BARUCH COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

A PROPOSAL TO ESTABLISH AN UNDERGRADUATE DEGREE PROGRAM
LEADING TO A BACHELOR OF ARTS DEGREE IN COMMUNICATION STUDIES
(proposed Hegis 0699)

EFFECTIVE FALL 2014

SPONSORED BY THE DEPARTMENT OF COMMUNICATION STUDIES

APPROVED BY BARUCH COLLEGE GOVERNANCE

Weissman School of Arts and Sciences Undergraduate Curriculum Committee

September 19, 2013

and

Weissman School of Arts and Sciences Faculty

October 1, 2013

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1. Purpose and Goals

Description of Program’s Purpose

The Weissman School of Arts and Sciences of Baruch College, City University of New York, seeks to register a Communication Studies Major (proposed HEGIS 0699) for a Bachelor of Arts degree in Communication Studies.

Rooted in the ancient Greek art of rhetoric, Communication Studies (CS) today is both a scholarly and professional academic field that focuses on processes of communication ranging from the spoken word to global media in interpersonal, institutional, social, commercial, political, and cultural contexts. In the 21st century, the study of communication has acquired urgent and overriding importance for the following reasons: Human relationships are increasingly complex; we are experiencing a communications revolution comparable to the invention of printing; communication media exercise pervasive influence across social processes; communication fosters emerging global organizations and unprecedented social, economic, political, and cultural dynamics; understanding messages and their consequences is essential to addressing vital social concerns; and communication competence is paramount for a vibrant political culture and the accommodation of diverse groups within society (Blumer, 1983; Carbaugh & Buzzanell, 2010; McCloskey, 1994).

CS builds on its rich tradition of scholarly and practical engagement to address questions of decisive importance to contemporary global society. Accordingly, it ranks among the most pragmatic and popular fields of academic study, providing an ideal springboard for a variety of graduate degrees and—due to the spread of digital communication, social media, and globalization—the basis for a rapidly growing number of new careers (National Communication Association, 2011).

Likewise, many established but fast-growing occupations are applicable to CS majors. In New York City and Long Island, these include human resources, training, and labor relations specialist; training and development specialist; social and human service assistant; legal assistant; meeting and convention planner; sales manager and representative; community and social service specialist; social worker; and self-enrichment education teacher (New York State Department of Labor, 2013). Similarly, the U.S. Department of Labor’s occupational employment projections indicate significant growth rates for applicable jobs nationwide (including growth rates of 24.2 percent for community and social service occupations; 18.4 percent for social scientists; 15.3 percent for education, training, and library occupations; 12.6 percent for arts, design, entertainment, sports, and media occupations, including media and communication workers, such as public relations specialists, writers, and editors; 12.5 percent for sales and related occupations; and 10.8 percent for legal occupations) (Lockard & Wolf, 2012).

Despite its 21st-century relevance, popularity as a field of study, and foundation for growing job opportunities, CS is underrepresented in the tri-state area. A degree in CS will strengthen the CUNY’s commitment to providing a cutting-edge education and help advance Baruch College’s plan to establish the Weissman School of Arts and Sciences as a liberal arts destination. The major will add an important program option for new and transfer students and create employment opportunities in a large number of exciting careers.

Educational Goals And Career Objectives For Students

Expanding on the existing CS minor in the Department of Communication Studies, the CS major will train students to use both humanistic and social scientific approaches to the analysis and practice of communication by offering foundational and advanced coursework in four concentrations: Interpersonal and Group Communication, Intercultural and International Communication, Rhetoric and Public Advocacy, and Digital Communication and Culture. The program of study will prepare students to apply a theoretical, critical, and practical understanding of human communication to professional occupations and/or graduate work. As outlined in Pathways to Careers in Communication (National Communication Association, 2011), CS graduates will be equipped to make important professional contributions in a wide array of careers, including human resources, social services, nonprofit management and development, communication
Brief Rationale for Program

1. CS is a nationally recognized field of study and ranks among the top ten majors in popularity (National Center for Education Statistics, 2011; Princeton Review, 2012). Despite that, existing bachelor’s programs related to communication at CUNY are either interdisciplinary (with communication being only one aspect of the degree) or focus on speech, speech pathology, media studies, or journalism. A CS major at Baruch College will therefore fill a gap without detracting from existing programs.

2. Recently, some CUNY community colleges have created A.A. programs in CS. For students graduating from these community colleges and looking to continue their studies, the planned major in CS will add an important transfer option. Articulation agreements with BMCC, Bronx Community College, Kingsborough Community College, and LaGuardia Community College are in the planning.

3. There are only a small number of four-year CS programs in metropolitan New York, and all are housed in private institutions (e.g., Fordham, NYU, Pace). A B.A. in CS in an accessible public institution is overdue as a destination for the City’s public high school students.

4. Outcomes for graduates are tangible. Communication skills perennially rank highest among the skills that employers seek in job candidates (Cline, 2005; National Association of Colleges and Employers, 2010; White, 2013), applicable jobs are among the fastest growing in the nation (Bureau of Labor Statistics, 2012; Michigan State University, 2011), and CS serves as a fitting springboard to graduate and professional degrees in a variety of fields.

5. The Department of Communication Studies at Baruch College currently offers an interdisciplinary major in Business Communication with specialization in Corporate Communication (BC/CC) and a minor in CS. Both interdisciplinary major (542 students in 2013) and minor (657 students in 2013) are very popular. The interdisciplinary major, however, consists of almost 50 percent of business classes. Considering the popularity of full CS majors nationwide and the large number of current BC/CC majors and CS minors, a major in CS will offer students a choice without danger of detracting from existing programs.

6. No significant new resources are needed to establish the CS major in the Department of Communication Studies. Courses and faculty are in place. The new major will repackate already existing courses to provide structure to the department’s wealth of electives and allow faculty to teach in their areas of specialization.

7. The new major's overall curriculum and concentrations address areas highlighted in the CUNY Master Plan (2012) as well as the Baruch College Strategic Plan (2013): The program will strengthen students’ communication skills; classes will include hybrid and online formats; and global perspectives, new media and technology, and civic engagement will be central themes in the planned concentrations of Interpersonal and Group Communication, Intercultural and International Communication, Rhetoric and Public Advocacy, and Digital Communication and Culture.

National or Local Educational Trends

Nationwide, communication degrees are among the top ten degrees in popularity (National Center for Education Statistics, 2011; Princeton Review, 2012), with graduates enjoying bright career prospects. Thus, a survey of 4000 employers by Michigan State University found that hiring trends favor students with degrees in accounting, computer science, engineering, communications, and marketing (Michigan State University, 2011). A major in CS will also implement central tenets of Baruch College’s Strategic Plan (2013) by enriching and expanding its academic programs in a significant field of scholarship, furthering the Weissman School’s goal of becoming a liberal arts destination, and providing a new platform for integrating a global perspective into the Baruch experience.
Faculty Interest and Commitment
The Department of Communication Studies has faculty with expertise in a variety of areas of CS, including interpersonal, group, intercultural, and international communication, rhetoric and public advocacy, and digital communication and culture. The recent hiring of three new assistant professors (and the plan to hire two more in the coming academic year) will enable the department to expand its offerings and deepen the existing curriculum, allowing faculty to incorporate more of their research into courses and provide a rich cutting-edge learning experience for students. This will aid departmental standing and promote long-term departmental viability and growth (Engleberg, 1996).

Relation to Existing Departmental or College Offerings
The Department of Communication Studies currently offers an interdisciplinary major in BC/CC (with approximately half the credits in communication and half in business). The Department also offers a minor in CS. Both programs are extraordinarily successful. The interdisciplinary major grew from 293 to 542 students between 2007 and 2013 (at a rate of 85%); the minor grew from 333 to 657 students (at a rate of 97%). The proposed CS major will complement the existing programs by offering a choice for students interested in a full course of CS but without posing a danger to the well-attended existing programs.

The effect on the Department will be one of value added. CS is a broad field of inquiry. The concentrations of the planned major represent central subdisciplines of the field by addressing core themes of interpersonal, intercultural, public, and digital communication. The existing interdisciplinary major in BC/CC is closely related to a fifth core theme in CS: organizational communication. The new major will thus dovetail with the existing interdisciplinary major to offer students a set of options that combine to represent the central constituents of the field.

Significantly, the courses for the proposed major are already in place. The CS curriculum will use existing courses, restructured into a cohesive sequence of core and advanced courses. This restructuring will facilitate a smooth and efficient transition into a full-fledged undergraduate major capable of accommodating interested students.

With respect to College offerings, the major in CS promises to be an attractive choice for students interested in a double major. Currently, double majors are allowed only in the Weissman School of Arts and Sciences. Ad hoc majors can also combine two or three disciplines in one combined major. Recently, the Curriculum Development Subcommittee of the WSAS Strategic Planning Group has recommended the promotion of dual majors. With communication competence important in numerous careers, opportunities for dual-major combinations with CS abound. Examples include combinations with Economics, English, History, Industrial/Organizational Psychology, Political Science, Psychology, and Sociology.

With revenues exceeding expenses in the first five years, the new major will be able to add significant options for students and enhance the national reputation of the Department of Communication Studies, the Weissman School, and Baruch College.

2. Need and Justification

Needs of Students
While the number of student graduating with degrees in communication has grown 65 percent in the last ten years (National Center for Education Statistics, 2011) and the Princeton Review (2012) lists CS as one of the top ten undergraduate programs in the nation, students at Baruch College are currently without this choice. The 42-credit B.A. in BC/CC is an interdisciplinary program that includes 18-21 credit hours (including prerequisites) of business courses taken in other departments at the college. Traditionally it has been assumed that the degree serves the needs of students, who view it as a means to take business courses without majoring in business. A recent survey conducted by the CS Major Committee in the Department of Communication Studies, however, indicates that more than 20 percent of majors and minors enrolled in courses in the Department (or, using current enrollment numbers, 240 students) had a strong interest in more intensive studies in communication if given the choice (for detailed survey results, see section on
Student Interest and Enrollment). Student demand is also apparent during advisement, with students often expressing interest in career paths based on communication concentrations that are currently not supported.

CS majors not only have intellectual appeal, but have been demonstrated to prepare students for a growing number of careers and further study. According to Bureau of Labor Statistics employment projections (2012), many of the careers for which CS prepares students have faster-than-average job outlooks. Examples of job titles include communication specialist, human resource specialist, meeting and event planner, social and human services manager, speech writer, media relations specialist, and non-profit outreach coordinator. In addition to careers in CS, the transferrable communication skills at the core of the major (oral and written communication skills, teamwork skills, skills in the use of communication technology) contribute to success in a wealth of other careers (National Communication Association, 2011; Princeton Review, 2012). Furthermore, significant numbers of Baruch College students wish to pursue graduate and professional degrees in fields, such as education, international affairs, law, and journalism, for which an undergraduate program in CS will be highly suitable preparation (Willett, 1984).

In particular, the concentration in Interpersonal and Group Communication will prepare students to enter the following professions: speech or communication training and coaching, counseling, mediation, sales, employee relations, community outreach or development. The concentration is suited for students wishing to pursue graduate degrees in CS and fields such as communication education and psychology. Students will also be prepared for certification programs or advanced degrees in counseling or human resource management.

The concentration in Intercultural and International Communication is intended for students who are interested in careers in intercultural community relations, organizational diversity and inclusion, multicultural consumer research, the diplomatic service, international education and exchange, and international development. In addition to graduate studies in CS, graduate studies in fields such as international relations and international business match this concentration. The concentration is also suited for certification or advanced degrees in diversity training, intercultural business consulting, and global relocation and transition counseling.

The concentration in Rhetoric and Public Advocacy is designed for those students who are interested in careers in communication and public policy, lobbying, legislative work, political campaigning, speechwriting, community outreach, and political activism. The concentration prepares students for graduate studies in communication and related fields, and is especially relevant both for students wishing to pursue a law degree and for those who have a general interest in effective and ethical leadership roles in all areas of public life.

The concentration in Digital Communication and Culture will prepare students for careers in new media industries, multimedia planning, social media coordination, digital communications, digital content management, publishing, and media sales. The concentration is suited for students interested in graduate studies in CS as well as graduate studies related to journalism and broadcasting. Students will also be prepared for certificate programs in screenwriting, documentary media, media management, and film production.

A sample of job postings is provided in Appendix A. The appendix focuses on entry-level jobs but also includes ads for jobs requiring some experience. The latter ads reflect the needs of the approximately 25 percent of students who study part time and possess related work experience. Included in the appendix are ads that apply to CS majors in general as well as those targeting individual concentrations.

Appendix B features letters of support from directors of applicable graduate studies within CUNY and at a number of renowned graduate programs in CS. These letters provide strong testimony to the viability of the major and to the relevance of the concentrations for advanced study in CS and other fields.

Needs of College

The Department’s interdisciplinary major in BC/CC was launched in 1986 and is shared with two other departments: Journalism and Fine and Performing Arts, which each have their own specializations. The Department’s title changed from Speech Communication to Communication Studies in 2000 to reflect
the evolution of the academic discipline. The current CS minor dates from 2002 when it replaced the previous, long-existing minor featuring specific concentrations.

The name change, the creation of the minor, and the addition of numerous CS courses over the years demonstrate interest in the discipline of CS and show the vitality of the Department of Communication Studies. Nonetheless, the Department is currently only one of two departments at the Weissman School without a freestanding major. As a result, the departmental faculty considers a major in CS as long overdue.

Baruch College’s Strategic Plan 2013-2018 (2013) identifies the goal of establishing the Weissman School as a destination liberal arts college. One way to address this goal is to develop and implement new programs that are nationally recognized and have positive employment prospects. The Strategic Plan names the major in CS as a program well-suited for this purpose. In addition to addressing the need for excellence in communication skills outlined in the College’s Strategic Plan, the CS major will address the stated goals of promoting internationalization, new media and technology, and civic engagement.

Needs of University

The CS major will provide a program that fills an academic need for the City University of New York. With the popularity of CS majors nationwide, the absence of such a major at CUNY constitutes a significant missed opportunity for the University—an opportunity we would like to fill. Existing baccalaureate programs related to communication at CUNY are either limited in scope, with communication being only one aspect of interdisciplinary degrees (e.g., Brooklyn College’s B.A. in Communication) or focus on speech, speech pathology, performance and theater, journalism, and film or media studies. By contrast, the proposed CS curriculum reflects the range and complexity of communication as a pivotal social and cultural force. It will thus be well-positioned both to deliver a valuable service to CUNY and to capitalize on the extraordinary nationwide growth in the importance of CS as a field of inquiry, study, and practical training.

Recently, some CUNY community colleges (BMCC and LaGuardia) and other community colleges in the metropolitan area (e.g., Nassau County Community College and Suffolk County Community College) have created A.A. programs in CS. Students graduating from these community colleges and looking to continue their studies, however, have few transfer options as CUNY currently offers no full CS degree. The new major in CS at Baruch College will help these students pursue study and career paths beyond those currently offered, and provide a dependable stream of students for Baruch College.

The CS major reflects CUNY’s mission (CUNY, 2012) to promote personal excellence and civic leadership in an increasingly complex society and to prepare students for 21st-century careers. According to the findings of the CUNY Jobs Task Force, success in these careers requires oral and written communication skills, cultural competence, and the type of understanding of the world that is advanced by a well-rounded liberal education. The planned CS major addresses these issues through a curriculum that provides broad knowledge across the communications field and immersion in concentrations relevant for today’s society. In a survey of the discipline, Morreale and Pearson (2008) found that communication education is “vital to developing as a complete person” (referencing the link among communication, self-confidence, and relational success) and that communication education plays a central role in equipping students to meet 21st-century challenges.

Needs of Community

The CUNY Master Plan (2012) also highlights the importance of CUNY’s mission to remain responsive to the needs of its urban setting. A B.A. degree in CS, offered by one of the more affordable and accessible public institutions, is a much-needed choice for the City’s graduating class of public high school and community college students. Currently, there are only few four-year CS programs in metropolitan New York, and all are housed in the private institutions of Fordham, NYU, Pace, and on Long Island at Hofstra University (Hofstra has an entire School devoted to the study of communication in its varied contexts).

As in many other institutions nationwide, communication programs at SUNY are well established and popular—to the point that SUNY recently recognized the need for consolidating and standardizing its
existing programs and establishing common lower-division requirements for all communication degrees in the system (State University of New York, 2013). This occurred in the context of a recent explosion of CS programs at SUNY from the community colleges to the upper level universities, including the launching of a Ph.D. program in Communication at SUNY Albany in 2009. An example of the thriving communication programs at SUNY is SUNY Buffalo, which has a well-established Ph.D. program and more than 800 undergraduate majors. With respect to CS, CUNY is clearly behind the SUNY system in serving the needs of its city community.

**Needs Related to Economy**

In part due to the increasing importance of online media and internationalization, careers in communication have experienced significant growth (Bureau of Labor Statistics, 2012; Michigan State University, 2011). The CS major will prepare its graduates for a growing number of communication-specific careers as well as for non-communication-specific careers that require a wide range of communication skills for successful employment. Included are careers in arts and entertainment, business, education, government, healthcare, information services, law, non-profits, and social and human services. Graduates will be prepared to enter these careers because of the applicability of the communication knowledge they develop in CS coursework and their concentration of choice. In addition, students will be able to apply general communication skills and experience in the workplace. Morreale and Pearson (2008) reviewed literature from 1998-2006 pertaining to the importance of communication and found that a student’s background in communication is linked to career success and improvement in the organizational processes they encounter in the workforce. Specifically, the study identified oral and written communication skills as most important to career advancement. Other essential skills include listening; interpersonal, intercultural, and small-group communication; and conflict resolution. Likewise, Cline (2005) reports that 96 percent of executives in a survey of 330 industry leaders rated communication and interpersonal skills as the most valuable employee traits; while White (2013) reports that more than 60 percent of employers say applicants lack communication and interpersonal skills, a jump of about 10 percentage points in just two years. All of these employable skills are built into the CS curriculum.

**Needs Related to Nation**

Government and non-governmental agencies have stressed communication competency, highlighting the importance of communicating in interpersonal and group/team settings in ways that promote public goods rather than destroy the civic fabric. The White House *Open Government Directive* (2009) instructs federal agencies to increase and make easier opportunities for participation and collaboration with the public in decision-making. A college curriculum that improves the public’s capacity for this kind of involvement takes one step toward changing the “civic achievement gap” our country faces (Center for Information and Research on Civic Learning and Engagement, 2007; National Task Force on Civic Learning and Democratic Engagement, 2012). A major in CS thus contributes to the quality of life beyond the workplace. Students who seek to be good citizens or just good neighbors will find that the CS major enriches their lives and those of others.

