REQUEST TO OFFER A NEW DEGREE PROGRAM

Florida Gulf Coast University
University Submitting Proposal

Fall 2001
Proposed Implementation Date

Humanities and Arts
Name of Department(s)
BA in Liberal Studies,
Communication Major

College of Arts and Sciences
Name of College or School
Communication
23.1001

Complete Name of Degree

Academic Specialty or Field (include CIP Code)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial commitment and the criteria for establishing new programs have been met prior to the initiation of the program.

Vice President for Academic Affairs
Date: 3/29/01

President
Date: 3/29/01

Indicate the dollar amounts appearing as totals for the first and the fifth years of implementation as shown in the appropriate summary columns in BOR Table Three. Provide headcount and FTE estimates of majors for years one through five. Headcount and FTE estimates should be identical to those in BOR Table One.

<table>
<thead>
<tr>
<th>Total Estimated Costs</th>
<th>Projected Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HDCT</td>
</tr>
<tr>
<td>First Year of Implementation</td>
<td>$203,644</td>
</tr>
<tr>
<td>Second Year of Implementation</td>
<td>60 / 41.25</td>
</tr>
<tr>
<td>Third Year of Implementation</td>
<td>70 / 47.5</td>
</tr>
<tr>
<td>Fourth Year of Implementation</td>
<td>75 / 51.25</td>
</tr>
<tr>
<td>Fifth Year of Implementation</td>
<td>$203,644</td>
</tr>
</tbody>
</table>
PROPOSAL
Communication Concentration
B.A. Liberal Studies

INTRODUCTION

I. PROGRAM DESCRIPTION

Describe the degree program under consideration, including its level, emphases (including tracks or specializations), and number of credit hours (total, and required for the major).

The proposed program is a Bachelor's degree in Liberal Studies with a major in Communication. The Communication major will be added to the existing BA in Liberal Studies degree in the College of Arts and Sciences at Florida Gulf Coast University. The primary intent of this program is to prepare students for a variety of communication-related fields, particularly those that complement the mission of Florida Gulf Coast University. The Communication major provides a solid foundation for students seeking careers in business, law, journalism, public relations, mass communication, environmental communication, and many other fields. The program will also provide the necessary foundation for students planning to attend graduate school. Three tracks within the major are proposed: Communication Studies, Public Relations and Environmental Communication. Two additional tracks are anticipated once the core program is well established. These tracks will be in Organizational Communication, and Mass Communication. All tracks will share a strong theoretical foundation that unifies the degree.

The Bachelor's Degree in Liberal Studies with a major in Communication will include a total of 120 credit hours. The specific degree requirements include 30 to 33 credits required in the major, 12 hours in the Collegium of Integrated Learning (the core of the Liberal Studies degree taken by all students in the College of Arts and Sciences), and the 3 credit University Colloquium course.

Classical university curriculum was founded on the trivium of logic, rhetoric, and grammar. That curriculum was designed to develop the skills in thinking, speaking, and writing that allowed people to live as free citizens in their society and to prosper in their chosen occupations. This trivium provides the philosophical foundation for both the Liberal Studies degree and the proposed Communication major. Today, it is becoming increasingly clear that it is the capacity to understand, analyze, and produce information rather than content-specific training that will most empower people to live and work in a rapidly changing world and to participate usefully in a democratic society.

The Communication major at Florida Gulf Coast University aims to create a new trivium for the modern student by providing a theoretical foundation for all students combining Philosophy,
Speech Communication, and English. The proposed major allows students to hone their thinking, speaking, and writing abilities while also developing practical, professionally marketable skills. The 12 credit core provides the theoretical foundation and the 18 to 21 credit individual tracks within the program are designed to allow students to specialize in their own areas of interest.

II. INSTITUTIONAL MISSION

Is the proposed program listed in the current State University System Strategic Plan? How do the goals of the proposed program relate to the institutional mission statement as contained in the Strategic Plan?

The proposed Bachelor's degree in Liberal Studies with a major in Communication is listed in the current State University System Strategic Plan. The goals of the proposed program match the institutional mission in a number of ways. The FGCU Vision statement asserts that "Florida Gulf Coast University is dedicated to providing a learning-centered environment that offers the highest quality educational opportunities for the development of the knowledge, insights, competencies, and skills necessary for success in life and work." The proposed Communication major directly contributes to satisfying this goal as communication skills are regularly considered to be the core competencies and skills necessary for success in life and work. In fact, one of FGCU's nine undergraduate Learning Goals and Outcomes is effective communication. In a 1995 report by the U.S. Department of Labor on fastest growing careers, communication skills were noted as being in demand across occupations well into the next century.

In FGCU's founding mission statement, a central focus of the university's purpose is "to address the educational needs of the rapidly growing Southwest Florida population." In 1996, as FGCU was planning its curriculum, interviews were conducted with 55 potential employers of Florida Gulf Coast University graduates. Fifty-three of the 55 people interviewed rated communication skills of the highest importance and 53 rated the adequacy of current communication skills of employees as "grossly inadequate." Twenty-six of the 55 respondents said they have to train or retrain employees in communication skills because of this deficiency. Respondents stated "If they had a choice between hiring a graduate who was above average in a subject-matter but poor in communication skills and a graduate who was only adequate in technical competency but a superior communicator, they would take the latter every time. Employers emphasized that they can bring new employees up to speed in the nuts-and-bolts of their businesses, but they cannot adequately give them the communication skills that are essential to their ability to do the technical tasks."

The Communication major attempts to satisfy the need for employees with well developed communication skills by preparing students to support a wide range of essential industries in this region including public relations firms, commercial businesses, local government agencies, mass
media outlets, service providers, among many others. Consistent with FGCU's environmental mission, graduates in environmental communication will serve the variety of government and private organizations dedicated to conserving and preserving the fragile local environment.

Communication programs across the United States, like the FGCU mission, stress the role of citizenship in a civil and democratic society. This is a hallmark of the proposed Communication major.

The development of the Communication program will have a positive impact across the FGCU undergraduate curriculum. The Communication major, as proposed, seeks to build bridges with philosophy, English, environmental studies, and marketing and advertising. This reflects the interdisciplinary goals of the College of Arts and Sciences. The addition of the Communication program will also provide the faculty a foundation from which they can address institutional needs, including the development of communication skills in FGCU's students.

III. PLANNING PROCESS AND TIMETABLE
Describe the planning process leading up to submission of this proposal. Include a chronology of activities, listing the university personnel directly involved and any external individuals who participated in planning. Provide a timetable of events for the implementation of the proposed program.

The planning process for the Communication major began in 1995, prior to the opening of Florida Gulf Coast University with a survey conducted by consultant John L. Perry, a veteran newspaper journalist and public-affairs counselor, of 55 potential employers of FGCU graduates. Fifty-three of the 55 people interviewed cited communication skills as a whole as the greatest curriculum need. The majority of other skills needed were also in the area of communication including public speaking (33 of 55), working with groups (33 of 55), interpersonal skills (24 of 55), and listening (23 of 55), all central aspects of the proposed Communication program.

