>
<td>Logical &amp; critical reasoning</td>
<td>Knowledge</td>
<td>To instill affinities for intellectual curiosity, systematic thought, and creative inquiry</td>
<td>Solid grasp of leading theories and research practices in the discipline</td>
<td>Social construction</td>
<td>Define and streamline curriculum around themes of media, culture, design, as well as general communication studies</td>
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<tr>
<td>Innovation &amp; Creativity</td>
<td>Synthesis</td>
<td>Apply methods to social, historical, scientific problems</td>
<td>To develop media literacy, rhetorical ability, and relational skills among students</td>
<td>Gain tools and confidence to conduct research and frame arguments</td>
<td>Social construction</td>
<td>Creative Inquiry practices</td>
<td>Informatics</td>
<td>Professionalize the major by adding media production to the current mix of public speech communication skills</td>
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<tr>
<td>Learning to live together (Community)</td>
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<td></td>
<td>Comprehension</td>
<td>Multiple perspectives</td>
<td>Increase media literacy through production and analysis of communication texts</td>
<td>Theory/practice</td>
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<tr>
<td>Learning to do (Action)</td>
<td>time value</td>
<td>Application</td>
<td>To avoid students in the pursuit of their personal and career goals through internships, student activities, and faculty advising.</td>
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<tr>
<td>Communication</td>
<td>Effective multi-modal communication</td>
<td>Multimodal communication competencies</td>
<td>To embed communication excellence in the university through outreach, collaboration, and the creation of a positive communication climate</td>
<td>Cultivate listening skills and openness to the messages of others</td>
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<td>Visual communication</td>
<td>Add more faculty and adjunct resources</td>
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<tr>
<td>Learning to live together (Community)</td>
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<td>Self-confidence</td>
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<tr>
<td>Personal &amp; Social Responsibility</td>
<td>Emphasize</td>
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<td>Evaluation</td>
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<td>The Integrated Student</td>
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**Chair Expertise**

- Develop Academic Studios as signature pedagogy
- Branch out to include design philosophy and transdisciplinary habits of mind
- Assistance to GE curriculum
- Contribute to the mission of other departments in Media, Culture, & Design
- Leverage location in Los Angeles and proximity to media, entertainment, and cultural industries

**CO Objectives**

- Customized faculty advising and focus on senior student stage development
Dept. Of Communication Course/Goal Alignment (Topical Analysis)

- Public Speaking
- Media Culture
- Family Communication
- Introduction to Film
- Film History
- Film Noir
- Anime
- Media Ethics
- Argumentation and Debate

- Media literacy, rhetorical ability, and relational skills

- Public Speaking
- Media Culture
- Family Communication
- Introduction to Film
- Film History
- Film Noir
- Anime
- Media Ethics
- Argumentation and Debate

- Communication scholarship and creation of artifacts with multiple presentation modes with personal/social responsibility

- Introduction: Public Speaking
- Developed: Media Culture
- Developed: Interpersonal Communication
- Developed: Oral Interpretation of Literature
- Mastered: Visual Communication
- Mastered: Journalism
- Mastered: Rhetorical Theory
- Mastered: Communication and the Sexes
- Mastered: Communication and Culture

- Intellectural curiosity, systematic thought, and creative inquiry

- Outcome: Students will attain a solid grasp of leading theories and research practices in the discipline

- Increased media literacy through production and analysis of communication texts

- Cultivate listening skills and openness to the messages of others

- Gain exposure to professional practices

- Cultivate life and career goals

- The Integrated Student
- Include global context, economic forces, and new technologies
- Develop an appreciation for cultural diversity and different ways of knowing

- Personal and Social Responsibility
- Gain exposure to professional practices

- Internship
- Senior Seminar
- Communication Club
- Lambda Pi Eta Honors Society
- Student Moodle portfolio

- Innovation and Creativity
- Intellectual curiosity, systematic thought, and creative inquiry

- Outcome: Students will gain tools and confidence needed to conduct research and frame arguments

- Research Methods
- Thematic Seminar: Virtual Worlds
- Communication Theory
- Screenwriting
- Critical Studies
- Final Cut Editing
- Independent Film
- Performance Studies

- Increase media literacy through production and analysis of communication texts

- Thematic Seminar: Future of Media
- Thematic Seminar: Global Media Systems
- Ideology & Persuasion
- Information Politics
- Anthropology Courses

Course.Goal Alignment (Topical Analysis).mmap – 10/20/08 – Edward Clift