**3. Student Interest and Enrollment**

**Evidence for Student Interest: Student Survey**

In the fall of 2012, the following survey was distributed to students enrolled in courses offered by the Department of Communication Studies.
Communication Studies Survey

The Department of Communication Studies is assessing student interest in a planned new major in CS. The major will focus on the principles and processes of human communication (including interpersonal, intercultural, organizational, media, and public communication). It is designed for students who are interested in careers in communication education, media, international relations, political communication, human services, and law. The new major will be offered in addition to the existing interdisciplinary major in Business Communication with specialization in Corporate Communication. (If you already have a major, please answer all questions as if you were a new student and still had to decide.)

1. How interested would you be in majoring in Communication Studies?
☐ very interested ☐ interested ☐ neutral ☐ not very interested ☐ not interested ☐ don’t know at all

2. If Communication Studies was offered as a major how likely would you be to major in it?
☐ very likely ☐ likely ☐ neutral ☐ not very likely ☐ not likely ☐ don’t know at all

3. Students often come to Baruch because they are interested in majors offered by the Zicklin School of Business. If you did not qualify for a Business major, how likely would you be to major in Communication Studies?
☐ very likely ☐ likely ☐ neutral ☐ not very likely ☐ not likely ☐ don’t know at all

4. Given a choice between the following two majors, which one would you choose?
☐ Communication Studies (all courses in communication, with choice of specialization in organizational communication, intercultural/international communication, rhetoric, or media studies)
☐ Business Communication/Corporate Communication (half the courses/half communication courses; i.e., courses in statistics or economics, management, and marketing, as well as communication)

5. In which class are you taking this survey:

6. Please provide the following demographic information:

a. Your Current or Planned Major:

b. Your Current or Planned Minor:

c. Gender: ☐ Female ☐ Male

d. Current status: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

e. Post-graduation plans: ☐ graduate or professional school
☐ employment ☐ undecided ☐ other
A total of 549 students participated in the survey. Of this total, 302 students (55%) were female, 247 (45%) were male. With respect to status, 88 students (16%) were freshmen, 88 (16%) were sophomores, 165 (30%) were juniors, and 208 (38%) were seniors. Respondents were enrolled in COM 1010: Speech Communication (207/38%), 3000/4000-level COM classes (330/60%), and other COM classes, such as independent study (12/2%). Most respondents were majors (or planned to major) in the Zicklin School of Business (319/58%), followed by majors in BC/CC (143/26%), other majors in the Weissman School of Arts and Sciences (49/9%), majors in the School of Public Affairs (8/1%), and undecided majors (34/6%). With respect to minors, 203 respondents (37%) had a minor in CS, 247 (45%) another minor, and 99 (18%) were undecided. Post-graduation plans were divided among graduate or professional school (143/26%), employment (252/46%), undecided (132/24%), and other (22/4%). What follows are the students’ responses to the four core questions of the survey.

1. How interested would you be in majoring in Communication Studies?

<table>
<thead>
<tr>
<th></th>
<th>(1) very interested</th>
<th>(2) interested</th>
<th>(3) neutral</th>
<th>(4) not very interested</th>
<th>(5) not interested at all</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>125 (23%)</td>
<td>168 (31%)</td>
<td>125 (23%)</td>
<td>82 (15%)</td>
<td>49 (9%)</td>
<td>549</td>
</tr>
</tbody>
</table>

2. If Communication Studies was offered as a major how likely would you be to major in it?

<table>
<thead>
<tr>
<th></th>
<th>(1) very likely</th>
<th>(2) likely</th>
<th>(3) neutral</th>
<th>(4) not very likely</th>
<th>(5) not likely at all</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>110 (20%)</td>
<td>169 (31%)</td>
<td>122 (22%)</td>
<td>88 (16%)</td>
<td>60 (11%)</td>
<td>549</td>
</tr>
</tbody>
</table>

3. Students often come to Baruch because they are interested in majors offered by the Zicklin School of Business. If you did not qualify for a Business major, how likely would you be to major in Communication Studies?

<table>
<thead>
<tr>
<th></th>
<th>(1) very likely</th>
<th>(2) likely</th>
<th>(3) neutral</th>
<th>(4) not very likely</th>
<th>(5) not likely at all</th>
<th>don’t know</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>203 (37%)</td>
<td>137 (25%)</td>
<td>71 (13%)</td>
<td>77 (14%)</td>
<td>44 (8%)</td>
<td>16 (3%)</td>
<td>548</td>
</tr>
</tbody>
</table>

4. Given a choice between the following two majors, which one would you choose?

<table>
<thead>
<tr>
<th></th>
<th>Communication Studies</th>
<th>Business Communication/Corporate Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>126 (23%)</td>
<td>422 (77%)</td>
</tr>
</tbody>
</table>

Enrollment projection based on questions 1 and 2: In questions 1 and 2, 23 percent of respondents indicated that they were very interested in the new major and 20 percent indicated that they were very likely to choose it. Using the conservative number of 20 percent (question 2) and extrapolating it to the current number of 1199 majors and minors in the Department (542 BC/CC majors and 657 CS minors), an enrollment of 240 students in the new CS major would be indicated. Since it is questionable that large numbers of CS minors with a Zicklin School of Business major would enroll in non-business majors, this number is likely too high. Extrapolating 20 percent only to the number of current BC/CC majors, an enrollment of 108 students would result.
Enrollment projection based on questions 3: The preference of current Baruch students for business degrees is reflected in the 37 percent of respondents in question 3 who indicated that they would be very likely to major in CS should they not qualify for a major in the Zicklin School of Business. Roughly 78 percent of the 14,000 students at Baruch College are business majors; 20 percent are majors in the Weissman School of Arts and Sciences; 2 percent are majors at the School of Public Affairs. Approximately, 120 students are officially denied admission to the Zicklin School per year. Additional students, after realizing that they can’t meet qualifications (e.g., due to failure to pass math), change plans voluntarily. A conservative estimate of students failing to qualify for a major in the Zicklin School would be 200 students annually. If 37 percent of these students chose CS as their major, an enrollment of 74 students would ensue. (This number does not include students who enroll in Baruch College with plans to attend the Weissman School of Arts and Sciences or the School of Public Affairs.)

Enrollment projection based on questions 4: The most exact enrollment projection may derive from the responses to question 4, which asked respondents to choose between a major in CS and BC/CC. If one divides the 23 percent of responses in favor of the new major in CS into the respondents’ current majors, students with majors in the Weissman School of Arts and Sciences other than BC/CC are most interested in CS (69%), followed by majors in the School of Public Affairs (63%), undecided students (32%), BC/CC majors (28%), and majors in the Zicklin School of Business (12%). Of these groups, BC/CC majors and students with other WSAS majors — particularly those with current CS minors — would arguably be most likely to consider a degree in CS. Extrapolating only from the number of current BC/CC majors in the department (n = 542), an enrollment of 152 students in the new major would result. Extrapolating from the Weissman majors with CS minors (n = 91), an additional enrollment of 63 students would ensue. Adding these numbers, the total enrollment projection would be 215 students.

Concerns that a new major in CS would impact on other existing Weissman majors can be assuaged by the fact that, in question 1 and 2, only 14 percent of Weissman majors expressed strong interest in the CS major. Rather than suggest a threat to existing programs, the high percentage of Weissman majors who indicated a preference for a major in CS over a BC/CC major in question 4 therefore suggests that the new major would attract students interested in the liberal arts and CS to the College. These would be students not currently interested in studying at Baruch College. The new major would thus address the goal outlined in Baruch College’s Strategic Plan (2013) to make WSAS a liberal arts destination.

In summary, the estimate of enrollment ranges from 74 to 215 students. A conservative estimate would be that enrollment in the new major would be 107 students by the end of the first five years. A possible growth pattern starts with 25 students in the first year, adding 25 in consecutive years until reaching 100 in the fourth year. With approximately 18 full-time students graduating at the end of the fourth year, the fifth-year enrollment would be 107 students.

Evidence of Student Interest: Demographics of Prospective Students

The student population will consist of three groups: (1) Students who would previously have chosen a major in BC/CC (i.e., those more interested in a full course of CS than an interdisciplinary approach), (2) students who planned to choose a major in the Zicklin School of Business but didn’t pass entrance requirements, (3) and students who would not have come to Baruch College were it not for the new major in CS (i.e., those students that fit the bill of the Weissman School’s goal of becoming a liberal arts destination in its own right).

While we predict that the current BC/CC major will continue to be popular, the new major will bring additional students and additional credit hours. A CS major will thus strengthen the Weissman School’s standing.

Evidence of Student Interest: Increased Enrollment in Individual Courses

In the last five years, enrollment in CS-electives in the Department of Communication Studies has increased by 85 percent. The increase was particularly noticeable in foundation courses of the new major (see Table 1).
Table 1. Enrollment in Planned Foundation Courses 2008-2013

<table>
<thead>
<tr>
<th>Key CS Electives</th>
<th>F2008-F2010 n (average per semester)</th>
<th>S2011-S2013 n (average per semester)</th>
<th>Percentage Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 3077 Interpersonal Communication and COM 3078 Group Communication*</td>
<td>140 (28)</td>
<td>360 (72)</td>
<td>+157%</td>
</tr>
<tr>
<td>COM 3069 Intercultural Communication</td>
<td>364 (72.6)</td>
<td>528 (105.6)</td>
<td>+45%</td>
</tr>
<tr>
<td>COM 3076 International Communication</td>
<td>54 (10.8)</td>
<td>135 (27)</td>
<td>+150%</td>
</tr>
<tr>
<td>COM 3045 Communication Law and Free Speech</td>
<td>103 (20.6)</td>
<td>153 (30.6)</td>
<td>+49%</td>
</tr>
<tr>
<td>COM 3070 Persuasion**</td>
<td>109 (21.8)</td>
<td>81 (16.2)</td>
<td>-26%</td>
</tr>
<tr>
<td>COM 3062 Studies in Electronic Media</td>
<td>28 (5.6)</td>
<td>128 (25.2)</td>
<td>+257%</td>
</tr>
</tbody>
</table>

* = Prior to Spring 2012, COM 3077 and COM 3078 were one course: COM 3075 Interpersonal and Group Communication. The enrollment information provided above refers to the combined enrollment in COM 3075, COM 3077, and COM 3078 in the last five years.

** = COM 3070 experienced a temporary decrease in enrollment due to a bottleneck in faculty availability. The bottleneck has been resolved by hiring a new full-time faculty member in this area of expertise.

Evidence of Student Interest: Participation in Related Co-Curricular Clubs and Activities

Students at Baruch College participate in a large number of communication-focused student clubs and activities, including a Debate Team, a chapter of Lambda Pi Eta (National Communication Association Honor Society), the student club of the Public Relations Society of America (PRSSA), Toastmaster International, WBMB (Baruch College Radio), the Writers’ Society, and a variety of clubs and activities on intercultural and international themes (e.g., Baruch College Model United Nations, Global Networking Society, Solutions Across Borders, UNICEF at Baruch, and Women in Islam).

Evidence of Student Interest: Campus-Wide Shifts in Topical Interests

Student interest is further evidenced by an increase in communication-related programs. The Bernard L. Schwartz Communication Institute, for example, organizes an Annual Symposium on Communication and Communication-Intensive Instruction, created a Video Oral Communication Assessment Tool (VOCAT), and provides support for Blogs@Baruch, a new platform used for course weblogs and student journals, among others. The STARR Career Development Center offers workshops in Small Talk and other communication skills preparing students for interviews and career success. And the Student Academic Consulting Center (SACC) recently launched oral-communication support services that include public-speaking tutorials and conversation hours for nonnative speakers.

Interest in international communication is reflected by the recent launch of a new major in Global Studies and study-abroad initiatives with Brazil, China, and Turkey. A new interdisciplinary minor in Information Technology and Social Responsibility addresses interest in communication technology and civic engagement. And a new minor in Film Studies shows student interest in media and communication.

Estimate of Enrollments of First Five Years (Based on Student Interest, Employment Trends and Needs, and Enrollment in Similar Programs)

We estimate that 25 students will enroll in the new major in its first year and that 25 more students will enroll each consecutive year. By the fifth year, the first cohort of full-time students will graduate. Based on the full-time/part-time ratio of 73.4 to 26.6 percent in the existing interdisciplinary BC/CC major, 18 full-time students will graduate and 7 part-time students will continue, so that a total of 107 students is reached by the fifth year (see Table 2). We predict that 20 students will be transfer students or students who switched to CS from another major in the College (e.g., BC/CC or business major), and that the remaining 5
students will enroll in Baruch College as freshmen with the intent to major in CS. This latter group will grow over the years as a result of advertising and word of mouth communication.

Table 2. Estimate of Enrollment

<table>
<thead>
<tr>
<th></th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning as Freshmen</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Beginning as upper-class</td>
<td>20</td>
<td>19</td>
<td>18</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Subtotal new students</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Total majors</td>
<td>25</td>
<td>50</td>
<td>75</td>
<td>100</td>
<td>107*</td>
</tr>
</tbody>
</table>

* = The firth-year enrollment of 107 students reflects the graduation of the first cohort of full-time students but continuation of approximately 7 part-time students.

Enrollment in Similar Programs at the College or Other CUNY Campuses

The three programs at CUNY most similar to the planned major in CS are the interdisciplinary B.A. in Communication at Brooklyn College, the A.A. in Communication Studies at BMCC, and the A. A. in Communication Studies at LaGuardia Community College. According to the CUNY Academic Programs Inventory (CUNY Office of Institutional Research and Assessment, 2013), the interdisciplinary B.A. at Brooklyn College was launched in 2007 and has experienced a five-fold increase in enrollment during the last five years (from 10 students in 2008 to 53 in 2012). The A.A. at BMCC was launched in 2012 with the substantial number of 96 students in the first year (no growth rates are available yet). The A. A. at LaGuardia was launched in 2009 and has experienced an eight-fold increase (from 20 students in 2009 to 166 students in 2012).

Anticipated Attrition Rate

The Department of Communication Studies’ existing interdisciplinary major in BC/CC has an attrition rate of zero. Based on this evidence, we anticipate an attrition rate of zero in the planned CS major.

Other Factors that Produced the Estimates

The enrollment estimate of 107 students in the first five years strikes a balance between two conflicting narratives: On one hand, the popularity of CS majors at other universities indicates that the number of majors by year 5 may be higher than 107, and the increase may not be linear. On the other hand, Baruch College will likely remain foremost a business destination, and CS as a field of study is not as established in the metro area as it is in other parts of the United States.

Similar Programs at CUNY

Most CUNY colleges offer programs related to communication. The bachelor programs are either interdisciplinary (with communication being only one aspect of the degree) or focus on speech, speech pathology, media studies, or journalism. Associate programs tend to be more general in orientation (see Table 3), and we expect that the planned major in CS will add an important element to the transfer options for graduates from these programs.

Table 3. Communication-Related Degrees at CUNY Community Colleges

| Borough of Manhattan Community College | Dept. of Media Arts and Technology
|                                      | - A.S. in Video Arts and Technology
|                                      | - Dept. of Speech, Communications, and the Theatre Arts
|                                      | - A.A. in Communication Studies
| Bronx Community College               | Dept. of Communication Arts and Sciences
|                                      | - A.A. in Liberal Arts & Sciences (concentrations in Media Studies and Speech Pathology)
<table>
<thead>
<tr>
<th>College</th>
<th>Department/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stella and Charles Guttman Community College</td>
<td>N/A</td>
</tr>
<tr>
<td>Hostos Community College</td>
<td>N/A</td>
</tr>
<tr>
<td>Kingsborough Community College</td>
<td>Dept. of Communications and Performing Arts</td>
</tr>
<tr>
<td></td>
<td>• A.A.S. in Media Technology &amp; Management</td>
</tr>
<tr>
<td></td>
<td>• A.S. in Speech Communication (concentrations in Communication Studies and Speech Pathology/Language/Audiology/Speech Hearing Sciences)</td>
</tr>
<tr>
<td>LaGuardia Community College</td>
<td>Humanities Department</td>
</tr>
<tr>
<td></td>
<td>• A.A. in Communication Studies (concentrations in Public Communication, Speech Pathology, and Mass Communication)</td>
</tr>
<tr>
<td>Queensborough Community College</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Special Admission Requirements**

Regular admission requirements for Baruch College apply. (A 2.0 GPA is required to declare a major in the Weissman School of Arts and Sciences.)

**Preparation of Students to Qualify for Admission**

None.

**Specific Groups (e.g., from “Feeder” Schools)**

Students wanting to pursue a four-year degree in CS at Baruch College will predominantly come from community colleges in the metropolitan area. Within the CUNY system, BMCC and LaGuardia Community College offer A.A. degrees in Communication Studies. In addition, Bronx Community College offers an A.A. degree in Liberal Arts & Sciences (with two communication-related concentrations), and Kingsborough Community College offers an A.S. degree in Speech Communication.

In addition to these programs, four SUNY community colleges in surrounding counties offer applicable associate degrees: Nassau Community college (A. A. in Communication Arts), Suffolk County Community College (Suffolk County Community College (A.A. in Communication Studies), Westchester Community College (A.A. in Communications and Media Arts), and Rockland Community College (A.A. in Communication Media Arts).

New York City high schools with a specific focus on communication or the proposed concentrations may also serve as feeder schools. Examples include the CSI High School for International Studies; the High School for Applied Communication; the High School for Law, Advocacy and Community Justice; the High School for Media and Communications; the High School of Telecommunication Arts and Technology; Marble Hill High School for International Studies; and the Robert H. Goddard High School of Communication Arts and Technology.

It is important to note that the CS major will draw students based on our cost-saving tuition. CUNY tuition is significantly lower than local private colleges such as Fordham, NYU, Pace, and Hofstra, all of which offer CS degrees.

**4. Curriculum**

**Rationale for the Curriculum**

The proposed major in CS prepares students to apply a theoretical, critical, and practical understanding of human communication to employment and/or graduate study. The major in CS trains students to use both humanistic and social scientific approaches when studying and practicing
communication processes. In addition to the general-education requirements for a Bachelor of Arts degree, an introductory required course for the major, foundation courses in four major areas of CS, courses in the student’s concentration of choice, and CS electives as well as liberal-arts and free electives must be completed by all majors (see Table 4). The required course for the major will provide the general knowledge on which student interests and goals will build. Students chose the remaining courses in consultation with a faculty advisor, based on the student’s interests and future goals. This includes foundation courses and courses in the student’s concentration of choice.