In response to this study and a high level of student inquiry and interest, curriculum planning for the Communication major began during the 1997-98 academic year. More than ten students demonstrated an interest in pursuing a communication degree during FGCU's first year of operation. In response to this, a plan of study was developed under the Individualized Program of Study Option to provide interested students a temporary alternative course of study until the Communication major was created and implemented. Since that time an average of between 15 and 20 students in the Liberal Studies degree program each year have opted to pursue the Individualized Program of Study with a focus on communication.

During the 1997-98 academic year several planning meetings were held with members of the Communication, English, and Philosophy faculty, and representatives from Student Services, Advising, and Planning and Evaluation to begin the planning process for the Communication major. This group discussed a philosophy for the FGCU Communication major and began looking
at the existing programs at other universities, both in and outside of Florida.

During the 1998-1999 academic year, several new courses were developed and offered to broaden offerings for students interested in communication and pursuing the Individualized Program of Study and to begin to lay the foundation for the Communication major. These courses were also developed to meet the educational needs to develop communication skills of the FGCU students.

The bulk of the planning took place during the 1999-2000 academic year. Communication programs at all of the Florida State University System institutions were examined, and ideas for the Florida Gulf Coast University Communication major were developed. A preliminary draft was shared with Dr. Jim Wohlpart, Chair of the Division of Humanities and Arts and a member of the English faculty in September of 2000. Dr. Glenn Whitehouse, a member of the Philosophy faculty, was a primary contributor to the design of the proposed program as was Dr. W. Gregory Sawyer, Dean of Students and member of the Communication faculty, and Dr. Ludmilla Wells of the College of Business. A draft of the proposed program was shared with all the members of the faculty in the Division of Humanities and Arts during the Fall 2000 term for their feedback and input. The Deans of the College of Arts and Sciences and the College of Business, the Chair of the Division of Environmental Studies, and the Chair of the Division of Humanities and Arts have all offered their support of the proposed program (See Appendix A for letters of support). In the Spring of 2001, the proposed program was approved by both the College of Arts and Sciences Curriculum Team and the University Undergraduate Curriculum Team.

Plans for the 2000-2001 academic year include completion of the development of the proposed new courses, and recruiting students to the Communication program. Specifically, once the program is approved promotional materials about the communication program will be included in FGCU recruiting materials, students expressing an interest in communication will be contacted by appropriate personnel, and recruiters will begin contacting high schools and community colleges that offer communication programs to inform them of the new program. Program implementation is planned for the Fall 2001 semester when the first Communication majors will be admitted.

IV. ASSESSMENT OF NEED AND DEMAND

A. What national, state, or local data support the need for more people to be prepared in this program at this level? (This may include national, state, or local plans or reports that support the need for this program; demand for the proposed program which has emanated from a perceived need by agencies or industries in your service area; and summaries of prospective student inquiries.) Indicate potential employment options for graduates for the program. If similar programs exist in the state, provide data that support the need for an additional program.

Need

The need for communication professionals at the national, state, and local levels is well
documented. As noted in section II, a 1995 report by the U.S. Department of Labor on fastest growing careers noted communication skills as being in demand across occupations well into the 21st century. In 1997, a national survey of 1,000 human resource managers was conducted by Winsor, Curtis, and Stevens. The results were published in the Journal of the Association of Communication Administrators. These managers identified oral communication skills as valuable for both obtaining employment and for successful job performance. In June 1997, executives with Fortune 500 companies reported in an article in Association Trends that college students need better communication skills along with the ability to work in groups and with people from diverse backgrounds. According to the Department of Labor and Employment Security’s most recent projections, all communication industry groups are projected to increase until 2006. For example, in Public Relations alone, a 31% growth rate is anticipated. Since the beginning of recorded history, the ability to speak clearly, eloquently, and effectively has been recognized as the hallmark of an educated person.

The local need is well documented in the study conducted in 1995 by John L. Perry described earlier in Section II. Respondents stated that “If they had a choice between hiring a graduate who was above average in a subject-matter field but poor in communication skills and a graduate who was only adequate in technical competency but a superior communicator, they would take the latter every time. Employers emphasized that they can bring new employees up to speed in the nuts-and-bolts of their businesses, but they cannot adequately give them the communication skills that are essential to their ability to do the technical tasks.”

Local employment opportunities for graduates are extensive and include, but are not limited to, work as Public Relations Directors, in Human Resource departments, in Telecommunications, and with environmental agencies.

The local business community also indicates a need for communication professionals. One indication of this is the number of requests received by FGCU for interns with communication training by local businesses. These have included the Everblades hockey team, the local Fox TV station, WCI properties (one of the largest developers in Southwest Florida), and WGCU (the local public TV and radio station), among many others.

Demand

Members of the FGCU Admissions and Advising staff report that Communication is one of the most often requested majors for both prospective and incoming students. Student demand is further documented by the more than 20 students interested in Communication currently enrolled in the Individualized Program option in the Liberal Studies degree program.

Though Communication programs exist at most of the SUS institutions, there is none within 100 miles of FGCU, and no program in the state of Florida offers a track in Environmental
Communication. The closest program is at the University of South Florida. The focus of this program is significantly different from the proposed FGCU program. The USF program concentrations are in Performance Communication, Interpersonal and Organizational Communication, and Public and Cultural Communication. The proposed FGCU tracks are in Environmental Communication, Public Relations, and Communication Studies.

B. Use BOR Table One A (baccalaureate) or BOR Table One B (graduate) to indicate the number of students (headcount and FTE) you expect to major in the proposed program during each of the first five years of implementation, categorizing them according to their primary sources. In the narrative following Table One, the rationale for enrollment projections should be provided and the estimated headcount to FTE ratio explained. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines which will likely occur.

As BOR Table One A indicates, enrollments are projected to increase from 30 head count/20 FTE in 2001/2002 to 85 head count/57.5 FTE in 2005/2006. These projections are based on local and state demand for Communication Studies programs and for graduates with degrees in Communication as well as the enrollment growth in FGCU’s Individualized Program of Study with an emphasis in Communication over the past three years. One FTE is equal to 40 credit hours. In the first year, 20 full time and 10 part time students are estimated. A full time student is expected to take on the average of 30 credit hours per year and a part time student is expected to take on the average of 20 credit hours per year. A full time upper division student will take two years to complete the Communication major and a part time student will take three years. The numbers each year are based on current enrollments in the individualized program of study, anticipated growth, graduation, and attrition rates.
**BOR TABLE ONE A**

**NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL SOURCES**

**BACHELOR DEGREE PROGRAM**

**NAME OF PROGRAM:** Bachelor of Liberal Studies with a major in Communication  
**CIP CODE:** 23.1001

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>20</td>
<td>60</td>
<td>41.25</td>
<td>70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Students (Non-Duplicative Count in Any Given Year)**</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-level students who are transferring from other majors within the university***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level**</td>
<td>20</td>
<td>14</td>
<td>40</td>
<td>27.5</td>
<td>45</td>
<td>30.5</td>
<td>50</td>
<td>34.25</td>
<td>60</td>
<td>40.5</td>
</tr>
<tr>
<td>Florida community college transfers to the upper level**</td>
<td>5</td>
<td>3</td>
<td>15</td>
<td>10.5</td>
<td>15</td>
<td>10.5</td>
<td>15</td>
<td>10.5</td>
<td>15</td>
<td>10.5</td>
</tr>
<tr>
<td>Transfers to the upper level from other Florida colleges/universities**</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3.25</td>
<td>10</td>
<td>6.5</td>
<td>10</td>
<td>6.5</td>
<td>10</td>
<td>6.5</td>
</tr>
<tr>
<td>Other (Explain)**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>20</td>
<td>60</td>
<td>41.25</td>
<td>70</td>
<td>47.5</td>
<td>75</td>
<td>51.25</td>
<td>85</td>
<td>57.5</td>
</tr>
</tbody>
</table>

*List projected yearly cumulative ENROLLMENTS instead of admissions.  
** Do not include individuals counted in any PRIOR category in a given COLUMN.  
***If numbers appear in this category, they should go DOWN in later years.
C. For all programs, indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program duplicates programs at FAMU or FIU, provide an analysis of how the program might impact those universities relative to their ability to attract students of races different from that which is predominant on their campuses. Please create a place for signature at the end of section (IV)(C) and have your university’s Equal Opportunity officer read, sign, and date this section of the proposal.

The Communication faculty will work with the Florida Gulf Coast University Admissions Office to recruit a diverse student body to the Communication major by communicating with prospective students and by recruiting at high schools and community colleges that have diverse student bodies. FGCU is committed to diversity as reflected in its mission statement and in both the College of Arts and Sciences and the university-wide Strategic Plan. The Communication program includes a required course in Interracial/Intercultural Communication and has a diverse faculty including Dr. W. Gregory Sawyer, an African-American, and Dr. Ngure wa Mwachofi, a native of Kenya. Though FAMU and FIU both offer programs in Communication, their focus is significantly distinct from the FGCU program. FAMU focuses on Journalism, Media, and Graphic Arts, and FIU’s Communication program is in Journalism. As a result, FGCU should attract a substantially different student population. In addition, from 1995 to 2000, Board of Regents data files indicate that no students from FGCU’s five county service area attended FIU’s or FAMU’s Communication programs.

V. CURRICULUM
A. For all programs, provide a sequenced course of study and list the total number of credit hours for the degree. For bachelor’s programs, also indicate the number of credit hours for the major coursework, the number of credit hours required as prerequisites to the major (if applicable), and the number of hours available for electives.

The Bachelor’s Degree in Liberal Studies with a Communication major includes 30 to 33 hours in the major (divided into a core of 12 credits, and 18 to 21 hours in one of three tracks), and 12 hours in the Collegium of Integrated Learning (the core of the Liberal Studies degree program). The sequenced courses of study in the major are summarized on the subsequent pages. A brief description of each course is provided in section V.C.

The undergraduate curriculum for the proposed Communication major integrates the Florida Gulf Coast University undergraduate Student Learning Goals and Outcomes throughout the program. All nine of the outcomes are developed at some point in the Communication Program. These outcomes include: (1) Aesthetic Sensibility, (2) Culturally Diverse Perspective, (3) Ecological Perspective, (4) Effective Communication, (5) Ethical Responsibility, (6) Information Literacy, (7) Problem-Solving Abilities, (8) Technological Literacy, and (9) Community Awareness.
and Involvement. The primary learning goal for the Communication program is effective communication. This includes deepening understanding of and improving skills in speaking, listening, reading, and writing. All courses in the program directly link to achieving this learning goal. Other program goals include:

- The development of a culturally diverse perspective. SPC 3721, Interracial/Intercultural Communication is required of all students in the program and directly links to this goal.

- The development of problem-solving abilities. SPC 3210, Theories of Human Communication, PHI 3223, Philosophy of Human Communication, PHI 3106, Principles of Rhetoric & Argumentation, SPC 3360, Group Communication, SPC 3513, Argumentation and Debate, and COM 3120, Organizational Communication Behavior all directly link to this goal.

- The development of a strong sense of ethical responsibility. PHI 3223, Philosophy of Human Communication directly links to this goal.

This program is unique, and the goals appropriate for the students we seek to serve. They are also consistent with the institution's mandated mission. Judgments of program success can therefore be based on whether or not those goals are attained. Clear criteria for assessing this in each case will be established prior to program commencement.

Like all other FGCU programs the Communication program will undergo a process of Program Review every five years. This process will examine program success according to the criteria established above, and continually use the assessment results for improvement of the program.
Sequenced Course of Study: Communication Major

Common Prerequisite for All Communication Tracks: Students intending to enter the program will be required to satisfy the common prerequisite (SPC X600) for Communication programs.

Core Courses for All Communication Tracks: All tracks in the Communication Concentration share a 12 credit sequence of courses. Students will be encouraged to take the majority of the foundation courses during their Junior year.

Foundation Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC 3210</td>
<td>Theories of Human Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHI 3223</td>
<td>Philosophy of Human Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHI 3106</td>
<td>Principles of Rhetoric &amp; Argumentation</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPC 3721</td>
<td>Interracial/Intercultural Communication</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Total Foundation Credits: 12 credits
**Communication Studies Track** (Focuses on the study of human communication interaction):

**Advanced Performance – Select one:**
- SPC 3602 Advanced Public Speaking
- SPC 3360 Interviewing
- SPC 3425 Group Communication
- SPC 3513 Argumentation & Debate
- ORI 3000 Intro to Communication as Performance

3 credits

**Specialized Writing – Select one:**
- ENC 3310 Expository Writing
- ENC 3213 Professional Writing
- JOU 3101 News Writing and Reporting
- FIL 3100 Script Writing
- ENC 2160 Introduction to Nature Writing
- CRW 4120 Advanced Fiction Writing
- CRW 4320 Advanced Poetry Writing

3 credits

**Advanced Theory – Select one:**
- SPC 3330 Nonverbal Communication
- SPC 3350 Listening Theory
- COM 3014 Communication & Gender
- COM 3120 Organizational Communication Behavior

3 credits

**Advanced Philosophy – Select one:**
- REL 3111 Religion in Film
- EVR 3020 Environmental Philosophies

3 credits

One course from the Collegium not already taken for the Interdisciplinary Core (IDS 3301, 3302, 3304, or 3305)

Other advanced philosophy options to be developed

A Literature course may also be an option with approval

**Professional Preparation – Select one or two:**

3-6 credits

(Students pursuing graduate study may opt for the 3 credit Research Methods course. Other students may opt for up to 6 credits of internship or may take both the Research Methods course and a 3 credit internship.)