The four concentrations of the proposed CS major—Interpersonal and Group Communication, Intercultural and International Communication, Rhetoric and Public Advocacy, and Digital Communication and Culture—are central constituents of the CS discipline. They reflect the increasing demands of global citizenship, leadership, and service that our future students will experience. While all concentrations include courses that are designed to place students into very engaging and fulfilling careers, they are also standard admission requirements to graduate programs in CS.

Table 4. Curriculum (course titles with credit requirements)

<table>
<thead>
<tr>
<th>GENERAL-EDUCATION REQUIREMENTS FOR BA STUDENTS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CUNY Required Core</strong></td>
<td>12</td>
</tr>
<tr>
<td>English Composition (6)</td>
<td></td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning (3)</td>
<td></td>
</tr>
<tr>
<td>Life and Physical Sciences (3)</td>
<td></td>
</tr>
<tr>
<td><strong>CUNY Flexible Core</strong> (6 courses, at least 1 from 5 areas, no more than 2 in any discipline)</td>
<td>18</td>
</tr>
<tr>
<td>World Cultures and Global Issues</td>
<td></td>
</tr>
<tr>
<td>U.S. Experience in its Diversity</td>
<td></td>
</tr>
<tr>
<td>Creative Expression</td>
<td></td>
</tr>
<tr>
<td>Individual and Society</td>
<td></td>
</tr>
<tr>
<td>Scientific World</td>
<td></td>
</tr>
<tr>
<td><strong>Required College-Option Credits</strong></td>
<td>6-12</td>
</tr>
<tr>
<td>Students with 6 remaining credits:</td>
<td></td>
</tr>
<tr>
<td>Great Works of Literature (ENG/CMP 2800/2850)</td>
<td></td>
</tr>
<tr>
<td>Speech Communication (COM 1010)</td>
<td></td>
</tr>
<tr>
<td>Students with 9 remaining credits:</td>
<td></td>
</tr>
<tr>
<td>Great Works of Literature (ENG/CMP 2800/2850)</td>
<td></td>
</tr>
<tr>
<td>Speech Communication (COM 1010)</td>
<td></td>
</tr>
<tr>
<td>1st foreign language course (based on placement)</td>
<td></td>
</tr>
<tr>
<td>Students with 12 remaining credits:</td>
<td></td>
</tr>
<tr>
<td>Great Works of Literature (ENG/CMP 2800/2850) and</td>
<td></td>
</tr>
<tr>
<td>Speech Communication (COM 1010)</td>
<td></td>
</tr>
<tr>
<td>1st foreign language course (based on placement)</td>
<td></td>
</tr>
<tr>
<td>2nd foreign language course (based on placement)</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal of General-Education Credits</strong></td>
<td>36-42</td>
</tr>
<tr>
<td><strong>MAJOR IN COMMUNICATION STUDIES</strong></td>
<td></td>
</tr>
<tr>
<td>Note: Speech Communication (COM 1010) is a preliminary course for all COM courses, 2000-level and above.</td>
<td></td>
</tr>
<tr>
<td><strong>Required Course for Major</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Communication Studies (COM 2000)</td>
<td></td>
</tr>
<tr>
<td><strong>Foundation Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td>Choose one course each from the three areas that are not your concentration.</td>
<td></td>
</tr>
<tr>
<td>1. Interpersonal and Group Communication</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Communication (COM 3077) OR</td>
<td></td>
</tr>
<tr>
<td>Group Communication (COM 3078)</td>
<td></td>
</tr>
</tbody>
</table>
2. **Intercultural and International Communication**  
   Intercultural Communication (COM 3069) OR  
   International Communication (COM 3076)  

3. **Rhetoric and Public Advocacy**  
   Communication Law and Free Speech (COM 3045) OR  
   Persuasion (COM 3070)  

4. **Digital Communication and Culture**  
   Introduction to Digital Communication and Culture (New) OR  
   Studies in Electronic Media (COM 3062)  

<table>
<thead>
<tr>
<th>Concentrations (choose one of the following)</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpersonal and Group Communication</strong></td>
<td></td>
</tr>
<tr>
<td>Intercultural Communication (COM 3069) and</td>
<td></td>
</tr>
<tr>
<td>Plus three of the following:</td>
<td></td>
</tr>
<tr>
<td>Group Communication (COM 3078)</td>
<td></td>
</tr>
<tr>
<td>Virtual Teamwork (currently COM 4101)</td>
<td></td>
</tr>
<tr>
<td>Work Life Communication (currently COM 4101)</td>
<td></td>
</tr>
<tr>
<td>Conflict Resolution (currently COM 4900)</td>
<td></td>
</tr>
<tr>
<td>Language and Social Interaction (currently COM 4900)</td>
<td></td>
</tr>
<tr>
<td>Special Topics (related to specialization) (COM 4101)</td>
<td></td>
</tr>
</tbody>
</table>

| **Intercultural and International Communication** |    |
| Intercultural Communication (COM 3069) and     |    |
| Plus three of the following:                   |    |
|   International Communication (COM 3076)       |    |
|   Diversity and Leadership (currently COM 4101) |    |
|   Virtual Teamwork (currently COM 4101)        |    |
|   Language and Social Interaction (currently COM 4900) |    |
|   Conflict Resolution (currently COM 4900)     |    |
|   Special Topics (related to specialization) (COM 4101) |    |

| **Rhetoric and Public Advocacy**               |    |
| Communication Law and Free Speech (COM 3045)  |    |
| Plus three of the following:                  |    |
|   Classical Rhetoric (COM 3064)               |    |
|   History and Criticism of American Public Address (COM 3065) |    |
|   Modern Frontiers of Rhetoric (COM 3066)     |    |
|   Persuasion (COM 3070)                       |    |
|   Argumentation and Debate (COM 3071)         |    |
|   Elements of Legal Argumentation (COM 3074)   |    |
|   Special Topics (related to specialization) (COM 4101) |    |

| **Digital Communication and Culture**          |    |
| Introduction to Digital Communication and Culture (New) |    |
| Plus three of the following:                  |    |
|   Ethics of Image Making: Film, Television, and Digital Media (COM 3058) |    |
|   Studies in Electronic Media (COM 3062)      |    |
|   American Television Programming (COM 3067)  |    |
|   International Communication (COM 3076)      |    |
|   Special Topics (related to specialization) (COM 4101) |    |

| **Communication Studies Electives**            | 6  |
| Choose any two COM courses at the 3000-level or above. |    |
| Especially recommended:                        |    |
|   Internship (currently COM 5010)             |    |
(recommended for students with plans to enter the workforce following graduation)
Communication Research Strategies (currently COM 4900)
(recommended for students with plans for graduate studies)

<table>
<thead>
<tr>
<th>Subtotal of Credits in Major</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREE ELECTIVES</td>
<td>39-48</td>
</tr>
<tr>
<td>Take up to 48 credits at any level (1000, 2000, 3000, or above). (The 36-42 general-education credits, 30 credits in the major, and free-electives credits should add up to a total of 120 credits.)</td>
<td></td>
</tr>
</tbody>
</table>

Suggested courses:
All COM courses, including
Managerial Communication Within Organizations (COM 3068)
Communication for Executives (COM 3102)
Business Communication (COM 3150)
Plus the following courses in other departments
General
Electronic Research Methods and Resources for Writers (JRN 3065)
Research Methods in Sociology and Anthropology (SOC 4110)
Statistics for Social Science (STA 2100)
Interpersonal and Group Communication Concentration
Emotions in the Workplace (PSY 4015)
Psychology of Gender (PSY 3071)
Psychology of the Family (PSY 4051)
Small Group Processes (PSY 3058)
Social Psychology (PSY 3056)
Sociology of Complex Organizations (SOC 3138)
Sociology of the Family (SOC 3131)
Intercultural and International Communication Concentration
Diversity in the Workplace (PSY 4015)
Globalization of English (ENG 4015)
Introduction to International Relations (POL 2240)
Psychology of Culture (PSY 3036)
Race and Ethnic Relations (SOC 3125)
Culture-related courses in the Departments of Black and Latino Studies, History, Modern Languages and Comparative Literature, and Sociology and Anthropology
Foreign-language courses in the Department of Modern Languages and Comparative Literature
Rhetoric and Public Advocacy Concentration
American Political Thought (POL 2332)
Ethics and Civic Engagement (PAF 3020)
Civil Society and Community Organizations (SOC 3157)
Contemporary Political Ideologies (POL 3337)
Information and Society (PAF 3040)
Policy and Politics (PAF 3010)
Public Campaigns and Advocacy (PAF 3108)
Public Communication and Organizations (PAF 3201)
Public Opinion (POL 3310)
Public Opinion, Policy, and Management (PAF 3106)
Digital Communication and Culture Concentration
Approaches to Film Studies (FLM 4900)
Art of Film (ENG 3260)  
History of Film I/II (FLM 3001/3002)  
Introduction to New Media Arts (NMA 2050)  
Media Ethics (JRN 3220)  
New Media Arts in Theory and Practice (NMA 4900)  
Special Topics in New Media and Interdisciplinary Art (NMA 3041)  
The Individual and the News Media in the Information Age (JRN 2500)  
Topics in Film (ENG 3940)

Note that some of the above courses have prerequisites.

| TOTAL CREDITS TOWARDS THE DEGREE | 120 |

Course Descriptions
For course descriptions of courses in the major, please see Appendix C. For the course proposal of the sole new course, *Introduction to Digital Communication and Culture*, see Appendix D.

Accrediting or Licensure Requirements
None.

Non-Course Requirements (e.g., thesis or comprehensive exam)
None.

Undergraduate Program Schedule
For a sample undergraduate program schedule (SED form), see Appendix E, Table 8. The table shows how a typical student may progress through the program.

5. Articulation Agreements

Articulation Agreements Completed
An articulation agreement with LaGuardia Community College (Contact: Louis Lucca, Director of Communication Studies, Humanities Department) has been completed (see Appendix F).

Articulation Agreements in Planning
Articulation agreements with the following colleges are in planning.

- BMCC (Contacted: Susanna Powell, Chair, Speech, Communications & Theatre Arts)
- Bronx Community College (Contacted: Debra Gonsher, Chair of Communication Arts and Sciences Department)
- Kingsborough Community College (Contacted: Cindy Greenberg, Director of Speech Communications, Department of Communications and Performing Arts)

6. Faculty

Current Full-Time Faculty Available to Teach in the Program
The same faculty, who currently offer electives for the BC/CC major and electives and capstone classes for the CS minor will continue to teach courses in the new major. The Department recently hired three new tenure-track faculty members and anticipates hiring two more in 2014. Although hired for the existing programs in the department (the BC/CC major and CC graduate program), these new faculty members would be available to teach in the new major, or—if they choose to focus on the BC/CC major—
would free up existing faculty to teach in the CS major. As faculty members retire, the department will continue to hire new faculty whose expertise contributes to the development of all programs.

Faculty members in the Department of Communication Studies are excited by the prospect of teaching within a program that allows them to offer progressive course sequences, to integrate their research and teaching, to develop departmental standing, and to build on the strong interest students have in the pragmatics and research of communication issues. For full-time faculty teaching assignments (SED form), see Appendix G, Table 9.

**Anticipated Number of Full-Time Faculty**

We anticipate no need for immediate full-time faculty growth.

**Anticipated Number of Adjunct Faculty**

If 25 students major in CS in the first year, 25 are added each year, and approximately 18 full-time students from the first cohort graduate at the end of the fourth year, the total number of majors in the fifth year will be 107. Some of these majors will be students who would have previously majored in BC/CC; that is, they would not necessitate additional sections. Plus, some of the students will be part-time and not take a full course of classes. Based on this, an estimated 3-4 additional sections of classes will be required in the first year, and 3-4 more each consecutive year.

The projection of how many adjunct sections will be necessary is complicated by the following considerations. Adding to the balance sheet of sections are four factors: (1) The Department recently hired three new tenure-track faculty members and will hire two more in 2014. Considering contractual release time, these new faculty will add approximately four new sections per year, for a total of 16-20 sections per year. (2) One faculty member who was on tenure track and received contractual release time until recently is now tenured and thus available to teach more courses. This will add approximately one section per year. (3) Due to Pathways, fewer sections of COM 1010 Speech Communication may be needed. The Department currently offers 125 sections of COM 1010 per year. Even a relatively small reduction to the current number of COM 1010 sections could result in an adjunct budget surplus that may cover the additional needs arising through the new major. (4) The required course for the CS major (COM 2000: Introduction to Communication Studies) and two foundation courses (COM 3045: Communication Law and Free Speech and COM 3069: Intercultural Communication) are offered in jumbo sections, The Department is considering adding jumbo sections for foundation courses in the remaining two concentrations if need be.

Subtracting from the balance sheet are two factors: (1) Three full-time faculty members will leave the Department in 2013 (two lecturers will retire and one tenure-track faculty members was not reappointed). Due to the greater workload of lecturers and the contractual release time of tenure-track faculty, any gains in hiring the three new faculty members are nullified. (2) The Weissman School changed its system for awarding reassigned-time for research in 2012 so that all research-active faculty now receive three hours of reassigned-time per year. Previously, faculty had to compete, and not everyone received reassigned time. The new system will subtract approximately three sections per year. (3) Some of the sections gained will be spoken for due to the continued growth of the current BC/CC major. The major grew from 293 students in the fall of 2007 to 542 in 2013. The largest increases have occurred in the last three years, with the most recent increase of 27 students occurring between the fall of 2012 and spring of 2013 (from 515 to 542 students).

Finally, Pathways may have an additive or subtractive effect on the balance sheet: It is possible that the reduction of required general-education credits because of Pathways may bring new students to the minor. On the other hand, minor numbers may decrease because not all transfer students into the Zicklin School of Business will have to take all three courses currently required for the CS minor (depending on their transfer status, they will take between one and three such courses). In addition, the Weissman School may eliminate the minor requirement for students majoring in Weissman programs. As a result, a yet unknown number of sections may be added or freed up.

Taking the abovementioned factors into consideration, an estimate would be that six adjunct hours (e.g., one adjunct faculty member, teaching one section per semester) may be required in the first year. If
the pattern of growth is linear for consecutive years, by the end of year four, the estimated total would be 24 adjunct hours. Due to the graduation of full-time at the end of year four, three (instead of six) adjunct hours will be required in year five. The estimated total by year five would be therefore be 27 adjunct hours. Fewer or no adjunct hours may be required, depending on how Pathways affects minor enrollment and how many courses are offered as jumbos.

For part-time faculty teaching assignments (SED form), see Appendix G, Table 10. For part-time faculty to be hired (SED form), see Appendix H, Table 11.

**Staffing of Existing Offerings When Program is Instituted**

The Department will continue to staff the current BC/CC major’s courses, as it has in the past. The recent increase in full-time faculty in the department will help staff the additional sections of upper-level courses (which will be shared by the current BC/CC and the planned CS major) as well as new courses that are envisioned. Adjuncts will be added to teach sections if needed.

**Effect on Established Programs**

The proposed major relies on a restructuring of its existing classes. The new program will thus not affect any of the existing departmental offerings.

7. **Cost Assessment**

**Comparison of Anticipated Costs with Anticipated Outcomes**

As the new major in CS will largely repackage courses that are already part of the department’s wealth of electives, very few new resources are required. We project that the new major will be popular and generate significant profit. It will put the Weissman School of Arts and Sciences on the map as one of the first public schools to offer a CS degree in the metropolitan area. This will strengthen CUNY’s commitment to providing a cutting-edge education and help advance Baruch College’s plan to establish the Weissman School as a liberal arts destination. The degree will expand the options of local high-school as well as transfer students. It will do so without detracting from existing programs. Most important, the degree program in CS will prepare students for a large variety of careers and graduate studies.

**Anticipated Cumulative Costs and Revenues (first five years): Tables and Narrative**

To arrive at the anticipated cumulative costs for the first five years, we considered the anticipated enrollment, the projected number of courses, and recent hiring history as well as hiring plans. We anticipate an enrollment of 107 students in the fourth year, with approximately 25 students choosing to major in CS in the 1st year and 25 more in each of the following four years. At the end of the fourth year, the first cohort of full-time students will graduate, but approximately 7 (26.6%) part-time students will continue.

At present we offer a total of 58 sections of courses that will be required courses or core electives for students intending to major in CS (see Table 5). A number of these courses are offered every semester or once a year, and some are offered every other year. We estimate that 3-4 sections will have to be added per year to accommodate students in the first five years of the program. To reduce cost, we expect to offer the common-core course COM 2000 and at least one of the foundation courses in jumbo sections when the program is fully established.
Table 5. Projected Number of Courses and Sections Needed for CS Majors

<table>
<thead>
<tr>
<th>Number of Sections Offered</th>
<th>2012/13</th>
<th>1st yr</th>
<th>2nd yr</th>
<th>3rd yr</th>
<th>4th yr</th>
<th>5th yr</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Course for Major</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 2000 Intro to Comm Studies</td>
<td>2</td>
<td>2</td>
<td>1J</td>
<td>1J</td>
<td>2J</td>
<td>2J</td>
</tr>
<tr>
<td><strong>Foundation Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 3045 Comm Law and Free Speech</td>
<td>1J</td>
<td>1J</td>
<td>1J</td>
<td>1+J</td>
<td>2+J</td>
<td>2+J</td>
</tr>
<tr>
<td>COM 3069 Intercultural Comm</td>
<td>4+1J</td>
<td>4+1J</td>
<td>5+1J</td>
<td>2+J</td>
<td>4+2J</td>
<td>4+2J</td>
</tr>
<tr>
<td>COM 3070 Persuasion</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>COM 3076 International Comm</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>COM 3077 Interpersonal Comm</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>2+1J</td>
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<tr>
<td>COM 3078 Group Comm</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>COM 3062 Studies in Electronic Comm</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>NEW Intro to Digital Comm and Culture</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1J</td>
<td>2+1J</td>
</tr>
<tr>
<td><strong>Concentration Electives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 3058 Ethics of Image Making</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>COM 3067 American Television Programming</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>COM 3071 Argumentation and Debate</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>COM 4101 Special Topics</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>COM 4900 Conflict Resolution</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>COM 4900 Lang and Social Interaction</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Subtotal: Sections (Workload)</strong></td>
<td>47 (43)</td>
<td>51 (47)</td>
<td>56 (50)</td>
<td>61 (53)</td>
<td>68 (56)</td>
<td>74 (60)</td>
</tr>
<tr>
<td><strong>Recommended CS Electives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 4900 Comm Research Strategies</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>COM 5010 Internship</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL: Sections (Workload)</strong></td>
<td>58 (54)</td>
<td>62 (58)</td>
<td>68 (62)</td>
<td>73 (65)</td>
<td>81 (69)</td>
<td>88 (74)</td>
</tr>
</tbody>
</table>

*Legend:*
- Numerical (1, 2, 3, etc.) = regular class section with 28 students
- J = jumbo with 112 students (A jumbo has the enrollment equivalent of four regular sections; instructors receive workload credits equivalent to two regular sections, plus a grader who is paid $455 per semester).
- () = The numbers in parentheses indicate workload savings due to the inclusion of jumbos.

As detailed in the section on Faculty, the Department has recently hired three full-time faculty members and anticipates to hire two more in 2014. These new faculty would be available to teach in the proposed program. No new full-time faculty resources are therefore needed. With respect to part-time faculty, we expect that, in the first four years, the addition of one adjunct faculty member, teaching two sections per year will be sufficient. In the fifth year, with full-time enrollment plateauing due to graduating students, only one adjunct section will be needed. In addition, the department will need one part-time staff member to assist in the administration of the program and a budget for necessary supplies and expenses. No additional library resources are required for this proposal. The increased use of library resources by Communication Studies faculty and students over the past few years has been addressed by the library in its base operating budget requests. Likewise, due to the fact that the new major will largely repackage existing CS electives in the department, no new equipment, laboratories, and capital expenditures are expected. These new resources and their anticipated cumulative costs for the first five years are itemized in Table 6. (For details on the five-year cumulative costs of the program, see Appendix I, Table 12.)
To arrive at anticipated tuition revenues, we used the enrollment projection of 25 new students per year. With approximately 18 full-time students from the first cohort graduating at the end of the fourth year, the fifth-year enrollment will be 107 students. On average, roughly 25 percent of our students are part time and 75 percent are full time. The resulting anticipated cumulative revenues for the first five years are itemized in Table 7. (For details on the five-year cumulative revenues of the program, see Appendix I, Table 13.)

Table 7. Anticipated Revenues

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1 Academic Year 2014-2015</th>
<th>Year 2 Academic Year 2015-2016</th>
<th>Year 3 Academic Year 2016-2017</th>
<th>Year 4 Academic Year 2017-2018</th>
<th>Year 5 Academic Year 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$125,850</td>
<td>$256,734</td>
<td>$392,803</td>
<td>$534,212</td>
<td>$571,037</td>
</tr>
<tr>
<td>Total</td>
<td>$125,850</td>
<td>$256,734</td>
<td>$392,803</td>
<td>$534,212</td>
<td>$571,037</td>
</tr>
<tr>
<td>State Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$125,850</td>
<td>$256,734</td>
<td>$392,803</td>
<td>$534,212</td>
<td>$571,037</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$125,850</td>
<td>$256,734</td>
<td>$392,803</td>
<td>$534,212</td>
<td>$571,037</td>
</tr>
</tbody>
</table>
Revenues other than tuition revenues are difficult to project. There are two potential new sources of support: (1) research and teaching grants and (2) alumni donations. A registered CS major will improve faculty potential for obtaining grants for innovative teaching. More students will desire to collaborate with faculty on research, and this, too, is an important consideration with agencies that award grants. The research grants and overhead received will support faculty research and faculty/student collaborations in research. Donors like to support prominent programs that are both successful and give something back to society. Those students who graduate and go into social services, nonprofit management, communication education, government and public advocacy, politics, intercultural and international development, and the media industry can make a profound contribution to society.

**Explanation how College will Ensure Funds Remain Available**

With the stated goal of Baruch College to establish the Weissman School as a liberal arts destination, the College is committed to provide additional faculty in support of the department and its programs. Two additional factors will help the program maintain a budget-neutral effect: A sizable number of students are expected to be transfer students, thus lowering the budget required for learning communities. Likewise, the concentrations in Intercultural and International Communication as well as Digital Communication and Culture may, once established, attract international students, whose additional tuition will help raise revenues.

**External Letters of Support**

See Appendix B for letters of support from graduate programs.
References


Appendices

Appendix A: Job Postings
Communications Coordinator

Job Description:
NCJW NY seeks a fulltime Communications Coordinator to coordinate all communications efforts for NCJW NY. The Communications Coordinator will report to the Executive Director. We are looking for a talented and motivated individual to take on this challenging and exciting opportunity.

Responsibilities:
- Design and develop all communications materials for NCJW NY including,
  - Monthly newsletter
  - Event announcements
  - Blast e-mails
  - Poster, promotions, and announcements as needed
- Develop and submit all social media including Facebook, Twitter, YouTube, etc.
- Develop, lay out, and produce annual report
- Update NCJW NY website on a regular basis
- Work with Director of Outreach and Engagement to publicize NCJW NY services and activities
- Work with Fundraising Coordinator on solicitations of members for special occasion gifts
- Handle routine administrative tasks including answering phone, filing, and writing thank you notes

Requirements:
- Experience with desktop publishing software and Excel spreadsheets
- Experience with social media
- Good telephone and interpersonal skills
- Experience with volunteers a plus
- College degree

Location: 241 West 72nd Street, New York, New York, 10023, United States

Details:
Education requirements: 4-year degree, Communications
Employment type: Full time
Professional level: Professional
Salary details: Based on experience
Benefits: Medical, long term disability, retirement plan
Job function: Communications, Website Content Management, Social media
Owner's areas of focus: Civic engagement

How to apply:
If you believe you are the person we are looking for, please send to jgreen@ncjwny.org

- Current resume that is relevant to this position
- Statement of no more than 500 words that demonstrates that you understand the importance of our mission and that you are the right person for the job
Corporate Meeting and Events Planner

Job Description
Corporate Meeting & Events Planner
Company: Western & Southern Financial Group
Job ID #: 3512
Location: Cincinnati, OH
Functional Area: Insurance
Department: Meeting Planning Travel/Events
Position Type: Full-Time Regular
Education Required: Bachelors Degree
Experience Required: Not Indicated

Position Description
Summary of Responsibilities: Plans, coordinates and executes all facets of a wide range of meetings and conventions across the Enterprise, including site inspections and recommendations, contract negotiations, budgeting, on-site execution, billing reconciliation and post-meeting evaluation. Plans and executes corporate events and similar programs that reflect the Company’s commitment to the community and its Top Work Places ranking. Associate works with minimal supervision, is responsible to make an established range of decisions and escalates to manager when necessary. Updates manager on a regular basis.

Position Responsibilities:
• Conducts research on best practices for Corporate Planning initiatives to determine innovative solutions while staying ahead of industry tools and resources. May partner with other local companies to research trends. 2.5%
• Analyzes reports (i.e., Customer Satisfaction, AAA Commissions, Discount and Savings Reports) to present statistical information to BU Heads for future recommendations. 2.5%
• Manages, coordinates and executes a wide range of meetings across the Enterprise - training and sales management schools, advisory forums and sales seminars, meetings and conventions - including site inspections and recommendations, contract negotiation and finalization (at times, in excess of $1 million), budgeting, planning, and coordination with multiple different vendors for each event. 30%
• In a team environment, with appropriate CBU partners, contributes to meeting theme development, collateral creation and meeting agenda, a variety of related materials and budget development and expense oversight. 5%
• On-site, manages resort relationship, delegates experience, accommodations, ground transportation, travel needs, special events and functions, food and beverage, executive hospitality and business unit expectations. 10%
• Plans, coordinates and executes corporate events on time and within budget. 25%
• Manages event creation and promotion, communication, website content, budget, execution and post-event evaluation. Responsible for assuring events are fresh each year in a manner that will encourage associate awareness and participation. 5%
• Manages the Sports Ticket Programs, including the Western & Southern tennis tournament. Responsibilities include budgeting, ticket allocation and distribution, associated catering and special events, on-site hospitality and overall customer experience. 10%
• Coordination and oversight of senior executive travel on the corporate leased jet. 5%
• Performs other duties as assigned by management. 5%

Position Requirements
Selection Criteria:
• Proven experience coordinating multiple projects simultaneously and completing assigned tasks accurately and on time.
• Proven experience and demonstrated flexibility associated with excellent customer service skills. This would include strong telephone communication and etiquette skills. Cite examples demonstrating sense of urgency and proficiency to meet customer needs in work situations.
• Written and verbal communication skills with ability to convey and relay information accurately, clearly and concisely.
• Demonstrated strong and accurate attention to detail, excellent organizational skills and proven ability to interpret and meet customer needs.
• Proven experience handling confidential and/or sensitive information and correspondence. Cite examples of previous experience in maintaining confidentiality.
• Demonstrated experience working cooperatively and effectively within a team environment. Cite examples of cooperation with team members in work situations.
• Demonstrated ability to work and make sound decisions under conditions of uncertainty. Cite examples of work situations in which decisions were made under such conditions.

Educational Requirements:
• Bachelors degree in communications/related field or commensurate selection criteria experience.

Computer skills and knowledge of hardware & software required:
• Proficient in word processing and spreadsheet applications.
• Preferred knowledge in database applications, including PowerPoint and Illustrator.
• Working knowledge of travel industry computer reservation system (global distribution system) used for reservations and reporting.

Certifications & licenses (i.e. Series 6 & 63, CPA, etc.):
• CMP certification preferred.

Position Demands:
• Extended hours during on-site meetings/conventions and during peak workloads or special projects.
• 15% travel necessary, including overnight travel.
• Some outside work necessary, under various weather conditions.

Position Attributes
Western & Southern Financial Group, a Fortune 500 company, is a dynamic family of diversified financial services companies that provides life insurance, annuities, mutual funds, retirement planning and investment products and services to help millions of consumers nationwide to plan and protect their financial futures.

With more than 5,000 associates and more than 50,000 individuals in our selling group, Western & Southern offers consumers and businesses the financial products and services they require to meet their insurance needs and investment goals. Having reached more in excess of $50 billion in assets owned and under management, we are leveraging our industry leading financial strength to fuel our growth through strategic acquisitions, increases in our current product revenue stream and expansion into new distribution channels and businesses.

Western & Southern provides a host of benefits that include medical, dental, life, pension, 401K, free fitness facility, on-site cafeteria, and generously subsidized p [sic]
HR Assistant

New Hyde Park, NY
Human Resources

Description
We are looking for an HR Assistant to support the Talent Engagement and Management functions of a large regional healthcare system. Candidates must possess the following skills to be successful in this role:

• Excellent communication skills
• Budget skills
• Organization skills
• Project management skills
• Exceptional command of Microsoft Office Suite of tools (Word, Excel, PowerPoint, Access)
• Calendar maintenance
• Meeting/event organization
• Taking meeting minutes
• Bachelors Degree, preferably in Communications

You will be responsible for handling all administrative duties including phone coverage for senior level executives. The right candidate will handle the organization and management of budgetary items as well as coordinate all travel arrangements, calendaring and event organization for 2 senior level directors and their teams.
International Student Counselor (Office of International Education and Services)

The Office of International Education and Services is responsible for international student recruiting, admissions, orientation programs, advising/counseling, student and faculty international services, and the enhancement of campus life, culture and community relations through international programming. The office also provides students with information regarding study abroad, initiates and manages university level exchange agreements, and provides guidance to academic departments managing unit level exchange agreements.

Primary Responsibilities

• Advise on immigration status issues of international students
• Assist with follow up communications to newly admitted students
• Assist with the provision of international student services including general inquiries, advice on issues related to immigration benefits, maintaining visa status, enrollment procedures, housing requirements/options, insurance requirements, and cultural adjustment issues
• Conduct OPT/CPT workshops as needed
• Coordinate events and programs (i.e. student abroad, exchange agreement management) in collaboration with department staff

NOTES: Additional Salary Information: Compensation: Commensurate with education and experience. The University provides an excellent benefits package including retirement, medical insurance, paid time off, sick leave, holidays, individual and dependent tuition benefits.

Required Qualifications

• Bachelor’s degree in an international related field of study or bachelor’s degree and evidence of international experience
• Excellent interpersonal, verbal and written communication skills including demonstrated ability to interact with different cultures
• Strong organizational and time management skills
• Ability to handle multiple tasks with frequent interruptions
• Ability to work independently with minimal supervision and as part of a team
• Strong computer skills including experience with word processing and database programs
• Ability to work some evenings and weekends
• Demonstrated experience understanding of customer service
• Demonstrated commitment to working with multi-cultural populations and an awareness of issues affecting women and minorities

Application Deadline: To ensure full consideration, application materials must be received by June 21, 2013. The position is available immediately and will remain open until filled.

Required Information: Submit a letter of interest addressing all position qualifications and how you learned of this position, a current resume, and the names and telephone numbers of three professional references via email to jobs@semo.edu or mail to Dana Seabaugh, Employment Specialist, Human Resources, Southeast Missouri State University, One University Plaza, Cape Girardeau, MO 63701.

Southeast Missouri State University: Southeast Missouri State University is a comprehensive regional
state university with seven colleges and schools, approximately 10,000 students, and a faculty and staff of approximately 1,100. Southeast, a moderately selective institution, offers baccalaureate, masters and specialist degrees, and participates in joint doctoral programs with the University of Missouri. Its intercollegiate athletics program is classified NCAA Division I (I-AA football) and the University is a member of the Ohio Valley Conference. Cape Girardeau, on the Mississippi River, is the hub of a thriving county with a population of approximately 69,000. Serving a region of over 250,000 people, it is the largest center for retailing, medicine, manufacturing, communications, and entertainment between St. Louis and Memphis.

**Location:**
Cape Girardeau, Missouri

**Salary:**
Open

**Type:**
Full Time - Entry Level

**Category:**
International Student and Scholar Services

**Required Education:**
4 Year Degree
Communications Assistant

Department/Team: Public Policy; Reporting to: VP of Public Policy

Job Summary:
The Communications Assistant will support and implement the goals and objectives of the public policy and communications function within EWI. S/he will work under direct supervision of the VP for Public Policy. The position is to provide support to maintain the website, organize data and communications, provide administrative and logistical support as well as work on specific projects.

Responsibilities:
• Assist with website management, including posting new material, editing copy, and preparing images
• Manage and coordinate social media for the team, and take lead role for the nextgen website and other outreach efforts
• Work as part of team providing various coordination and support for special projects including the history of the institute
• Monitor website to verify currency of content and external links
• Coordinate with program and development managers and assistants to keep web content and email communications up to date
• Assist in design and content development of print publications and video presentations, including press releases, annual report, newsletters, website materials
• Provide administrative assistance as needed to team
• Production work for marketing and communications materials, including relationship with printers
• Administrative and department events support as required – e.g. coordinate focus groups, meetings with Board members
• Function within a team promoting and facilitating good teamwork and coordinated efforts across the department and with other colleagues in the Institute

Requirements:
• Bachelor's degree in related field
• 1 year of professional experience preferred
• Superior writing and editing skills
• Enjoys working in a team environment
• Proactive approach
• Microsoft Office Suite
• The EWI hires staff without regard to race, color, religion, national origin, age, gender, sexual orientation, marital status or disability.

Location: 11 East 26th Street, New York, New York, 10010, United States

Details:
Education requirements: 4-year degree
Employment type: Full time
Professional level: None specified
Job function: Communications, Public policy

How to apply: Please apply at https://home.eease.adp.com/recruit/?id=4930191. No telephone calls.
http://www.naacpldf.org/job/director-communicationsmedia-strategist
Job posted by: NAACP Legal Defense and Educational Fund (LDF)
Posted on: April 8, 2013

Director of Communications/Media Strategist

The NAACP Legal Defense and Educational Fund (LDF) is the country’s first and foremost civil and human rights law organization. Founded in 1940 under the leadership of Thurgood Marshall, who subsequently became the first African-American U.S. Supreme Court Justice, LDF was launched at a time when the nation’s aspirations for equality and due process of law were stifled by widespread state-sponsored racial inequality. From that era to the present, LDF’s mission has always been transformative: to achieve racial justice, equality, and an inclusive society.

LDF’s litigation, public policy advocacy and public education programs in the areas of criminal justice, economic justice, education and political participation seek to ensure the fundamental and basic human rights of all people to quality education, economic opportunity, the right to vote and fully participate in democracy, and the right to a fair and just judicial system.

Position

The NAACP Legal Defense & Educational Fund, Inc. (LDF) is seeking to hire a Director of Communications/Media Strategist. The Director will report to the President and Director-Counsel and the Associate Director-Counsel. S/he will have the opportunity to build the Department and to develop a comprehensive communication plan for the organization. S/he will have primary responsibility for creating and managing a department responsible for developing strategies to support the public education mission of the LDF and for ensuring that LDF’s legal work is promoted in print, radio, television, electronic and social media.

The Director must work in collaboration with LDF staff attorneys and the President and Director-Counsel to develop effective communication strategies for LDF initiatives and litigation. S/he will be expected to become familiar with the goals, priorities, interests and activities of the LDF legal program in order to maximize the communications capacity of the organization and its work.

Responsibilities

- Design and direct comprehensive institutional communications plans and programs, taking into account the organization’s image, message and positioning, mission, goals, priorities and accomplishments.
- Direct specific activities to support communications strategies, including publications, website, video production, advertising, and public/media relations.
- Assure quality and appropriateness of marketing/communications activities and materials.
- Create and execute a plan for enhanced new media presence for LDF, including higher social networking profile, enhancement of website platform, development of video and audio tools for public distribution and increased blog presence.
- Provide strategic communications counsel to organization’s management, legal and development staff.
- Establish and implement short and long range departmental goals, objectives, policies and operating procedures, monitor and evaluate program effectiveness, effect changes required for improvement.
- Coordinate evaluations and assessments of external communications activities in order to determine the effectiveness of the organization’s marketing and communications plans and strategies.
- Evaluate current Communication department staffing needs; identify, cultivate and recruit new members of the communications team, as appropriate.
- Develop and manage annual budgets for the department.
- Maintain a departmental atmosphere of excellence, cooperation and collegiality in coordination with existing department professionals; recruit and supervise additional staff as required.
- Serve as part of organizational management team, participating in the development and establishment of organizational planning and policy making procedures.
• Occasional travel for special events.