- Research Methods: COM 4312
- Internship: SPC 4941
- Senior Seminar: SPC 4932

3 credits

**Total Track Credits:**

18-21 credits
**Environmental Communication Track:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Public Speaking</td>
<td>SPC 3604</td>
<td>3 credits</td>
</tr>
<tr>
<td>Environmental Philosophies</td>
<td>EVR 3020</td>
<td>3 credits</td>
</tr>
<tr>
<td>Environmental Literature</td>
<td>EVR 3021</td>
<td>3 credits</td>
</tr>
<tr>
<td>or Introduction to Nature Writing</td>
<td>ENC 2160</td>
<td>3 credits</td>
</tr>
<tr>
<td>Environmental Persuasion And Activism</td>
<td>SPC 3543</td>
<td>3 credits</td>
</tr>
<tr>
<td>Environmental Law</td>
<td>EVR 4035</td>
<td>3 credits</td>
</tr>
<tr>
<td>Environmental Communication Internship</td>
<td>SPC 4944</td>
<td>6 credits</td>
</tr>
<tr>
<td>Total Track Credits</td>
<td></td>
<td>21 credits</td>
</tr>
<tr>
<td>Course</td>
<td>Code</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>Introduction to Marketing</td>
<td>MAR 3023</td>
<td>3 credits</td>
</tr>
<tr>
<td>Principles of Advertising</td>
<td>ADV 3000</td>
<td>3 credits</td>
</tr>
<tr>
<td>Specialized Writing – Select One:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Writing</td>
<td>ENC 3213</td>
<td>3 credits</td>
</tr>
<tr>
<td>News Writing and Reporting</td>
<td>JOU 3101</td>
<td></td>
</tr>
<tr>
<td>Creative Strategy</td>
<td>ADV 3001</td>
<td>3 credits</td>
</tr>
<tr>
<td>Understanding Consumers</td>
<td>MAR 3503</td>
<td>3 credits</td>
</tr>
<tr>
<td>Integrated Marketing Communications</td>
<td>MAR 4333</td>
<td>3 credits</td>
</tr>
<tr>
<td>or Public Relations</td>
<td>PUR 4000</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>SPC 4941</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Total Track Credits</strong></td>
<td></td>
<td><strong>21 credits</strong></td>
</tr>
</tbody>
</table>
B. For bachelor's programs, if the total number of credit hours exceeds 120, provide a justification for an exception to the SUS policy of a 120 maximum.

The Communication program does not exceed 120 credit hours.

C. Provide a one or two sentence description of each required or elective course.

**Required Core Courses for all tracks:**

**SPC 3210 – Theories of Human Communication** – This course examines human communication theories in a variety of areas including: interpersonal, nonverbal, information processing, verbal, intrapersonal, message production, group and public communication. Prerequisites: none. (Existing Course)

**PHI 3223 – Philosophy of Human Communication** – This course is an examination of the philosophical foundations of thinking, speaking, and writing; the nature and structure of human knowing; the mediation of interaction through spoken language; and the fixing of human experience in texts. Prerequisites: none. (Existing Course)

**PHI 3106 – Principles of Rhetoric & Argumentation** – This course will introduce the formal principles of argumentative discourse, both logical and rhetorical, and apply those principles to the tasks of critical reading and constructing sound arguments. Prerequisites: none. (Existing Course)

**SPC 3721 – Interracial/Intercultural Communication** – This course examines interracial and intercultural communication theory and behavior. After laying a theoretical foundation, the effect of race, gender, exceptionality, age, regionality, occupation and education will be explored. Prerequisites: none. (Existing Course)

**Required and Elective Courses for specific tracks:**

**Communication Studies Track:**

**SPC 3602 – Advanced Public Speaking** – This course gives students the opportunity to further develop their public speaking abilities and to become proficient in both the construction and delivery of a speech. Students are required to deliver speeches both to their classmates as well as in the community. Prerequisite: SPC 2600 or permission of instructor. (Existing Course)

**SPC 3360 – Interviewing** – This course teaches students the principles of interviewing from both the interviewer and the interviewee perspectives. Students learn how to structure an interview, develop questions, and to understand the interview process. Students get practice in a variety of types of interviews including employment, survey, performance appraisal, and persuasive interviews. Prerequisite: SPC 2600 or permission of instructor. (Existing Course)

**SPC 3425 – Group Communication** – Students study small group discussion and problem
solving in this course. A basic understanding of theory behind purposeful discussions is taught in addition to providing students with practical experiences participating in or leading small groups. Prerequisite: SPC 2600 or permission of instructor. (New Course)

SPC 3513 – Argumentation and Debate – The theory and practice of argumentation and debate as applied in oral discourse, analysis of evidence and modes of reasoning are studied. Students gain practical experience with debate preparation, delivery, analysis, research and critical evaluation. Prerequisite: SPC 2600 or permission of instructor. (Existing Course)

ORI 3000 – Intro to Communication as Performance – This course is designed to develop proficiency in the understanding and oral communication of literature and other written materials. Emphasis is placed on voice, diction, and the oral interpretation of poetry, prose, and dramatic readings. Prerequisite: SPC 2600 or permission of instructor. (Existing Course)

ENC 3310 – Expository Writing – This course teaches the techniques for writing effective prose, excluding fiction, in which student essays are extensively workshopped, edited, and discussed in the classroom and with the instructor. This course will require at least 6,000 words of graded written work and will thus satisfy a portion of the Gordon Rule. Prerequisites: ENC1101 with a minimum grade of C and ENC 1102 with a minimum grade of C. (Existing Course)

ENC 3213 – Professional Writing – This course teaches the techniques and types of professional writing, including correspondence and reports most often found in business, technical, and scientific communities. This course requires at least 6,000 words of graded written work and will thus satisfy a portion of the Gordon Rule. Prerequisites: ENC1101 with a minimum grade of C and ENC 1102 with a minimum grade of C. (Existing Course)

JOU 3101 – News Writing and Reporting - This course provides students with an understanding of the methods and structure of a news story and an opportunity to experience newspaper reporting first hand through weekly writing assignments related to specific events on or around the University campus. The course also explores Journalism Theory as it related to ethics, press law, and investigative reporting. Prerequisites: ENC1101 with a minimum grade of C and ENC 1102 with a minimum grade of C. (Existing Course)

FIL 3100 – Script Writing – This course offers an introduction to writing film scripts. Students are asked to see and think in cinematic terms when constructing stories and scripts. Prerequisites: ENC1101 with a minimum grade of C and ENC 1102 with a minimum grade of C. (Existing Course)

ENC 2160 – Introduction to Nature Writing – This course focuses on an analysis of the major techniques used in creative nonfiction, thematically based in nature. Students develop skills in reading, reviewing, and editing creative nonfiction prose that is steeped in an environmental awareness. This course will require at least 6,000 words of graded written work and will thus satisfy a portion of the Gordon Rule. Prerequisites: ENC1101 with a minimum grade
of C. (Existing Course)

CRW 4120 – Advanced Fiction Writing – This course focuses on analysis of the elements of the short story, novella, and novel forms. The course emphasizes the development of an individual style in writing fiction; critiquing, editing, and revising original fiction; and preparing fiction for publication. This course requires at least 6,000 words of graded written work and will thus satisfy a portion of the Gordon Rule. Prerequisite: CRW 2100 (Existing Course)

CRW 4320 – Advanced Poetry Writing – This course focuses on analysis of the elements of various poetic forms. The course emphasizes the development of an individual style in writing poetry; critiquing, editing, and revising original poetry; and preparing poetry for publication. Prerequisite: CRW 2300 (Existing Course)