**Qualifications**
The ideal candidate will have the following experience and qualifications:
• Ability to develop, direct, manage and evaluate strategic communications plans and programs.
• Effective, team-oriented leader and manager of people; demonstrated ability to develop and motivate staff.
• Ability to supervise departmental staff, including organizing, prioritizing, and scheduling work assignments. Ability to work closely with other departmental heads in implementing shared goals, as well as with external vendors and consultants.
• Familiarity and affinity with the history, goals and mission of LDF and the struggle for social justice.
• Excellent editorial capabilities, including clear, concise and creative writing skills and ability to line edit with a critical eye for detail.
• Ability to make administrative and procedural decisions. Skill in examining operations and procedures and then developing and implementing new strategies.
• Strong interpersonal and communications skills and the ability to work effectively with a wide range of constituencies in a diverse community.
• **Bachelor’s degree in related field.** Advanced degree a plus.

**To Apply**
Please submit your resume and cover letter by email to jobs@naacpldf.org or to Ms. Monica GarciaDirector of Human ResourcesNAACP Legal Defense and Educational Fund, Inc.99 Hudson Street, 16th floorNew York, NY 10013
No phone calls please

LDF is an Equal Opportunity Employer. We are committed to providing equal employment opportunities without regard to race, creed, color, national origin, sex (including pregnancy), age, veteran status, sexual orientation, and disability.
Assistant Director of Communications, Digital Media

**Job Description:** The Lown Institute seeks a creative thinker with exceptional interpersonal, communication, organizational, and computer skills; the ability to organize information and prepare clear and concise reports with strong attention to detail is important.

As a key member of the Lown Institute, this person works closely with the Director of Communications and senior staff to formulate and implement a digital communications strategy that enhances the mission of the Institute and its programs. The successful candidate will lead the digital communications component of the Institute's efforts to build a national campaign against overuse in the healthcare system.

**Specific responsibilities include:**

- Implement communications strategies across digital media: enable and monitor Web-based communications for an emerging national network of clinical leaders dedicated to the problem of unnecessary care in the US healthcare system
- Assist in editing and production newsletters and all other printed material, publications and photography
- Assist in online research, writing, and editing documents and other communications for professional journals, newspapers
- Maintain and update Institute website on an as-needed basis

**Successful Candidates must possess:**

- Bachelor's degree and internship/work experience, preferably in a nonprofit, health communication, or movement/campaign setting.
- Familiarity with, and experience using social media tools for campaign organizing is desirable. Political organizing experience helpful.
- Excellent writing, editing, and proofreading abilities
- Facility with YouTube, Facebook, and Twitter required
- Facility with video editing and PhotoShop required.
- Familiarity with Content Management Systems such as Word Press or Symphony preferred.
- Attention to detail and superb organizational skills.
- Ability to prioritize tasks, meet deadlines, and anticipate future needs required.
- A track record of initiating, planning, and leading new group activities preferred.

**Location:** 21 Longwood Avenue, Brookline, Massachusetts, 02446, United States

**Details:**
- Education requirements: **4-year degree, Communications Or Related Field**
- Languages needed: English
- Employment type: Full time
- Professional level: Entry level
- Job function: Writing and editing, Communications, Health and medical, Social Media
- Owner's areas of focus: Health and medicine, Philanthropy, Research and science

**How to apply:**
Qualified candidates are encouraged to email a resume and cover letter hr@LownFoundation.org or mail to: Lown Institute, 21 Longwood Avenue, Brookline, MA 02446-5239. No phone calls or faxes please.
Communications Specialists, Internal Communications

FHI 360 is a global development organization with a rigorous, evidence-based approach. Our professional staff includes experts in health, nutrition, education, economic development, civil society, environment and research. FHI 360 operates from 60 offices with 4,400 staff in the U.S. and around the world. Our commitment to partnerships at every level and our multidisciplinary approach enable us to have a lasting impact on the individuals, communities and countries we serve—improving lives for millions. We seek qualified candidates for the position of Communications Specialist, Internal Communications in Washington, D.C. or Research Triangle Park, N.C.

Position Description: Assists in the creation and delivery of memorandums, organizational materials and announcements, events and other deliverables pertaining to organizational communications. Focuses on developing and delivering clear, concise and coordinated organizational messaging across multiple communications vehicles and on fostering opportunities for dialogue between staff and leadership. Works across all communications platforms, including email, website, social media platforms and company intranet. Serves as project manager for assigned projects, ensuring quality and smooth production from start to finish of project. Assists unit lead in meeting all unit deliverables, including planning and budget assistance. Plans and coordinates meetings and events as needed.

The Communications Specialist will:

Job Summary: Participate in internal communications initiatives that ensure FHI 360 staff are equipped with the information they need to be effective in their jobs and to feel engaged with the organization’s vision, mission and goals. Focus on developing and delivering clear, concise and coordinated organizational messaging across multiple communications vehicles and on fostering opportunities for dialogue between staff and leadership.

Key Responsibilities:

- Support the design of strategies that contribute to measurable increases in staff knowledge of and engagement in organizational goals and activities.
- Implement internal communications strategies to ensure that staff have a comprehensive understanding of FHI 360’s goals and work.
- Design and develop internal communications materials that are responsive to the needs of the FHI 360’s domestic and international staff.
- Write, edit and post content to a variety of internal communications vehicles, including but not limited to internal newsletters, the employee intranet, and other print and electronic venues.
- Design and plan a variety of internal events and meetings to ensure successful communication of organizational messages and opportunities for dialogue.
- Perform other communications-related duties as required.

Expertise And Complexity:

- Outstanding written and verbal communication skills.
- Ability to work independently and manage sensitive work.
- Excellent interpersonal skills; ability to work closely with and provide support to executive staff.
- Strong organizational skills, with the ability to work simultaneously on multiple projects to meet tight deadlines.
- Creative, innovative and detail-oriented.
- Knowledge and experience in communications related to international public health and/or development.
- Sensitive to cultural differences and the political and ethical issues associated with international human
development work.
• Expertise in Microsoft Office, Adobe Photoshop and SharePoint.

**Type and Nature of Contacts:**
• Routine coordination with FHI 360 employees, consultants and external individuals in the US and abroad.
• Interaction with FHI 360 executives and board members.
• Coordination of external vendors such as graphic designers, copy writers, photographers and other consultants.
• Ongoing and proactive interaction with individuals working for partner organizations.
• Coordination of work assignments with colleagues to ensure quality work is completed in a timely Manner.

**Working Conditions and Physical Requirements:**
• Usual office working conditions.
• Ability to travel domestically and internationally.

**Minimum Requirements**

**Education/Experience:**
• MS/MA in Communications, Journalism, or a related field, and 1 - 2 years relevant experience in internal communications;
• or BS/BA in Communications, Journalism, or a related field, and 2 - 4 years relevant experience in internal communications;
• or an equivalent combination of education and experience.

FHI 360 has a competitive compensation package. Interested candidates may register online through FHI 360's Career Center at www.fhi360.org/careers or through the Employment section at www.fhi360.org. Please submit CV/resume and cover letter including salary requirements. Please specify source in your application. AA/EOE/M/F/V/D

**Location**
1825 Connecticut Ave, NW, Washington, District of Columbia, 20009, United States

**Details**
Education requirements: 4-year degree
Employment type: Full time
Professional level: None specified
Job function: Communication
Owner's areas of focus: Environment, Education, International relations, Family, Energy conservation, Agriculture, Men, Economic development, Communications access, Conflict resolution, Health and medicine, Community development, Research and science, Human services, Human rights and civil liberties, Job and workplace, Youth, Social enterprise, Technology, International cooperation, Women

**How to Apply:**
FHI 360 has a competitive compensation package. Interested candidates may register online through FHI 360's Career Center at www.fhi360.org/careers or through the Employment section at www.fhi360.org. Please submit CV/resume and cover letter including salary requirements. Please specify source in your application. You can also submit your application directly in the job posting at: https://ch.tbe.taleo.net/CH12/ats/careers/requisition.jsp?org=FHI&cws=1&rid=3725
Assistant Director of Intercultural Programs

Institution: Shenandoah University  
Location: Winchester, VA  
Category: Admin - Student Affairs and Services  
Application Due: Open Until Filled  
Type: Full Time

The Assistant Director of Student Engagement/Intercultural Programs serves an integral role in Shenandoah University’s Office of Student Engagement; assisting students in gaining an education that fully engages them in a democratic, vibrant, and healthy environment within the context of their co-curricular activities in and outside of the classroom.

The Assistant Director contributes to the mission of the Division of Student Life as well as the institution by developing multi-cultural inclusivity for under-represented students inclusivity and overall retention at Shenandoah University with an emphasis on LGBTQ, African-American, Asian American, Hispanic/Latino and Native American students. The Assistant Director will advise student organizations regarding leadership development, event planning, implementation and assessment of programs that foster a diverse campus experience and exposure to diverse populations. To accomplish these goals, the Assistant Director must be knowledgeable about subpopulations, coalition building, peer mentoring, student and professional leadership practices. The Assistant Director has the unique opportunity to participate in division and department wide committees, working with numerous constituents to manage events, develop critical-thinking and decision-making skills, assisting with strategic department planning as well as having other opportunities for personal and professional growth. This is a full-time salaried position with university benefits. Pre-employment background check and drug screen will be required.

Qualifications: Bachelor Degree required, Master Degree preferred. Two or more years experience or a combination of education and experience from which comparable skills are acquired. Prior experience working in Multicultural Student Center, LGBTQ programs, Student Leadership & Involvement Center, or a similar department within Student Life is highly desirable. Must be capable of developing working relationships with a diverse group of students, faculty, staff, and visitors on a daily basis. Decision-making, the capacity to troubleshoot, and ability to implement creative solutions are essential.

Review of the applications will begin on March 1, 2013 and continue until the position is filled. For more information about the University, go to www.su.edu.

Complete applications will include a cover letter, resume and contact information for three professional references. All materials are preferred electronically and sent to employment@su.edu with Intercultural in the subject line. Paper applications are accepted by the Office of Human Resources, 1460 University Dr. Winchester, VA 22601.

Application Information
Postal Address: Shenandoah University  
1460 University Drive  
Winchester, VA 22601

Contact Email: employment@su.edu
Communications Associate, Education Program

Location: Washington, DC  
Department: Education  
Type: Full Time  
Min. Experience: Entry Level

The New America Foundation’s Education Policy Program seeks a communications associate to design and implement external communications strategies for the program, including the Early Education, Federal Education Budget Project, PreK-12, and Higher Education initiatives. We are looking for a creative, organized, and motivated individual with previous experience in communications who can quickly create and implement a strategy to effectively convey our work to a broad audience. As the Education Policy Program grows in scope, our goal is to improve the visibility of our ideas and expand our influence with a wide variety of stakeholders through multiple channels.

Responsibilities

● Design and execute a communications strategy for the Education Policy Program.  
● Coordinate release strategies for policy papers and other content and promote the Education Policy Program to media and other external audiences.  
● Expand and manage use of social media and identify opportunities to cultivate appropriate relationships with online opinion leaders.  
● Coach and encourage colleagues to effectively work with traditional and new media.  
● Design system to track Education Policy Program media coverage and impact using a variety of analytical measurements, including Google Analytics, in conjunction with the policy and development teams.  
● Improve and update New America Foundation websites with new, timely education content.  
● Create, distribute, and improve program newsletters, daily news clips, and podcasts.  
● Assist with planning, marketing, and executing program events.  
● Help to manage, update, and cultivate the Education Program’s contact database.  
● Assist with the layout and design of publications and graphics.  
● Coordinate with New America Foundation editorial staff on media strategies.  
● Continually build own understanding of the Education Policy Program’s ideas, mission, and staff in order to more effectively promote them.

Qualifications

Ideal candidates will have the following:

● Minimum 1-3 years of professional experience in communications, marketing, journalism, development, or media outreach, preferably in a public policy organization.  
● Bachelor’s degree or equivalent experience required.  
● Demonstrated knowledge and interest in education or related fields preferred.  
● Proven ability to turn complex issues into compelling media coverage.  
● Strong editing skills and attention to detail.  
● Outstanding organizational skills, excellent time management, and the ability to manage complex operations in a fast-paced environment.  
● Knowledge of Microsoft Office and social media such as Twitter and Facebook.  
● Proficiency with HTML and Constant Contact, and knowledge of the Adobe Creative suite, specifically InDesign, Illustrator, and Photoshop, and other multimedia software programs such as Dreamweaver or Final Cut Pro are a plus.

Application

Please submit a resume, cover letter, and work sample (e.g. media outreach, press release, etc.). For applicants with multimedia experience, please also include examples of that work. No phone calls, please. Salary commensurate with experience; excellent benefits. The New America Foundation is an equal opportunity employer.
Communications Specialist/Speech Writer, Stewardship & Special Events

Position Summary: Develop, write, and edit marketing and promotional materials for stewardship and events including print and Web publications and alumni/donors outreach materials. Compose targeted communications on behalf of the president and Senior Vice President for Development and Alumni Relations, and select members of the Board of Trustees to select constituencies. Work with graphic designers and printers to manage communications projects from inception to completion for print and web publications.

Qualifications/Required Education: Bachelor's degree

Preferred Education: Bachelor's degree in Communications, Writing or Marketing preferred. Graduate degree also preferred.

Required Experience: 4 years' public relations and promotions experience or an equivalent combination of education and experience. Must include extensive writing and editorial production. Speech writing skills also required.

Preferred Experience: Experience working in an academic or non-profit environment preferred.

Required Knowledge, Skills, and Abilities: Knowledge of the non-profit sector. Proven track record of interaction with high net worth individuals. Excellent writing/editing skills. Team-oriented and the ability to work with a diverse population. Skilled in multitasking and time management. Knowledge of Microsoft Office.

For more information about working at NYU and to apply for this position, visit our website at: www.nyucareers.com. When asked "How were you referred to NYU?", please select the appropriate source from the drop-down menu. We accept online applications only. NYU is an Equal Opportunity/Affirmative Action Employer.

Apply Here
PI61644593

Location
New York, New York, 10003, United States

Details
Education requirements: 4-year degree
Employment type: Full time
Professional level: None specified
Job function: Writing and editing
Owner's areas of focus: Education
http://www.bright.com/jobs/job/13190_ithacacollege-22333
Job posted by: Ithaca College
Posted on: June 1, 2013

Multimedia Content Specialist

**Position Information**
Vacancy ID S4130
Salary Band H
Market/hiring range

**Position Type**
Full time, regular
If temporary, expected end date
Annual work schedule: Monday-Friday, 8:30am-5:00pm, 12 months per year
FLSA Exempt
Job Open Date 04/05/2013
Benefits Eligible? Yes

**Position/Job Summary**
Communicate key messages, multimedia, and stories using social media in support of the College’s strategic marketing efforts. Develop and implement a comprehensive social media strategy, collaborate on social media efforts for undergraduate admission, monitor College-related conversations in social media and track sentiment ratings. Measure the impact of social media on the overall marketing efforts and prepare analytics reports. Monitor trends in social media tools, research social platforms and identify potential use. Contribute and identify story ideas and develop content through creative writing and editing of copy. Assist with photo/video shoots, editing, audio mixing, and logistics and serve as a social media consultant to internal clients.

**Position/Job Responsibilities**
- Use social media as one tool for communicating key messages, multimedia and stories developed as part of the College’s strategic marketing efforts.
- Oversee social media efforts for the College’s primary accounts, including Facebook, Twitter, YouTube, Flickr, Foursquare, Tumblr, Google+, Instagram, and blogs. Serve as a community manager to share information, build relationships, provide customer service, and foster engagement.
- Monitor Ithaca College-related conversations in social media, responding where needed or alerting other colleagues of issues potentially needing attention; monitor sentiment ratings and regularly share this information with the Director of Communication.
- Collaborate with the Recruitment Marketing team and the multimedia producer and developer on social media efforts for undergraduate admission.
- Develop and implement a comprehensive social media strategy that ties into the Institutional Strategic Marketing Plan; implement techniques to increase visibility.
- Develop and monitor an inventory of social media accounts related to Ithaca College departments, schools, and organizations. Experiment with new and alternative ways to leverage social media activities.
- Serve on-campus clients as a social media consultant.
- Research newer social platforms and their potential use for the campus; make recommendations where appropriate.
- Work with the Marketing Analyst to set up and regularly report on social media analytics and measurement efforts.
- Train and provide regular guidance to the Marketing Communication Managers related to social media.
- Provide social media monitoring and communication support during crisis situations.
• Interview, develop and write stories to be used for the College’s brand campaign.
• Assist the Multimedia Producer and Developer with photo/video shoots, editing, audio mixing, and logistics.
• Attend select campus events for content creation and development.
• Contribute and identify story ideas that support core messaging for the college and strategic marketing efforts.
• Develop content through the creative writing and editing of copy; ensure proper communication that keeps target audience(s) in mind; review with appropriate colleagues within marketing communications.

**Position/Job Responsibilities continued**

**Position/Job Qualifications**

Bachelor’s degree in journalism, communication, or marketing and a minimum of two years of related experience; strong written and verbal skills; ability to write brief, engaging stories on brand message; online journalism experience handling photos and videos; proven experience and knowledge of prominent social media platforms; experience managing one or more social media accounts for an established brand; experience with social media monitoring and analytics, audio and video production and editing (Adobe Creative Suite, Final Cut Pro, familiarity with non-linear editing software, and ability to create lighting setups; ability and willingness to work evenings and weekends monitoring social media and occasional travel for photo and video shoots are required. Experience with digital video cameras (still & motion) is preferred.

**Department description**

**Instructions For Submitting Your Application**

Interested individuals must apply online at apply.icjobs.org, and attach a cover letter, resume, a list containing the contact information for at least three (3) professional references, and up to two sample(s) of writing. Questions about the online application should be directed to the Office of Human Resources at (607) 274-8000. Review of applications will begin immediately and will continue until the position is filled.
Appendix B: External Letters of Support
September 18, 2013

Jana O'Keefe Bazzoni, Ph.D.
Professor & Chair
Department of Communication Studies, B 8-240
Weissman School of Arts & Sciences
Baruch College, City University of New York
1 Bernard Baruch Way
New York, NY 10010

Dear Jana:

After reviewing your Letter of Intent on a BA in Communications Studies, it is evident that the Zicklin School of Business can benefit from the new degree program graduates when they pursue masters level degrees. The Zicklin School offers an MBA degree with majors such as marketing and advertising where the graduates with a Communication Studies degree will hugely benefit. The School also offers Master of Science degrees in Marketing and Computer Information Systems which would also attract graduates with the corresponding BA degree.