SPC 3330 – Nonverbal Communication – This course examines nonverbal communication theory and behavior. After laying a theoretical foundation, the areas of kinesics, proxemics, haptics, object language, paralanguage, and chronemics are explored. No prerequisite. (Existing Course)

SPC 3350 – Listening Theory – This course examines the full range of listening theory and practice from the discriminative level all the way up to the metacognitive level. The class covers theories of and approaches to interpersonal, empathic, academic, therapeutic, and appreciative listening. No prerequisite. (New Course)

COM 3014 – Communication & Gender – This course explores sexual biases that affect male/female communication. Distinct verbal and nonverbal vocabularies of men and women that affect the way people interact in education, politics, marriage, family, business, and broadcasting are examined. Consideration is given to how gender affects credibility or status in discussion, debate, mass media portraits, and other realms of discourse. No prerequisite. (New Course)

COM 3120 – Organizational Communication Behavior – This course examines communication within organizations with emphasis on organizational theory and structure, systems analysis, and communication networks. No prerequisite. (New Course)

REL 3111 – Religion in Film – This course examines religious themes, images, symbols, and characters in various feature and short films. The course seeks to develop a philosophical and historical understanding of the nature of interpretation, and to apply that understanding to the critical analysis of contemporary and classic films. This course will requires at least 6,000 words of graded written work and will thus satisfy a portion of the Gordon Rule. No prerequisites. (Existing Course)

COM 4312 – Research Methods – Research methods most commonly used in the study of communication are examined. Both qualitative and quantitative methods are taught. Students are required to conduct a major communication research project. Prerequisites: SPC 3210. (New Course)
SPC 4941 – Internship – This course allows students supervised professional experience. Interns report to and are assessed by a faculty member. Prerequisite: Completion of Communication Core courses. (New Course)

SPC 4932 – Senior Seminar – This course is intended to be the capstone experience for the communication studies track. Students are supervised in their senior projects in this course, they examine relevant current communication research, and share the results of their own work with each other. Prerequisites: Completion of Communication Core courses and Senior status. (New Course)

**Environmental Communication Track:**

SPC 3604 – Environmental Public Speaking – This course gives students the opportunity to further develop their public speaking abilities with specific emphasis on the construction and delivery of speeches on environmental themes. Students will be required to deliver speeches both to their classmates as well as in the community. Prerequisite: SPC 2600. (New Course)

EVR 3020 – Environmental Philosophies – This course examines a number of different environmental philosophies as they have been presented through a variety of forms of human expression. The course goal is to develop an in-depth understanding of the diversity of views concerning the way human beings relate with their natural environment, and to examine the trends in environmental thinking that have developed over time. No prerequisite. (Existing Course)

EVR 3021 – Environmental Literature – Fictional and nonfiction written expression of the natural environment and its significance to different cultures and philosophies are studied in this course in relation to ecological concerns and cultural values by means of integrated lectures and class projects. No prerequisite. (Existing Course)

SPC 3543 – Environmental Persuasion and Activism – Theories and practice of persuasion and activism are examined and are related to environmental movements. Students will examine successful environmental persuasive messages. Activist strategies will be taught and students will be encouraged to apply what they are learning to a real environmental cause. No prerequisite. (New Course)

EVR 4035 – Environmental Law – The evolution of environmental law at international, federal, state, and local levels will be studied in relation to the development of environmental issues, technologies, and attitudes. Florida-oriented issues will be emphasized in the course with integrated lectures and class projects. No prerequisite. (Existing Course)

SPC 4944 – Environmental Communication Internship - This course allows students supervised professional experience with environmental organizations. Internships involve actual work with bona fide professional organizations strongly involved with environmental communication. Interns report to and are assessed by a faculty member. Prerequisite:
Completion of Communication Core courses. (New Course)

Public Relations Track:

MAR 3023 – Introduction to Marketing – The marketing of goods and services in a global economy with an emphasis on the elements required to develop effective marketing strategies such as political and socioeconomic environments, consumer behavior, emerging marketing technologies, communications, and reinforces the importance of ethics and social responsibility. Prerequisite: Junior standing. (Existing Course)

ADV 3000 – Principles of Advertising – The course introduces students to the role of advertising in society, business and economics. Junior standing. (Existing Course)

ADV 3001 – Creative Strategy – The purpose of this course is to introduce students to the theory and application of strategic advertising writing and design. Prerequisite: ADV 3000. (Existing Course)

MAR 3503 – Understanding Consumers – A study of basic concepts of buyer behavior, including attitudes, beliefs, social and psychological interaction, information processing related to marketing and communications. Prerequisite: MAR 3023 with a minimum grade of C. (Existing Course)

MAR 4333 - Integrated Marketing Communications – Examines problems of persuasive marketing strategy, promotional objectives, strategies and executions including public relations, personal selling, sales promotion, advertising, and corporate communications. Team oriented, competitive AAF/NSAC case study. MAR 3023 with a minimum grade of C and either MAR 3503 or ADV 3000. (Existing Course)

PUR 4000 – Public Relations – Managing the relationship of a company or organization with both its customer and non-customer publics including the media, community, government, investors, distributors and employees. Prerequisite: MAR 3503 or ADV 3000. (Existing Course)

D. For bachelor's programs, list any prerequisites, and provide assurance that they are the same as the standardized prerequisites for other such degree programs within the SUS. If they are not, provide a rationale for a request for exception to the policy of standardized prerequisites.

Students intending to enter the Communication program will be required to satisfy the common prerequisite (SPC X600) for rhetorical speech. A course that satisfies this requirement will be developed and taught at FGCU.

E. For bachelor’s programs, if the university intends to seek formal Limited Access status for the proposed program provide a rationale which includes an analysis of diversity issues with respect to such a designation.

FGCU does not intend to seek formal Limited Access status for the proposed Communication program.
VI. INSTITUTIONAL CAPABILITY

A. How does the proposed program specifically relate to existing institutional strengths such as programs of emphasis, other academic programs and/or institutes and centers?

The proposed Communication major relates to existing institutional strengths in a number of ways.

- The major in Communication supports the existing B.A. in Liberal Studies.
- The Communication major was developed out of the existing Individualized Program of Study.
- The Communication major includes courses from a stable English program of seven faculty and 60 majors.
- The major encourages the development and offering of Philosophy courses, which the College of Arts and Sciences is also committed to.
- The Environmental Communication track complements FGCU’s major commitment to the environment and to environmental studies. The track builds on the Environmental Studies program of 10 faculty and 50 majors.
- The Public Relations track combines the resources of the College of Arts and Sciences with the resources of the College of Business.
- The Communication Studies track is designed to promote the development of the skills and motivations that prepare students to be civic leaders. This complements FGCU’s commitment to civic engagement.
- The Communication major focuses on several of FGCU’s undergraduate Student Learning Goals and Outcomes with special emphasis on the Effective Communication outcome.

B. If there have been program reviews, accreditation visits, or internal reviews in the discipline pertinent to the proposed program, or related disciplines, provide all the recommendations and summarize the institution’s progress in implementing the recommendations.

There have been no formal program reviews pertinent to the proposed program.