Please let me know if you need elaborate feedback on the process.

Best,

Myung-Soo Lee
Interim Dean
September 13, 2013

Jana O’Keefe-Bazzone, Chair
Department of Communication Studies
Baruch College/CUNY Box B 8-240
1 Bernard Baruch Way
New York, NY 10010

Dear Professor O’Keefe-Bazzone:

Thank you for sharing with me your well-conceived proposal for a new major in Communication Studies (CS). Your approach to CS would plug a hole in the College’s undergraduate curriculum while offering strong intellectual and professional benefits to our students. The concentrations and the ample breadth of options for elective study will prove appealing to prospective enrollees and build nicely on the strengths of your faculty.

You have asked me to “attest and specify why the proposed curriculum represents preparation for graduate study” in the School of Public Affairs and to affirm that graduates who achieve a threshold GPA “would be considered viable candidates for graduate study” in one of our programs. Communication competencies are an increasingly vital and complicated component of any public or nonprofit sector manager’s portfolio. We recognize that in our graduate curriculum with a required course in Public Communication in our largest graduate program, the MPA. Students who apply to that program with a strong background in Communication Studies would be attractive candidates for our degree. This would be particularly true for those students who elect COM 4900: Communication Research Strategies. Our degree prizes analytical capabilities and inculcates the capacity to promulgate, implement and evaluate policy. A degree from a CS program that introduces students to a wide range of communication theories, venues and analytic frameworks, coupled with rigorous study of research methods, would constitute useful preparation for our degree.

I wish you the best of luck with the new program; please let me know if I may be of further assistance.

Sincerely,

David S. Birdsell, Dean
9 September 2013

Jana O’Keefe Bazzone, Ph.D.
Professor & Chair
Department of Communication Studies, B 8-240
Weissman School of Arts & Sciences
Baruch College, City University of New York
1 Bernard Baruch Way
New York, NY 10010

SUBJECT: Proposed BA in Communication Studies

Dear Professor Bazzone,

I fully support the proposed BA in Communication Studies at Baruch College. The concentrations described complement the existing interdisciplinary undergraduate major in Corporate Communication and provide a robust foundation for graduate study in communication and other fields.

The proposed program’s attention to the study of the effect of technology in transforming media production, reception, and effects demonstrates a sound recognition of the career and employment environment our students face.

As you know, our graduate program is highly competitive, and several Baruch undergraduate students who have attained sufficiently high GPA and GRE scores have been admitted to our MA in Corporate Communication. And I am pleased to say they have excelled as professionals as well.

As the Director of the MA in Corporate Communication at Baruch College, I can attest that the proposed program offers strong and substantial preparation for graduate study here. The students who graduate from your program should have a broad and clear understanding of the Communication discipline, which in turn should prepare them for advanced study in corporate communication.

Sincerely,

Michael B. Goodman, Ph.D.
Professor
Director, MA in Corporate Communication
Director, CCI Corporate Communication International
Baruch College, The City University of New York
Box B8-240
One Bernard Baruch Way (55 Lexington Ave.)
New York, NY 10010-5585
Phone: 646-312-3723; 646-312-3749; 212-302-0863
EMAIL: Michael.Goodman@baruch.cuny.edu
www.baruch.cuny.edu/wias/academics/corporatecommunication.htm
7 September 2013

Jana O’Keefe Bazzoni, PhD
Professor & Chair
Department of Communication Studies, B 8-240
Weissman School of Arts & Sciences
Baruch College, City University of New York
1 Bernard Baruch Way
New York, NY 10010

RE: Proposed BA in Communication Studies

Dear Professor O’Keefe Bazzoni,

As the Program Director of The City College of New York’s MPS in Branding + Integrated Communications (BIC), I write this letter in support of your proposed BA program in Communication Studies at Baruch College.

Let me first address the need for this area of study: Media convergence in a fast paced and evolving communications industry requires more scholarship than ever. In a multi-screened, mobile, wireless world there has never been a greater need for students to appreciate the theory and context behind an onslaught of messages – and to appreciate the way that society is responding to these new technologies that increase the speed, content, and character of communication.

Second, I can think of no greater foundation for our Master’s in Branding + Integrated Communications here at City College. As an applied graduate degree, BIC seeks to design a student body with a percentage of candidates who have a theoretical background to offset those with professional expertise. I will be especially eager to consider applicants from Baruch who have completed concentrations in Intercultural and International Communications, Interpersonal and Group Communication, Rhetoric and Public Advocacy, and Digital Communication and Culture. The critical thinking and theoretical knowledge developed in these concentrations are extremely applicable to BIC specializations in Brand Management and Planning as well as Public Relations.

Your proposal also mentions how a BA in Communication Studies will deliver “transferrable communication skills” in “oral and written communication skills, teamwork skills, skills in the use of communication technology,” etc. These skills are not only highly valued in our BIC program, but I can attest to a communications industry that

Shepard Hall, 138th & Convent Avenue, NYC 10031
is bemoaning the lack of such skills in the work force. Given that CUNY is situated in the media communications capital of the world, any program that focuses on such bankable skills will be of great value in marketplace – insuring high job placement among your graduates.

Thank you for letting me review your proposal. It is both substantive and timely. Having such an undergraduate degree at a CUNY school will certainly be a boon to our MPS in BIC. I’m looking forward to seeing some viable candidates in the near future!

Congratulations on your fine work. Good luck to you!

Sincerely,

Nancy R. Tag

Professor Nancy R. Tag
Program Director, Master’s in Branding + Integrated Communications (BIC)

The City College of New York
Media & Communication Arts
Shepard Hall - Rm. 471
138th Street & Convent Avenue
New York City 10031
212.650.6562

www.bic-nyc.com
www.bic-ccny.info

Shepard Hall, 138th & Convent Avenue, NYC 10031
September 18, 2013

Jana O'Keefe Bazzoni, Ph.D.
Professor & Chair
Department of Communication Studies, B B-240
Weissman School of Arts & Sciences
Baruch College, City University of New York
1 Bernard Baruch Way
New York, NY 10010

Dear professor O'Keefe,

Thank you for the opportunity to review the proposal for a new B.A. degree in Communication Studies at Baruch College. After a careful evaluation of the composition of the program, as well as the reasoning offered for its inception, I can say with confidence that this is a solid proposal that deserves the most serious consideration.

I have shared the proposal with other faculty at the Department of Television and Radio at Brooklyn College, to assess whether students graduating from the Digital Communication and Culture concentration would be suitable candidates for admission to our Master of Science in Media Studies. The unanimous response has been that indeed, graduates from the Digital Communication and Culture concentration would be great candidates to our Media Studies graduate program. Ultimately I believe that this concentration would prepare future graduate students to succeed in our Master of Science program.

I also agree with the assessment the report makes of the need for this kind of program within the CUNY system. It is important that CUNY provides students with the possibility to start, stay, evolve and complete their college education, both undergraduate and graduate, within our system. Currently the number of applications we receive from graduates of CUNY colleges is very limited. We hope that the creation of this new program will eventually result in an increase of the number of applications to our graduate programs from within the CUNY system.

I strongly encourage the curriculum committee at Baruch College to consider the proposal for a new B.A. degree in Communication Studies for approval.

Sincerely,

Miguel Macias
Assistant Professor and Deputy Chair for Graduate Studies
Department of Television and Radio
Baruch College
Office: 718 951 4515
mmacias@brooklyn.cuny.edu
May 22, 2013

Dr. Michael Kaplan
Department of Communication Studies
Baruch College, CUNY
Newman Vertical Campus 4-285
One Bernard Baruch Way
New York, NY 10010

Dear Professor Kaplan,

Thank you for the opportunity to review the proposed curriculum for your BA in Communication Studies. I was pleased to review the curriculum in relation to graduate work in Communication Studies. As you may know, I previously served as graduate coordinator for our Department of Communication and Rhetorical Studies and then chair of that department before assuming my current position overseeing graduate programs for the College. I am currently President-elect for the Rhetoric Society of America and have also served as chair for the National Communication Association’s Masters Education Section and so feel that this combined experience puts me in a position to make a useful appraisal of this proposal.

Overall, and before responding to the specific questions posed to me, I find this a very strong proposal and believe it makes sense for Baruch College. What I find most promising is that the undergraduate curriculum seems logically built out of the existing strengths of the faculty. The field of Communication Studies is broad and seems to be growing broader on a regular basis. It would be easy to try to reach out and encompass every subfield or seek to serve all possible avenues of the field. It seems to me that in focusing on a series of specific, though still broad and productive, avenues within the discipline, you have positioned your students to receive both a broad introduction to the field as well as the opportunity to gain necessary specialization. Indeed, at Syracuse we struggled with exactly this issue when we revised our undergraduate curriculum several years ago and, like you, we chose to build on our strengths rather than seeking to be overly broad.

In terms of the specific prompts you provided:

1) I believe that students excelling in the proposed curriculum would be well prepared for our graduate program. The SU MA program has two areas of concentration: Rhetorical Studies and Social Interaction and Culture and is largely geared toward preparation for academic research and, for most of our students, pursuit of a doctorate. Baruch students concentrating on Rhetoric
and Public Advocacy would certainly be in a position to pursue advanced study in our Rhetorical Studies area and I think students specializing in either Interpersonal/Group or Intercultural/International concentration would be well suited for study in our Social Interaction and Culture area. I also suspect that those students taking the Communication Research Strategies course would find good preparation for study in a program like ours.

2) As noted, I believe you have been wise not to spread your curriculum too thin. The four concentrations you have proposed make sense in terms of your current faculty and also in terms of the state of Communication Studies. It seems to me that the field's foundation is still largely centered on the spoken word. This foundation is clearly articulated in the areas of Rhetoric and Public Advocacy and the Interpersonal/Group concentrations. This foundation has been accentuated in the past several decades with growing attention to communication across differences (which I think is well captured in your Intercultural/International concentration) and to the impact of different mediums of communication, especially the rise of the digital world. This last aspect seems encompassed by your concentration in Digital Communication and Culture. So, from my vantage point, the curriculum here is coherent and representative of the field without being too fragmented.

3) Given the above, it is not surprising for me to state that students who had strong GPA and other evidence of academic excellence would be viable candidates for admission into our MA program in Communication and Rhetorical Studies. Indeed, we will welcome applications from students graduating your program when they begin graduating.

I strongly suspect that this program will prove very popular among undergraduates at Baruch and that if anything you may find students wanting to concentrate in more than one area. From my vantage point, you have a very strong program that lays a foundation for a great education in Communication Studies.

If I can be of any further assistance, please do not hesitate to contact me.

Best,

Kendall R. Phillips, Ph.D.
Associate Dean for Research and Graduate Studies
Professor of Communication and Rhetorical Studies
President-elect Rhetoric Society of America
July 9, 2013

Michael Kaplan
Assistant Professor
Department of Communication Studies
Baruch College, CUNY
Newman Vertical Campus 4-285
One Bernard Baruch Way
New York, NY 10010

Dear Professor Kaplan:

Thank you for the opportunity to read and respond to your proposal to establish a B.A. degree in Communication Studies at Baruch College, CUNY. The curriculum you have presented to me is well founded, striking a suitable balance between time-honored traditions of Communication research and more contemporary approaches. To my mind, students graduating from the program would be well prepared to enter the workforce in any number of communication-related capacities or, should they care to do so, to pursue an advanced degree. I am pleased, therefore, to offer my endorsement of the proposal.

You and your colleagues have structured the proposed major around four concentrations:

- Intercultural and International Communication
- Rhetoric and Public Advocacy
- Interpersonal and Group Communication
- Digital Communication and Culture

This configuration is more or less in keeping with that of other leading Communication Studies departments, and so the curriculum you’re putting forth will be immediately legible to colleagues and students throughout the discipline. I appreciate the emphasis on culture, diversity, and advocacy, moreover, which should give the program not only an intellectual orientation but also an accompanying set of core values. The decision to roll out the concentrations in increments, introducing two in the first year and the remaining two sometime during the following three years, seems sound. This approach will allow you to grow the new major at a realistic pace and to better support your students.

Indeed, what I see here is right on the mark. I see a burgeoning program that seeks to introduce students to both humanistic and social scientific approaches to human communication study, which is consistent with the methodological orientation of the field as a whole. Furthermore, I see a solid progression developing through the proposed major, beginning with a solid set of core courses, followed by more focused middle-range courses in the areas of concentration, and ending with precision honed upper-level courses designed to challenge students in their final year or two of their undergraduate careers. The proposed curriculum does an excellent job of balancing breadth and depth, which is exactly what one should hope for out of a major.
In response to the specific questions you have posed to me:

1. Does the proposed curriculum represent strong, adequate or insufficient preparation for graduate study in your program?

While your proposed curriculum does not align perfectly with that of my own department (which, admittedly, is non-traditional), it would nonetheless prepare students strongly for success in the MA program in Communication & Culture at Indiana University, and eventually our PhD. By the time they graduate, your students should have accrued a broad-based understanding of the many facets of the discipline of Communication, in addition to a more refined sense of particular subfields and the concerns that animate them.

2. How well does the proposed curriculum fit with your sense of the current state of your discipline?

Per my comments above, very well.

3. Would students who complete the proposed B.A. at Baruch with a sufficiently high GPA be considered viable candidates for graduate study in your program?

Yes, absolutely. As my department’s Director of Graduate Studies, I see hundreds of applications each year—many of which come from students who, unfortunately, seem to have been trained to enter graduate programs in Communication Studies as they were configured twenty years ago. Not so with your proposal, which I see as putting forth a major that will be at the forefront the discipline’s current trends and developments, while also solidly mindful of where it has come from intellectually.

In conclusion, I want to stress how important the proposed B.A. in Communication Studies is for Baruch College. The current major—Corporate Communication—does not leverage the full talent of your faculty, all of whom have expertise that far exceeds narrow professional concerns. This is evident not only in your CVs, but also in the range of classes you’re proposing for the new major. Baruch is sitting on a major asset, in my opinion, one that has much more to offer should the institution choose to move ahead with your proposal.

Cordially,

[Signature]

Ted Striphas, Ph.D.
Associate Professor & Director of Graduate Studies
Appendix C: Course Descriptions

COM 2000 Introduction to Communication Studies
This course provides an introductory examination of the practices and theories that inform the study of human communication as a social and cultural phenomenon. Topics include intrapersonal, interpersonal, small-group, intercultural, and public communication as well as media studies. The goal of the course is to help create informed communicators, skilled in the construction, understanding, and evaluation of messages.

COM 3045 Communication Law and Free Speech
From pornography to political speech, from the lewd to the libelous, and everywhere in between, the law is forever drawing lines that divide protected speech (what you can say in America) from unprotected speech (what you cannot say in America). This is an interdisciplinary course that draws on philosophical, legal, and rhetorical theories of communication to help explain how those lines are drawn. Readings include famous court cases involving freedom of speech, as well as political and philosophical writings on all sides of the free speech debate.

COM 3058 The Ethics of Image Making: Film, Television, and Digital Media
Image making of all kinds is bound up with questions of ethics. Who has the right to represent other people's lives? What are the consequences of tackling sensitive social and political issues through the lens of documentary photography, film making, and digital media? This course places contemporary debates over the ethics of image making in the historical perspective of debates going back to the 19th century in order to see points of convergence and divergence in the practices of image making and criticism. This course may be used as an elective in the Corporate Communication major, or in the Tier III minor in Communication Studies.

COM 3062 Studies in Electronic Media
The course examines the electronic mass media of radio, television, and digital technologies. Topics addressed include economic and regulatory history, the impact of technological change, and the role of electronic media in American society.

COM 3064 Classical Rhetoric
The study of communication originated 2400 years ago in Greece, where it was called rhetoric. Inseparable from the conduct of democratic life, rhetoric became an indispensable practical art that Aristotle defined as “the faculty of observing, in any given case, the available means of persuasion.” Formulated and taught by professionals called “sophists,” classical rhetoric is the ancestor to many of the modern academic disciplines. The fundamental elements of this art continue to shape our efforts to understand and improve persuasive discourse, legal argument, moral reasoning, political deliberation, social advocacy, and practical wisdom. In this course, we will explore the key concepts of classical rhetoric as they took shape in the social and political context of democratic Athens. Students will advance their understanding of classical rhetoric by using these concepts to analyze a range of contemporary discourse, as well as by crafting rhetorical discourse of their own.

COM 3065 History and Criticism of American Public Address
From the sermons of European settlers to YouTube announcements of political candidates, oratory has always played a vital role in American history and culture. Orators sought to revitalize or to change shared beliefs, values and goals. Oratory remains indispensable as it mobilizes collective agents of social action such as audiences, markets, communities, subcultures, parties, interest groups, voting blocs, publics, or activist movements. The history of American public address encompasses its full cultural diversity and chronicles the struggles for inclusion and justice enacted by the voices of orators whose words altered the course of American life. In this class, we will engage scholarship that examines oratory
closely to understand its place in American life. We will analyze canonic speeches to understand the forms of their arguments, style and arrangement. Finally, we will consider how oratory functions to create an American public—a single yet diverse audience capable of democratic self-rule.

**COM 3066 Modern Frontiers of Rhetoric**
This course examines recent developments in rhetorical theory, criticism, and practice. It is designed to familiarize students with the current state of the field in the context of contemporary cultural, social, political, and economic currents. The central aim of the course is to present rhetorical thinking as an ongoing struggle to develop timely critical tools for understanding and productively engaging the ongoing historical changes that are rapidly transforming our lives. By examining recent controversies in rhetorical studies, and by investigating concrete instances of rhetorical action in public life and popular culture, the course poses and explores a series of urgent practical questions about what it means to live together today.

**COM 3074 Elements of Legal Argumentation**
The relationship between rhetoric and the law is over two thousand years old. Legal rhetoric assumes a wide variety of forms, from constitutional and statutory language to briefs, closing arguments, cross examinations, legal memoranda, court decisions, and so on. In this course, we will focus primarily on the central role of argument in the legal process. Legal argument is a distinctive form of rhetorical action, with its own unique conventions, functions and effects. As such, it both defines the role of legal reasoning and embodies the challenge of reconciling the force of law with the diversity of values and opinions that comprise a liberal-democratic community. Accordingly, we will examine texts that engage legal argument as a rhetorical—and not simply technical or institutional—process, as well as explore the argumentation in actual legal cases from a rhetorical perspective.