C. Describe briefly the anticipated delivery system for the proposed program as it may relate to resources e.g., traditional delivery on main campus; traditional delivery at branches or centers; or nontraditional instruction such as instructional technology (distance learning), self-paced instruction, and external degrees. Include an analysis of the feasibility of providing all or a portion of the proposed program through distance learning technologies. Include an assessment of the institution’s own technological capabilities as well as the potential for delivery of the proposed program through collaboration with other universities. Cite specific queries made of other institutions with respect to the feasibility of utilizing distance learning technologies for this degree program.

The primary delivery system for the proposed major in Communication is traditional delivery on the main FGCU campus. Though it may be feasible to offer portions of the program through distance learning technologies, this is not the most appropriate delivery system for a
program that emphasizes the development of human communication skills. Programs that focus more on technical communication or mass media are more appropriate for the use of distance formats. FGCU has advanced technological capabilities to offer distance courses and if there is a demand for such course delivery in the Communication program, this option will be explored. UCF offers several distance courses and programs in Communication. In the future, collaborative efforts with UCF may be explored.

D. Assessment of Current and Anticipated Faculty

1. Use BOR Table Two to provide information about each existing faculty member who is expected to participate in the proposed program by the fifth year. If the proposal is for a graduate degree, append to the table the number of master’s theses directed, number of doctoral dissertations directed, and the number and type of professional publications for each faculty member.

See Table Two

2. Also, use BOR Table Two to indicate whether additional faculty will be needed to initiate the program, their faculty code (i.e., one of five unofficial budget classifications as explained on the table), their areas of specialization, their proposed ranks, and when they would be hired. Provide in narrative the rationale for this plan; if there is no need for additional faculty, explain.

FGCU does not need to hire additional faculty to initiate the Communication program. When the university first opened two Communication faculty members were hired with the anticipation of starting a Communication major within five years. In addition, one faculty member in Philosophy was hired who is also able to support the program. The interdisciplinary nature of all the tracks in the Communication major allows the delivery of the program with existing faculty.

3. Use BOR Table Two to estimate each existing and additional faculty member’s workload (in percent person years) that would be devoted to the proposed program by the fifth year of implementation, assuming that the program is approved. (Note: this total will carry over to BOR Table Three’s fifth year summary of faculty positions.)

See Table Two
## BOR TABLE TWO

### FACULTY PARTICIPATION IN PROPOSED DEGREE PROGRAM BY FIFTH YEAR

<table>
<thead>
<tr>
<th>Faculty CODE</th>
<th>Faculty Name or &quot;New Hire&quot;</th>
<th>Academic Discipline/ Specialty</th>
<th>Rank</th>
<th>Contract Status</th>
<th>Highest Degree Granted</th>
<th>Initial Date for Participation in Proposed Program</th>
<th>5th Year Workload in Proposed Program (% Personyear)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Maria F. Loffredo Roca</td>
<td>Communication and Media Ecology</td>
<td>Associate Professor</td>
<td>MYA</td>
<td>Ph.D.</td>
<td>Fall 2001</td>
<td>.6</td>
</tr>
<tr>
<td>A</td>
<td>Glenn Whitehouse</td>
<td>Philosophy</td>
<td>Assistant Professor</td>
<td>MYA</td>
<td>Ph.D.</td>
<td>Fall 2001</td>
<td>.2</td>
</tr>
<tr>
<td>A</td>
<td>Ngure wa Mwachofi</td>
<td>Communication and Interdisciplinary Studies</td>
<td>Associate Professor</td>
<td>MYA</td>
<td>Ph.D.</td>
<td>Fall 2001</td>
<td>.4</td>
</tr>
<tr>
<td>A</td>
<td>Ludmilla Wells</td>
<td>Marketing and Advertising</td>
<td>Assistant Professor</td>
<td>MYA</td>
<td>Ph.D.</td>
<td>Fall 2001</td>
<td>.4</td>
</tr>
<tr>
<td>A</td>
<td>Bill Doyle</td>
<td>Composition</td>
<td>Instructor</td>
<td>MYA</td>
<td>M.A.</td>
<td>Fall 2001</td>
<td>.1</td>
</tr>
<tr>
<td>A</td>
<td>Win Everham</td>
<td>Environmental Studies</td>
<td>Associate Professor</td>
<td>MYA</td>
<td>Ph.D.</td>
<td>Fall 2001</td>
<td>.1</td>
</tr>
<tr>
<td>A</td>
<td>Jim Wohlparr</td>
<td>English</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>Ph.D.</td>
<td>Fall 2001</td>
<td>.1</td>
</tr>
<tr>
<td>A</td>
<td>W. Gregory Sawyer</td>
<td>Communication</td>
<td>Assistant Professor</td>
<td>MYA</td>
<td>Ph.D.</td>
<td>Fall 2001</td>
<td>.1</td>
</tr>
<tr>
<td>A</td>
<td>Jennifer Wojcik</td>
<td>Composition</td>
<td>Instructor</td>
<td>MYA</td>
<td>M.A.</td>
<td>Fall 2001</td>
<td>.1</td>
</tr>
<tr>
<td>A</td>
<td>Jim Brock</td>
<td>English &amp; Composition</td>
<td>Assistant Professor</td>
<td>MYA</td>
<td>Ph.D.</td>
<td>Fall 2001</td>
<td>.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty CODE</th>
<th>Corresponding Faculty Position Category in TABLE 3 for the Fifth Year</th>
<th>Proposed Source of Funding for Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>Existing Faculty -- Regular Line</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>New Faculty -- To Be Hired on Existing Vacant Line</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>New Faculty -- To Be Hired on a New Line</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>Existing Faculty -- Funded on Contracts &amp; Grants</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td>New Faculty -- To Be Hired on Contracts &amp; Grants</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Overall Total for 5th Year</strong></td>
</tr>
</tbody>
</table>

TOTAL 5th Year Workload by Budget Classification: **2.2**
E. Assessment of Current and Anticipated Resources

1. In narrative form, assess current facilities and resources available for the proposed program in the following categories:
   
a. Library volumes (Provide the total number of volumes available in this discipline and related fields.)

   The FGCU Library currently has over 250,000 volumes of which 8,000 directly support communication and communication related fields.

   The FGCU Library has ready access to the book holdings of the nine other member institutions of the State University System through the statewide online catalog (LUIS). These resources are quickly available to students and faculty through inter-library loan.

   b. Serials (Provide the total number available in this discipline and related fields, and list those major journals which are available at your institution.)

    The FGCU Library has a strong journal collection that supports the Communication program. The collection includes, but is not limited to the following:
    
    • Journalism and Mass Communication Quarterly
    • Quarterly Journal of Speech
    • Communication Research
    • Journal of Nonverbal Behavior
    • Gender Issues
    • Journal of Gender Studies
    • Gender & Society
    • Science Communication
    • Western Journal of Communication
    • Business Communication Quarterly

   In addition, the Library has many electronic databases to support the Communication program. These databases include, but are not limited to the following:
   
   • Ebscohost (Full text)
   • OCLC FirstSearch: An interactive online system that provides information about books, journals, media, and software. Offered through the Florida Center for Library Automation (FCLA), FirstSearch provides access to over 85 databases, including WorldCat, ArticleFirst, Electronic Collections Online, NetFirst, PsycholInfo and Sociological Abstracts.
   • ERIC: Available through WebLuis, ERIC provides index access and abstracts to all citations listed in Current Index to Journals in Education and Resources in Education. FGCU owns the entire Educational Document Collection of over
300,000 microfiche.
This program will require the purchase of no new journals or databases at this
time.

c. Describe classroom, teaching laboratory, research laboratory, office, and any other type of space
which is necessary and currently available for the proposed program.