**COM 3067 American Television Programming**
This course offers a historical and critical survey of the popular program forms in American broadcasting. Topics include the influence of other dramatic arts on television; the role of entertainment programming in the business and social history of American broadcasting; the changing economics of program production, scheduling, and audience research; and the problem of creative authorship in American television. American commercial television will be considered alongside alternative programming from non-commercial and foreign sources. Emphasis is placed on extensive written reports based on readings, lectures, and screenings.

**COM 3069 Intercultural Communication**
This course examines the influence of cultural factors on communication, aiding students in the development of intercultural communication skills in interpersonal, public, and organizational contexts. The course explores how cultures differ in behavior patterns, social organization, perception of time and space, verbal and nonverbal communication, value orientations, thinking and learning styles, and other characteristics. Students will engage in field research; cultural elements and communication styles of different cultural groups are examined in depth.

**COM 3070 Persuasion**
This course examines: theoretical models that seek to explain how successful persuasion works; ethical arguments regarding the appropriate uses of persuasion in various situations and with various audiences; and historical and contemporary examples of persuasion in a variety of social, cultural, and political contexts.

**COM 3071 Argumentation and Debate**
This course examines the theory of argumentation and provides students with the opportunity to engage in several in-class debates. Students will develop a heightened understanding and appreciation of the nature
and role of debate in the democratic process. Attention will be paid to models of argumentation, methods of reasoning, evidence usage, detection of fallacies, strategies of effective rebuttal, and the critique of arguments in the classroom and in public life.

COM 3076 International Communication
This course examines issues related to the internationalization of media and communication. Topics include a comparison of information-rich and information-poor countries, an analysis of global media, trends in communication technology, the role of English as a world language, U.S. influences on world cultures, and international perceptions of the United States.

COM 3077 Interpersonal Communication
This course is designed to examine communication issues surrounding interaction between individuals in family, peer, work, and business contexts. Topics include effective verbal and nonverbal communication, communication and perception of self and other, interpersonal conflict resolution, family communication, friendship development, computer-mediated communication, and interpersonal communication in work and business contexts.

COM 3078 Group Communication
This course focuses on small-group communication in private, public, and business settings. Topics include types and functions of groups, group-communication theory, issues of power and trust in group communication, effective communication in face-to-face and virtual teams, group conflict, group cohesiveness and team-building, and communication strategies for collaborative problem-solving and decision-making.

COM x Introduction to Digital Communication and Culture (New)
This course examines the history, textual forms, and audience practices associated with contemporary digital media. The impact of digital production and distribution technologies upon the established industries of broadcasting, print, music, and motion pictures are explored, along with their wider social and political implications.

COM 4101 Diversity and Leadership
What is diversity and inclusion? What is leadership? What happens when you end up blending both of them together? These are the questions that we’ll address this semester in COM 4101. Over the past few decades, this country and organizations have seen a huge shift in how we look at groups and the workplace. Our workplaces are complex, diverse and less traditional. There are several generations working in one place; more women are in the workplace; we work with people next to us and also across the world; technology has changed how we do business. So how do we prepare for this complex system? In this course, students are encouraged to use lessons learned in other courses. The underlying concept is that there are always different ways to approach a task. During this term students will have opportunities to look at how strong leaders communicate; how to ensure that all individuals are fully included in the workplace.

COM 4101 Work Life Communication
The purpose of this class is to explore the intersections among work, family, and communication U.S. society. To begin, we discuss how work-family issues have been discursively framed and experienced differently across U.S. history. Next, we focus on the Millennial generation's perspectives of work and life. How are young employees talking about work and life choices, values, and experiences? Our discussion then turns to a variety of work-life organizational policies as well as related workplace interactions. For example, we review communication research and practice on various forms of flexibility, eldercare, and telecommuting. How are these policies successfully implemented through executive, managerial, and co-worker communication? Finally, we also talk about issues related to diversity and work-life experiences.
How do media and organizational discourses represent and debate the experiences of stay-at-home fathers, single employees, domestic partner benefits, etc.

**COM 4101 Virtual Teamwork**
This course covers theories and methodologies of virtual teamwork. The course is a hybrid course (50% face to face, 50% online). Topics include types of online teams, virtual team cohesiveness, issues related to communicating across cultures and international boundaries, and virtual team problem solving. The course applies the principles of communication to online interaction and collaboration. Both asynchronous and synchronous communication technology will be explored (including virtual video meeting tools). Students will have opportunities to utilize collaboration technologies in virtual teams. To participate in this course, students need access to a computer with video and audio capability.

**COM 4900 Communication Research Strategies**
This class is designed to develop communication studies as a social science and is especially suited for those students seeking admission into CS programs of graduate study. Some of the activities in the class involve the students certifying themselves as undergraduate researchers through the CUNY CITI Human Research Subjects Training Modules, learning about existing scales to measure attitudes and behaviors as they relate to communicative phenomena, working with the Baruch College Qualtrics online survey builder, submitting surveys to a pedagogical research pool (a pool of research subjects drawn from students currently enrolled in CS classes and approved by IRB for instructional purposes), downloading data into SPSS v.19, and using various descriptive and inferential statistics to validate their measures and report on findings.

**COM 4900 Conflict Resolution**
This course explores conflict resolution in interpersonal, intergroup, intercultural, and international communication. Topics include causes and manifestations of conflict, the concept of emotional intelligence, effects of violence in the media, interpersonal conflict resolution techniques, non-violence and peace education, sources of intercultural conflict and intercultural conflict management styles, as well as current international conflicts and resolution efforts.

**COM 4900 Language and Social Interaction**
This course introduces an ethnographic approach to language and interpersonal communication. Such an approach tries to understand the bases for social relations and social interaction based on the observation of, and the participation in, actual instances of interpersonal communication. Concerns of face, speech acts, person-referring forms, terms for talk, relational dialectics, narrative, and rules and norms are introduced as theoretical frameworks for the analysis of interpersonal communication. We will turn our attention to moments of intercultural communication since different cultural communicative patterns for interpersonal communication are active there. These often result in miscommunication, negative stereotyping, injustices, discrimination, and the like.

**COM 5010 Internship in Business & Public Communication**
Students work in an organization under the supervision of both their professional mentors and the internship coordinator. Students must submit a term report describing and analyzing the experience.
Appendix D: New Course Proposal
CURRICULUM FORM A
NEW COURSE PROPOSAL
WEISSMAN SCHOOL OF ARTS & SCIENCES

DEPARTMENT: Communication Studies COURSE NUMBER: 3000x DATE: 9/30/13
COURSE TITLE: Introduction to Digital Communication and Culture CREDITS: 3
HOURS/WEEK: 3

LEARNING GOALS OF COURSE: Upon completion of this course, students will be able to:
• Identify, describe, and explain the basic theoretical concepts and critical methods in the field of digital media studies;
• Present a detailed account of the historical context in which these concepts and methods were developed;
• Identify, describe, and explain the major ethical and policy issues in digital media;
• Conduct an original research project on a topic of significance in the field of digital media;
• Communicate the results of the research project in an effective oral presentation as well as a written essay.

LEVEL: Tier 3

FREQUENCY OF OFFERING: once per semester
PROJECTED ENROLLMENT: 28

PREREQUISITE(S): COM 1010
COREQUISITE(S): none

OTHER DEPARTMENT(S) CONSULTED: Fine and Performing Arts, Journalism

BULLETIN DESCRIPTION (approximately 50 words):
This course introduces students to the major critical methods, policy debates, and creative forms involved in contemporary digital media in the United States and across the globe. Combining methods from the fields of media studies, political economy, visual culture, and cinema studies, the course examines a variety of historical case studies and technological platforms in order to explicate the economic structures, textual forms, and audience practices associated with contemporary digital media.

RATIONALE:
The course addresses the growing importance of various forms of digital media in the global and national economies, public and policy debates, and everyday life in contemporary society. Although a number of existing courses in the Department of Communication Studies address the modern media landscape, this course is explicitly designed to locate the institutions, policies, texts, and audience practices of digital media within the emerging interdisciplinary field of digital culture studies. The course will be of interest and value not only as a new elective for students involved in the Department’s current Corporate Communication major and minor, but would play an important part in the curriculum of the Department’s proposed major in Communication Studies.

PLEASE ATTACH:
1. COURSE OUTLINE
2. NAME OF REQUIRED TEXT(S) AND READINGS
3. EVALUATIVE CRITERIA
Introduction to Digital Communication and Culture (NEW)

Course Description

This course introduces students to the major critical methods, policy debates, and creative forms involved in contemporary digital media in the United States and across the globe. Combining methods from the fields of media studies, political economy, visual culture, and cinema studies, the course examines a variety of historical case studies and technological platforms in order to explicate the economic structures, textual forms, and audience practices associated with contemporary digital media.

Learning goals

After completing this course, the student will be able to:

- Identify, describe, and explain the basic theoretical and critical concepts in the field of digital media;
- Present a detailed account of the historical context in which these concepts were developed;
- Identify, describe, and explain the major ethical and policy issues in digital media;
- Conduct an original research project on a topic of significance in the field of digital media;
- Communicate the results of the research project in an effective oral presentation as well as a written essay.

Required Texts

Adrian Athique, *Digital Media and Society* (London: Polity, 2013). Additional readings will be posted on the course Blackboard site.

Class Format

Each week, we will undertake a specific theme that interrogates the modern study of mediated forms and communication. We will engage the themes through class lectures followed by a full class session dedicated to discussion of the readings, lectures and/or film screenings. Class discussions will be student-led, ranging from clarifying concepts to applying theory in contemporary media technologies and accounts.

Course Requirements

Major Assignments and Evaluative Criteria

**Weekly discussion:** All students are expected to come to class prepared. It is assumed that you will have completed all readings. (10% of the final grade).
Blog Responses: Students will be responsible for posting blog entries throughout the class, raising critical questions about class readings and offering contemporary media examples of the issues discussed in the reading material. The blogs will be public, and a selection of posts will be shared with class. The aim of the blog posts is to familiarize students with this rising form of self-publishing and to improve public writing skills. (20% of the final grade).

Research Paper and presentation: Each student will choose a topic based on the course themes in consultation with the professor. During the final class sessions each student will turn in a 7-8 page paper (20% of the final grade) and present his or her research in a class presentation (10% of the final grade).

Exams: There will be one in-class midterm exam, and one take-home exam consisting of essay and short-answer questions (25% of the final grade each).

Other Course Requirements

Attendance: Your attendance is required at all sessions. There will be a policy of 2 excused absences over the term. A 3rd absence will result in an extra assignment to be determined by your professor. More than 3 absences will negatively affect your final grade for the course. Should you require an absence, be sure to notify your professor in advance. Arrangements can be made with prior notice, but do not expect consideration after the fact (unless, of course, in the case of extreme emergencies). You are responsible for obtaining any missed notes or material.

Late assignments: Late assignments are subject to a penalty equivalent to five (5) percent for each day after the due date. Generally, this means that a one-day late assignment awarded an A will be given an A-, and so on.

Academic dishonesty and plagiarism: ”Academic integrity is the guiding principle for all that you do . . . You violate the principle when you: cheat on an exam; submit the same work for two different courses without prior permission from your professors; receive help on a take-home that calls for independent work; or plagiarize. Plagiarism, whether intended or not, is academic fraud. You plagiarize when, without proper attribution, you do any of the following: copy verbatim from a book, article, or other media; download documents from the Internet; purchase documents; paraphrase or restate someone else’s facts, analysis, and/or conclusions; copy directly from a classmate or allow a classmate to copy from you.” (See Details on academic integrity: http://www.baruch.cuny.edu/academic/academic_honesty.html)

Class Schedule

Section 1: Digital Histories

Week 1: Building a Digital Society
Readings: Digital Media and Society, Chapter 1
Blackboard readings: Erkki Huhtamo, “From Kaleidoscomaniac to Cybernerd: Toward an Archaeology of the Media,” in Seth Giddings and Martin Lister, eds., The New Media and Technocultures Reader (New York: Routledge, 2011);

Week 2: The Socio-Technical Interface
Readings: Digital Media and Society, Chapter 2

**Week 3: Typing the User**  
Readings: *Digital Media and Society*, Chapter 3  

**Week 4: The Audience as Community**  
Readings: *Digital Media and Society*, Chapter 4  

**Section 2: Digital Individuals**

**Week 5: Pleasing Bodies/Reality Check**  
Readings: *Digital Media and Society*, Chapters 5, 6  

**Week 6: The Personal Public**  
Readings: *Digital Media and Society*, Chapter 7  

**Week 7: Going Mobile**  
Midterm Exam  
Readings: *Digital Media and Society*, Chapter 8  
Blackboard readings: Gerald Goggin, “The Third Screen: Mobile Internet and Television,” in *Cell Phone Culture: Mobile Technology in Everyday Life* (New York: Routledge, 2006);  

**Section 3: Digital Economies**

**Week 8 The Road to Serverdom**  
Readings: *Digital Media and Society*, Chapter 9  

**Week 9: Digital Property**  
Readings: *Digital Media and Society*, Chapter 10  
Blackboard readings: William Uricchio, “The Future of a Medium Once Known as

**Week 10: Information at Work**
Readings: *Digital Media and Society*, Chapters 11, 12

**Section 4: Digital Authorities**

**Week 11: Virtual Democracy**
Readings: *Digital Media and Society*, Chapter 13

**Week 12: Digital Surveillance**
*Take-Home Exam questions posted*
Readings: *Digital Media and Society*, Chapters 14, 15

**Week 13: Life in the Cloud**
*Take-Home Exam essays due in class*
Readings: *Digital Media and Society*, Chapter 16

**Week 14: Presentation of Research Projects**
*Research papers due in class*
Appendix E: Undergraduate Program Schedule (SED Form)
**Table 8. Undergraduate Program Schedule (Example of student in Intercultural and International Communication Concentration)**

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<td><strong>Maj</strong></td>
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<td>COM 1010 Speech Communication (College Option)</td>
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<td><strong>Maj</strong></td>
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<td>ENG 2800 Great Works of Literature I (College Option)</td>
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<td>1st Foreign Language course (College Option)</td>
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Table 8. Undergraduate Program Schedule (Example of student in Intercultural and International Communication Concentration) (cont.)

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<td>Term credit total: 15 15 3</td>
<td></td>
<td>Term credit total: 15 6 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Fall 4</th>
<th>Check course classification(s)</th>
<th>Term: Spring 4</th>
<th>Check course classification(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr LAS Maj New Prerequisite(s)</td>
<td>Course Number &amp; Title</td>
<td>Cr LAS Maj New Prerequisite(s)</td>
</tr>
<tr>
<td>COM 4900 Language and Social Interaction (Major: Concentration Elective for Sample Concentration—Intercultural and International Communication)</td>
<td>3 ✓ ✓</td>
<td>COM 4900: Conflict Resolution (Major: Concentration Elective for Sample Concentration—Intercultural and International Communication)</td>
<td>3 ✓ ✓</td>
</tr>
<tr>
<td>COM 5010 Internship (Major: Elective)</td>
<td>3 ✓ ✓</td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Term credit total: 15 6 6</td>
<td></td>
<td>Term credit total: 15 3 3</td>
</tr>
</tbody>
</table>

Program Totals: Credits: 120 Liberal Arts & Sciences: 90 Major: 30 Elective & Other: LAS Electives: 18 Free Electives: 30

Cr: credits LAS: liberal arts & sciences Maj: major requirement New: new course Prerequisite(s): list prerequisite(s) for the noted courses
Appendix F: Articulation Agreement
ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Fiorello H. LaGuardia Community College
Department: Humanities
Program: Communication Studies
Degree: Associate in Arts

Receiving College: Baruch College
Department: Communication Studies
Program: Communication Studies
Degree: Bachelor of Arts

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM
(e.g., minimum GPA, audition/portfolio)

• 2.75 overall GPA—based on A.S./A.A./A.A.S. graduation requirement
• Grade of C or better in all Communication Studies course(s)

Note: The admission requirements of 2.75 overall GPA and Grade of C or better in all Communication Studies courses apply to the initial admission to Baruch College, not to the Weissman School of Arts and Sciences (WSAS). Students can apply for a WSAS major only once they have earned a Baruch GPA of 2.0 or above (usually in the first semester).

Total transfer credits toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60
### C. COURSE TO COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

<table>
<thead>
<tr>
<th>Sending College</th>
<th>Receiving College Equivalent</th>
<th>Credit Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course and Title</strong></td>
<td><strong>Cr.</strong></td>
<td><strong>Course and Title</strong></td>
</tr>
<tr>
<td><strong>General Education (Liberal Arts, Core Distribution) Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Core</strong></td>
<td>12</td>
<td><strong>Required Core</strong></td>
</tr>
<tr>
<td><strong>English: 6 credits</strong></td>
<td>3</td>
<td><strong>English: 6 credits</strong></td>
</tr>
<tr>
<td>ENG101 English Composition I</td>
<td>3</td>
<td>ENG 2100 (or ENG 2100T) Writing I</td>
</tr>
<tr>
<td>(ENA101 or ENC101 depending on placement scores)</td>
<td>3</td>
<td>ENG 2150 (or ENG 2150T) Writing II</td>
</tr>
<tr>
<td>ENG102 Writing through Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematical and Quantitative Reasoning: 3 credits</strong></td>
<td>3</td>
<td><strong>Mathematical and Quantitative Reasoning: 3 credits</strong></td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td></td>
<td>Select one of the following courses:</td>
</tr>
<tr>
<td>MAT107 Math and Modern World</td>
<td>3</td>
<td>MTH 2003 Precalculus and Elements of Calculus</td>
</tr>
<tr>
<td>MAT112 College Algebra</td>
<td>3</td>
<td>MTH 2140 Mathematics and Quantitative Reasoning</td>
</tr>
<tr>
<td>MAT118 Introductory Statistics</td>
<td>3</td>
<td>MTH 2160 Ideas in Mathematics and Their Applications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTH 2205 Applied Calculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTH 2207 Applied Calculus and Matrix Applications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTH 2610 Calculus I</td>
</tr>
<tr>
<td><strong>Life &amp; Physical Sciences: 3 credits</strong></td>
<td>3</td>
<td><strong>Life &amp; Physical Sciences: 3 credits</strong></td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td></td>
<td>Select one of the following courses:</td>
</tr>
<tr>
<td>SCB101 Topics in Biological Sciences</td>
<td>3</td>
<td>BIO 1012 Fundamentals of Biology</td>
</tr>
<tr>
<td>SCC101 Topics in Chemistry</td>
<td>3</td>
<td>BIO 1016 Fundamentals of Biology Laboratory</td>
</tr>
<tr>
<td>SCP101 Topics in Physics</td>
<td>3</td>
<td>CHM 1004 Fundamentals of Chemical Laboratory Techniques</td>
</tr>
<tr>
<td>SCP140 Topics in Astronomy</td>
<td>3</td>
<td>ENV 1004 Fundamentals of Ecological Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHY 2001 Fundamentals of Experimental Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHY 2003 General Physics I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHY 3001 General Physics II</td>
</tr>
</tbody>
</table>
Flexible Core

Select one course from each of the five flexible core categories AND one additional course from any flexible core category. **Note:** Student can select only two courses from any one discipline.