The facility needs of the Communication program can be met through existing
standard classrooms, computer classrooms, and other instructional space in currently
operational buildings. In addition, the ongoing construction of new buildings will support
future needs for office space for Communication faculty.

Technological advances have been integrated into all of the standard classrooms
on campus. For example, electronic teaching podiums have been installed in most
classrooms with a seating capacity of 30 or more students. The special features of the
teaching podiums include the ability to present multimedia instruction in a Macintosh or PC
platform; direct Internet and Intranet connections; complete audio and sound systems;
document cameras; VHS recorders and CATV feed. Multimedia carts that allow for the
integration of technology and multimedia feed into classrooms without a podium are also
available to facilitate instruction. The FGCU Broadcast Building has two state of the art
classrooms that are designed for distance learning. These rooms support two-way
compressed interactive video and videotaping of classes and conferences. TV studios
and radio broadcast facilities are also available for instructional use in the Broadcast
Building.

d. Equipment

The equipment needs of the Communication program can be met through the
existing technology infrastructure.

c. Fellowships, scholarships, and graduate assistantships (List the number and amount allocated
to the academic unit in question for the past year.)

The Communication program has not yet been allocated fellowship or scholarship
monies. Once approved, the program will seek funding from appropriate professional
organizations, corporations, and foundations for support of scholarships.

f. Internship sites

FGCU has established relationships for students in the Individualized Program Option
in Communication with more than 20 internship sites including local TV and radio stations,
public relations firms, the Disney organization, the Washington Center, along with many
others. In addition, the Office of Career Development at FGCU has recently hired an Internship Coordinator who will work closely with the Communication program to continue to develop appropriate internship sites.

2. Describe additional facilities and resources required for the initiation of the proposed program (e.g., library volumes, serials, space, assistantships, specialized equipment, other expenses, OPS time, etc.). If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's capital outlay priority list. The provision of new resources will need to be reflected in the budget table, and the source of funding indicated.

No additional facilities or resources are required for the initiation of the Communication program at FGCU.

VII. ASSESSMENT OF IMPACT ON PROGRAMS CURRENTLY OFFERED

A. Budget

1. Assuming no special appropriation or BOR allocation for initiation of the program, how would resources within the institution be shifted to support the new program? No new funds are needed nor is it necessary to hire new faculty to start the Communication program. Most of the necessary courses have already been developed and are being offered on a regular basis. Resources currently used to support the existing Individualized Program of Study will support the Communication program. The Individualized Program of Study with an emphasis in Communication will be absorbed into the Communication program and, as a result, the shift of resources will have no impact on existing programs. No new funds are requested from the state. New funds will be generated from increased FTE Student enrollment.

2. Use BOR Table Three to display dollar estimates of both current and new resources for the proposed program for the first and the fifth years of the program. In narrative form, identify the source of both current and any new resources to be devoted to the proposed program.

<table>
<thead>
<tr>
<th>Budget Justification - First Year:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Faculty Rate: These funds are already allocated to the College of Arts and Sciences.</td>
<td>113,159</td>
</tr>
<tr>
<td>(Benefits projected @ .31)</td>
<td>35,079</td>
</tr>
<tr>
<td>USPS: This represents 25% of a current support staff.</td>
<td>6,488</td>
</tr>
<tr>
<td>(Benefits projected @ .31)</td>
<td>2,011</td>
</tr>
<tr>
<td>OPS for adjunct faculty: Funds are allocated through the Provost’s office. (15 courses taught by adjuncts in year one, 2,200 per adjunct – primarily to teach sections of Public Speaking)</td>
<td>33,000</td>
</tr>
<tr>
<td>(FICA @ .0765)</td>
<td>2,525</td>
</tr>
<tr>
<td>OPS Student Assistants: This represents a portion of funds the College of Arts and Sciences allocates for student assistants.</td>
<td>5,000</td>
</tr>
<tr>
<td>(FICA @ .0765)</td>
<td>382</td>
</tr>
<tr>
<td>Expenses: phone, supplies, travel, computer</td>
<td>5,000</td>
</tr>
<tr>
<td>Library Resources</td>
<td>1,000</td>
</tr>
<tr>
<td>Total</td>
<td>203,644</td>
</tr>
</tbody>
</table>
# BOR TABLE THREE

## COSTS FOR PROPOSED PROGRAM

<table>
<thead>
<tr>
<th></th>
<th>FIRST YEAR: 2001-02</th>
<th></th>
<th>FIFTH YEAR: 2005-06</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GENERAL REVENUE</td>
<td>CONTRACTS &amp; GRANTS</td>
<td>SUMMARY</td>
<td>GENERAL REVENUE</td>
</tr>
<tr>
<td>POSITIONS (FTE)</td>
<td>CURRENT</td>
<td>NEW</td>
<td>SUMMARY</td>
<td>CURRENT</td>
</tr>
<tr>
<td>FACULTY</td>
<td>2.2</td>
<td>2.2</td>
<td></td>
<td>2.2</td>
</tr>
<tr>
<td>A&amp;P</td>
<td>0.25</td>
<td>0.25</td>
<td></td>
<td>0.25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2.45</td>
<td>2.45</td>
<td></td>
<td>2.45</td>
</tr>
<tr>
<td>SALARY RATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FACULTY</td>
<td>113,159</td>
<td></td>
<td>113,159</td>
<td>113,159</td>
</tr>
<tr>
<td>A&amp;P</td>
<td>6,488</td>
<td></td>
<td>6,488</td>
<td>6,488</td>
</tr>
<tr>
<td>TOTAL</td>
<td>119,647</td>
<td></td>
<td>119,647</td>
<td>119,647</td>
</tr>
<tr>
<td>I&amp;R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SALARIES &amp; BENEFITS</td>
<td>156,737</td>
<td>156,737</td>
<td></td>
<td>156,737</td>
</tr>
<tr>
<td>OTHER PERSONNEL SERVICES</td>
<td>40,907</td>
<td>40,907</td>
<td></td>
<td>40,907</td>
</tr>
<tr>
<td>EXPENSES</td>
<td>5,000</td>
<td>5,000</td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td>OPERATING CAPITAL OUTLAY</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>ELECTRONIC DATA PROCESSING</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>LIBRARY RESOURCES</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>SPECIAL CATEGORIES</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TOTAL I&amp;R</td>
<td>203,644</td>
<td></td>
<td>203,644</td>
<td>203,644</td>
</tr>
<tr>
<td>NON-I&amp;R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER ACTIVITIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIBRARY STAFFING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY SUPPORT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINANCIAL AID</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT SERVICES, OTHER</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL OTHER ACTIVITIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUMMARY**</td>
<td>203,644</td>
<td></td>
<td>203,644</td>
<td>203,644</td>
</tr>
</tbody>
</table>

** TOTAL I&R + TOTAL OTHER ACTIVITIES

*Should relate directly to numbers in Table 2
3. Describe what steps have been taken to obtain information regarding resources available outside the institution (businesses, industrial organizations, governmental entities, etc.). Delineate the external resources which appear to be available to support the proposed program.

Once the Communication major is approved efforts will be made to secure funds from external funding sources for the Communication program and for students in the program. At this point only state revenues are identified.

B. Describe any other projected impacts on related programs, such as prerequisites, required courses in other departments, etc.

There is no anticipated negative impact on other programs. The proposed Communication will increase the FTE in the College of Arts and Sciences since students who wish to enter the variety of fields related to Communication will complete a full degree program in the College. In addition to being an important curricular option, the Communication program helps the College of Arts and Sciences make efficient use of resources. Most of the courses included in the proposed program are already existing and are not fully enrolled. There will be increased enrollment in all the Collegium courses as these are required of all students pursuing degrees in the College of Arts and Sciences. These are also not fully enrolled at this time. Several of the courses in the Public Relations track are already offered by the College of Business. As a result, this program will also have a positive impact on enrollments in the College of Business.

VIII. COMMUNITY COLLEGE ARTICULATION
For undergraduate programs, describe in detail plans for articulation with area community colleges.

Students with an A.A. degree will be easily accommodated. There are no A.S. programs that would articulate to this program.

IX. ASSESSMENT OF APPLICABLE ACCREDITATION STANDARDS
List the accreditation agencies and learned societies which would be concerned with the proposed program. Does the institution anticipate seeking accreditation from any of these agencies? If so, indicate when accreditation will be sought. If the proposed program is at the graduate level, and a corresponding undergraduate program is already in existence, is the undergraduate program accredited? If not, why?

The primary learned society in the area of Communication is the National Communication Association. NCA does not accredit programs.
X. **PRODUCTIVITY**

Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student headcounts in major or service courses, degrees granted, external funding attracted; as well as qualitative indicators of excellence.

The ten faculty members involved in the development and delivery of the Communication program represent more than 100 years of combined service to higher education. Several have been honored with major teaching awards, including FGCU’s Professor of the Year award. Two members of the team serve as divisional Chairs in the College of Arts and Sciences and one serves as the Dean of Students. The scholarly activities are extensive and include numerous articles published in refereed journals, book chapters, and dozens of conference presentations. All but one faculty member carry full teaching loads in addition to service and scholarship assignments. Dr. Maria Roca, the Program Leader, has served as President of the New York State Communication Association, and is currently Second Vice President and Chair of the Research Committee for the International Listening Association.
Appendix A

Letters of Support
February 20, 2001

Dear Curriculum Teams,

I am writing to offer my support for the proposed Communication Major in the College of Arts & Sciences at Florida Gulf Coast University. This program has been three years in the planning and was a part of the curriculum plan for the College since FGCU opened.

The proposed Communication Major capitalizes on existing resources both in the College of Arts & Sciences and in the College of Business. As indicated by Dean Pegnetter’s letter of support, this program also represents an important bridge between the College of Arts & Sciences and the College of Business. It also addresses FGCU’s environmental mission in the proposed track in Environmental Communication.

Implementation of the proposed Communication program requires no new resources and satisfies a growing demand from our students for Communication as a field of study. The proposed Communication Major has my full support and endorsement.

Sincerely,

Carolyn Gray, Dean
College of Arts and Sciences
Florida Gulf Coast University
30 January 2001

CAS and FGCU Undergraduate Curriculum Teams
Florida Gulf Coast University

Dear Curriculum Teams:

I am writing in strongest support of the proposed Communication Major in the College of Arts and Sciences at Florida Gulf Coast University. The program is one that we have intended to offer since our opening in order to meet our curriculum development and our student needs.

Before the university opened in the Fall of 1997, Dr. Jack Crocker, then Dean of Arts and Sciences, hired a consultant to complete a study of the needs of businesses in the southwest Florida region. This study concluded that the development of communication skills in our students should be the number one priority of the new university. The proposed communication major will build on the efforts that we have already undertaken to meet this need.

In addition, we purposefully hired two faculty with PhDs in communication, along with several others with PhDs in Philosophy and English, who would be expected to develop the program. In our first three years, these faculty have been instrumental in assisting in the development of the College and the university; now that much of this developmental work is completed, these faculty have been asked to redirect their efforts to the development of the communication program.

Let me remark, in closing, that the initial implementation of this program will require no new resources—yet it will meet the needs of the many students who want to pursue a communication degree. I give this program, which has been very carefully constructed with a wide range of feedback from the Division and the college, my fullest support, recognizing that it will amplify the mission of the university.

Please let me know if you have questions.

Sincerely,

[Signature]

Dr. Jim Wohlpert
Chair, Humanities and Arts
College of Arts and Sciences
Florida Gulf Coast University

10501 FGCU Blvd. South
Fort Myers, FL 33965

(941) 590-7181
wohlpart@fgcu.edu
February 19, 2001

Dear Curriculum Teams,

I am writing to offer my support for the collaboration between the College of Arts & Sciences and the College of Business on the creation of a Public Relations track in the proposal for a Communication Major.

This program is an important bridge between the two colleges. It will benefit enrollments in several College of Business courses, and it may encourage students to pursue one of the Minors offered by the College of Business. Further, the joint development of a Public Relations track could develop a foundation for faculty discussion of a program in Arts & Sciences which leads to an M.B.A. in the College of Business. The end result could be increased FTE in both colleges and an important response to our external market.

The College of Business has the resources in place to support the implementation of this new track in the Communication Major. The program was created through the collaborative efforts of Dr. Maria Roca (CAS) and Dr. Ludmilla Wells (COB) and has my full support and endorsement.

Sincerely,

Dick Pegnetter
Dean of Business

Cc: M. Roca, L. Wells, H. Rogers
TO: CAS Curriculum Team

FROM: Edwin M. Everham III
Chair, Division of Ecological Studies

RE: Communication Program initiatives

DATE: February 23, 2001

I am writing to inform the committee that I have been consulted regarding the Environmental Communication curriculum initiative. Maria and I have discussed the program on several occasions and she has shared draft curricula with me. In our discussions we modified the curriculum to include some courses already offered to minimize new course development and maximize the interdisciplinary nature of the curriculum.

If environmental studies is to become one of our programs of national significance, we need to support it from multiple disciplines. In turn, the resources dedicated to this program can be more equitably distributed through these interdisciplinary programs. The synergy of shared programs provide additional opportunities to our students, enriching the learning opportunities in an efficient way. I look forward to working with the program. I support its implementation.

[Signature]

(941) 590-7150  SUNCOM 731-7150  FAX: (941) 590-7200
10501 FGCU Boulevard South  •  Fort Myers, Florida 33965-6565
An Affirmative Action Equal Opportunity Employer • A member of the State University System of Florida