World Cultures and Global Issues
US Experience in its Diversity
Creative Expression
Individual and Society
Scientific World

**To complete the degree requirements from the Flexible Core, students are advised to select courses from the recommended course selections listed in the program handbook.**

<table>
<thead>
<tr>
<th>Flexible Core</th>
<th>18</th>
<th>Flexible Core</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Flexible Core, is made up of six courses, which must be taken in five different areas. In fulfilling the six-course requirement, students may not take more than one course from any one department, discipline, or interdisciplinary field. Please note that some departments offer courses in more than area: ANT and SOC courses are offered by the Department of Sociology and Anthropology; ART, MSC, and THE courses are offered by the Department of Fine and Performing Arts; BLS and LTS (formerly HSP) courses are offered by the Department of Black and Latino Studies; BIO, ENV, CHM, and PHY courses are offered by the Department of Natural Science; and within the Pathways flexible core, POL and PAF (formerly PUB) are considered to be a single field. Therefore, the sixth course may be taken from World Cultures and Global Issues, U.S. Experience in its Diversity, or The Individual and Society—and not from Creative Expression or Scientific World, each of which consists of courses from a single department. <strong>To complete the degree requirements from the Flexible Core, students are advised to select courses from the recommended course selections listed in the Undergraduate Bulletin.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUBTOTAL: 30**
### C. COURSE TO COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED (cont.)

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th></th>
<th>Prerequisites</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HUC 106 Public Speaking</td>
<td>3</td>
<td>COM 1010 Speech Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** COM 1010 Speech Communication is a prerequisite course for Baruch College COM courses, 2000-level and above. It is required of all students in the Weissman School of Arts and Sciences as part of the College Option.

#### Specific Program Requirements

<table>
<thead>
<tr>
<th>Specific Program Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HUC 109 Persuasion and Debate</td>
<td>3</td>
</tr>
<tr>
<td>HUC 111 Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HUC 112 Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>HUC 180 Intercultural Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** Current Baruch College policy stipulates that 60 percent of the major courses must be taken at Baruch; i.e., only 40 percent or 12 credits can be applied to the major. Courses exceeding this limit will be counted as free electives.

#### Electives & Options

<table>
<thead>
<tr>
<th>Electives &amp; Options</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HUC 104 Voice &amp; Diction</td>
<td>3</td>
</tr>
<tr>
<td>HUC 108 Communication in a Professional Setting</td>
<td>3</td>
</tr>
<tr>
<td>HUC 113 Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>HUC 120 Mass Media and Their Evolution</td>
<td>3</td>
</tr>
<tr>
<td>Unrestricted elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** The courses listed under Electives & Options are currently not part of the planned major at Baruch College. However, students are encouraged to take COM courses as free electives once their major requirements are fulfilled. Courses listed under Electives & Options will be counted as free electives. Students are advised not to repeat these courses (i.e., if they have taken the HUC course, not to take the COM equivalent).

| Free Electives          | 15 |

**Note:**

<table>
<thead>
<tr>
<th>SUBTOTAL: 30</th>
</tr>
</thead>
</table>

| TOTAL = 60  |
### D. SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE

<table>
<thead>
<tr>
<th>Course and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education (Liberal Arts, Core Distribution) and Other Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL:</strong> 0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisite and Major Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Communication Studies (COM 2000)</td>
<td>3</td>
</tr>
<tr>
<td>Note: HUC 101 Fundamentals of Communication is part of the Flexible core at LGCC. It is equivalent to COM 2000 Introduction to Communication Studies, which is not part of the Flexible Core at Baruch, but a required course for the major. As a course in the Flexible Core, HUC 101 cannot be counted towards the major. Students who have taken HUC 101 are advised not to repeat the course as COM 2000; they must substitute COM 2000 with another COM course at the 3000 level or above to fulfill the major requirements.</td>
<td></td>
</tr>
<tr>
<td>Introduction to Digital Communication and Culture (New) OR Studies in Electronic Media (COM 3062)</td>
<td>3</td>
</tr>
<tr>
<td>Note: If students choose the Digital Communication and Culture Concentration, they must take Introduction to Digital Communication and Culture (New)</td>
<td></td>
</tr>
<tr>
<td>Communication Law and Free Speech (COM 3045) OR Persuasion (COM 3070)</td>
<td>3</td>
</tr>
<tr>
<td>Note: If students choose the Rhetoric and Public Advocacy Concentration, they must take Communication Law and Free Speech (COM 3045)</td>
<td></td>
</tr>
<tr>
<td>Choose additional courses, depending on Concentration:</td>
<td>6</td>
</tr>
<tr>
<td><strong>Concentration: Interpersonal and Group Communication</strong></td>
<td></td>
</tr>
<tr>
<td>Choose two* of the following:</td>
<td></td>
</tr>
<tr>
<td>Virtual Teamwork (currently COM 4101)</td>
<td></td>
</tr>
<tr>
<td>Work Life Communication (currently COM 4101)</td>
<td></td>
</tr>
<tr>
<td>Conflict Resolution (currently COM 4900)</td>
<td></td>
</tr>
<tr>
<td>Language and Social Interaction (currently COM 4900)</td>
<td></td>
</tr>
<tr>
<td>Special Topics (related to specialization) (COM 4101)</td>
<td></td>
</tr>
<tr>
<td>Note: Generally, three electives are required for each concentration. Since students from LaGuardia Community College arrive with two equivalencies in the concentration, HUC 111 Interpersonal Communication and HUC 112 Group Communication, they will have to take only two additional courses in the Interpersonal and Group concentration.</td>
<td></td>
</tr>
</tbody>
</table>
### D. SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE (cont.)

<table>
<thead>
<tr>
<th>Concentration: Intercultural and International Communication</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose three of the following:</td>
<td></td>
</tr>
<tr>
<td>International Communication (COM 3076)</td>
<td></td>
</tr>
<tr>
<td>Diversity and Leadership (currently COM 4101)</td>
<td></td>
</tr>
<tr>
<td>Virtual Teamwork (currently COM 4101)</td>
<td></td>
</tr>
<tr>
<td>Language and Social Interaction (currently COM 4900)</td>
<td></td>
</tr>
<tr>
<td>Conflict Resolution (currently COM 4900)</td>
<td></td>
</tr>
<tr>
<td>Special Topics (related to specialization) (COM 4101)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concentration: Rhetoric and Public Advocacy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose three of the following:</td>
<td></td>
</tr>
<tr>
<td>Classical Rhetoric (COM 3064)</td>
<td></td>
</tr>
<tr>
<td>History and Criticism of American Public Address (COM 3065)</td>
<td></td>
</tr>
<tr>
<td>Modern Frontiers of Rhetoric (COM 3066)</td>
<td></td>
</tr>
<tr>
<td>Persuasion (COM 3070)</td>
<td></td>
</tr>
<tr>
<td>Elements of Legal Argumentation (COM 3074)</td>
<td></td>
</tr>
<tr>
<td>Special Topics (related to specialization) (COM 4101)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concentration: Digital Communication and Culture</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose three of the following:</td>
<td></td>
</tr>
<tr>
<td>Ethics of Image Making: Film, Television, and Digital Media (COM 3058)</td>
<td></td>
</tr>
<tr>
<td>Studies in Electronic Media (COM 3062)</td>
<td></td>
</tr>
<tr>
<td>American Television Programming (COM 3067)</td>
<td></td>
</tr>
<tr>
<td>International Communication (COM 3076)</td>
<td></td>
</tr>
<tr>
<td>Special Topics (related to specialization) (COM 4101)</td>
<td></td>
</tr>
</tbody>
</table>

**SUBTOTAL:** 15-18

### Electives

**Electives in Major**

Choose two COM courses at the 3000-level or above.

Especially recommended:

- Internship (currently COM 5010) (recommended for students with plans to enter the workforce following graduation)
- Communication Research Strategies (currently COM 4900) (recommended for students with plans for graduate studies)

**Free Electives**

36-39

**SUBTOTAL:** 42-45

**TOTAL = 60**
E. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURES

Procedures for reviewing, updating, modifying or terminating agreement:

• When any of the programs undergo any changes relevant to this agreement, this articulation agreement will be reviewed and revised as necessary by one or two faculty members of each institution’s department, selected by their respective Chairpersons to represent them.

• At the end of academic year the various representatives of each institution as indicated above will review the performance of transfer students to determine if adjustment to, or termination of the articulation agreement, is needed.

F. ADDITIONAL INFORMATION:

N/A

Effective Date: Fall 2014
Appendix G: Faculty Teaching Assignments (SED Forms)
<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Jana O'Keefe Bazzoni Professor Department Chair | Internship (COM 5010)  
Special Topics (COM 4101) | 100% | 2 | Research and teaching in Theatre & Communication Studies (30 years); Department & School Administrative assignments (25 years); advertising television casting director, importer/distributor client and sales relations (10 years). Publications include: 2 books, 23 articles, 6 chapters, 4 proceedings, and 6 reviews. |
| William Boddy Professor | American Television Programming (COM 3067)  
Introduction to Digital Communication and Culture (New)  
Special Topics (COM 4101)  
| Eric M. Gander Associate Professor | Argumentation and Debate (COM 3071)  
Classical Rhetoric (COM 3064)  
Communication Law and Free Speech (COM 3045)  
Elements of Legal Argumentation (COM 3074)  
History and Criticism of American Public Address (COM 3065)  
Modern Frontiers of Rhetoric (COM 3066)  
Persuasion (COM 3070) | 66% | Ph.D. Northwestern University Communication Studies | Two books on aspects of Public Argument |
<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elisabeth Gareis Professor Acting Program Director</td>
<td>Conflict Resolution (currently COM 4900) Group Communication (COM 3078) Intercultural Communication (COM 3069) International Communication (COM 3076) Introduction to Communication Studies (COM 2000) Virtual Teamwork (currently 4101)</td>
<td>90%</td>
<td>EdD Foreign Language Education University of Georgia</td>
<td>Certificate in Training Design for International and Multicultural Programs (IIC); Graduate Certificate in Global Policy Studies (UGA); Scholarly contributions: 1 monograph, 23 refereed journal articles, 5 refereed book chapters</td>
</tr>
<tr>
<td>Alison Griffiths Professor</td>
<td>Ethics of Image Making: Film, Television, and Digital Media (COM 3058)</td>
<td>25%</td>
<td>PhD Cinema Studies New York University</td>
<td>PGCE (Post-graduate Certificate of Education, University of London Institute of Education); Member of Doctoral Program in Theatre, CUNY Gradate Center; Scholarly contributions: 2 monographs, 18 refereed journal articles, 18 book chapters</td>
</tr>
<tr>
<td>Jayson P. Harsin Assistant Professor</td>
<td>Communication Research Strategies (currently COM 4900) History and Criticism of American Public Address (COM 3065) International Communication (COM 3076) Introduction to Communication Studies (COM 2000) Introduction to Digital Communication and Culture (New) Persuasion (COM 3070) Special Topics (COM 4101) Studies in Electronic Media (COM 3062)</td>
<td>100%</td>
<td>PhD Northwestern University Communication Studies</td>
<td>Author of over ten peer-reviewed articles; peer-reviewer and editor of scholarly journals; interviewed about research by major media organizations, such as France 24 television, the BBC's The Forum, and The Atlantic</td>
</tr>
<tr>
<td>Peter Horowitz Lecturer</td>
<td>International Communication (COM 3076) Internship (COM 5010)</td>
<td>80%</td>
<td>BPhil University of St. Andrews English Literature</td>
<td>30 years experience directing global communications in the private sector; presentations, seminars, and papers to a broad range of professional &amp; academic organizations and journals</td>
</tr>
<tr>
<td>Faculty Member Name and Title (include and identify Program Director)</td>
<td>Program Courses to be Taught</td>
<td>Percent Time to Program</td>
<td>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</td>
<td>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Michael Kaplan, Assistant Professor                        | Argumentation & Debate (COM 3071)  
Modern Frontiers of Rhetoric (COM 3066)  
Persuasion (COM 3070)  
Studies in Electronic Media (COM 3062) | 100% | PhD Communication Studies Northwestern  
10 years professional experience in graphic design and communication consulting; Scholarly contributions: 1 monograph, numerous refereed journal articles | |
| Caryn Medved, Associate Professor                          | Diversity and Leadership (currently COM 4101)  
Internship (currently COM 5010)  
Special Topics (COM 4101)  
Work Life Communication (currently COM 4101) | 80% | PhD Communication Studies University of Kansas  
MA  
Labor and Industrial Relations/Human Resource Management  
Michigan State University  
Scholarly contributions: 15 refereed journal articles, 12 book chapters and related reviews | |
| Rebecca Merkin, Associate Professor                        | Intercultural Communication (COM 3069)  
Interpersonal Communication (COM 3077)  
Special Topics (COM 4101) | 100% | PhD Communication Kent State University  
19 refereed journal articles, 3 book chapters | |
| Elizabeth M. Minei, Assistant Professor                    | Communication Research Strategies (currently COM 4900)  
Diversity and Leadership (currently COM 4101)  
Group Communication (COM 3078)  
Interpersonal Communication (COM 3077) | 80% | PhD  
Organizational and Interpersonal Communication  
University of Oklahoma  
9 refereed journal articles | |
| Patricia Ougourlian, Lecturer                              | Special Topics (COM 4101) | 20% | MA  
Speech Pathology  
Herbert H. Lehman College  
Accent Reduction Instruction | |
| Ruth D. Rosenthal, Associate Professor                     | Special Topics (COM 4101) | 100% | PhD Audiology  
CUNY Graduate Center  
Managed private clinical practice | |
<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Wilkins, Ph.D. Associate Professor</td>
<td>Communication Research Strategies (COM 4900)</td>
<td>100%</td>
<td>PhD Communication</td>
<td>Culture in Rhetoric (2014), NY: Peter Lang; Speech Culture in Finland (2009), University Press of America; Published widely in journals of communication</td>
</tr>
<tr>
<td></td>
<td>Introduction to Communication Studies (COM 2000)</td>
<td></td>
<td>University of Massachusetts, Amherst</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language and Social Interaction (currently COM 4900)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Topics (COM 4101)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Member Name and Title</td>
<td>Program Courses to be Taught</td>
<td>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</td>
<td>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Hatim El-Hibri Adjunct Assistant Professor | Introduction to Digital Communication and Culture (NEW)  
Studies in Electronic Media (COM 3062)  
Special Topics (COM 4101) | PhD  
Media, Culture, and Communication New York University | 2 years experience in advertising, 2 refereed journal articles |
| Linda Lopez Adjunct Associate Professor | Group Communication (COM 3078)  
Interpersonal Communication (COM 3077)  
Special Topics (COM 4101) | PhD  
Human Resource Development  
Virginia Commonwealth University  
MA in English/Journalism  
Virginia Commonwealth University | Fortune 500 and not-for-profit experience; over 20 years teaching writing, speaking, and communication courses at UG & G level; international-conference presentations; scholarly publications in the area of team and speech communication; trained in case study method at Harvard Business School as part of a term taught there as Management Communication Consultant. |
| Susan Mekrami Adjunct Lecturer | Special Topics (COM 4101) | MA  
Liberal Studies  
Concentration: American Studies  
CUNY Graduate Center | |
| Brice Nixon Adjunct Assistant Professor | Introduction to Digital Communication and Culture (NEW)  
Studies in Electronic Media (COM 3062) | PhD  
Communication (Media Studies)  
| Shoshana Ohrbaum Adjunct Lecturer | Conflict Resolution (currently COM 4900) | MA  
Conflict Resolution  
Columbia University | |
| Denise Patrick Adjunct Lecturer | Diversity and Leadership (currently COM 4101)  
Group Communication (COM 3078)  
Interpersonal Communication (COM 3077)  
Special Topics (COM 4101) | MA  
Rhetoric and Communication  
Temple University | Occupational experience as management consultant; entrepreneur; faculty with American Management Association; workshop facilitator; instructional design; member ASTD |
<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sana (Oksanna) Reynolds Substitute Associate Professor</td>
<td>Intercultural Communication (COM 3069)</td>
<td>PhD</td>
<td>Over 25 years of experience as professor and consultant in the United States and overseas, developing programs in managerial, organizational and cross-cultural communication, coaching; 2 books (Guide to Cross-Cultural Communication and Guide for Internationals: Culture, Language and ESL), presented over 14 papers at various academic and professional conferences.</td>
</tr>
<tr>
<td></td>
<td>International Communication (COM 3076)</td>
<td>French Literature and Linguistics Tulane University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpersonal Communication (COM 3077)</td>
<td>Doctorat d'universite French Literature and Linguistics Sorbonne</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>French Middlebury College Graduate School</td>
<td></td>
</tr>
<tr>
<td>Sarah Sharp Adjunct Lecturer</td>
<td>Special Topics (COM 4101)</td>
<td>MA Modern and Contemporary Art, Criticism and Theory Purchase College, SUNY</td>
<td>Lecturer, Parsons the New School for Design; Graduate Studies Faculty, Rhode Island School of Design; Faculty, School of Visual Arts; Publications: 1 Catalogue review; 1 Oral history; Press and reviews of my work: 14 total, 2 NYT, 4 exhibition catalogues; Founder COHORT artists collective; 40 exhibitions since 2002.</td>
</tr>
<tr>
<td></td>
<td>Studies in Electronic Media (COM 3062)</td>
<td></td>
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<tr>
<td>Lancia Yan Adjunct Lecturer</td>
<td>Group Communication (COM 3078)</td>
<td>MA Corporate Communication Baruch College</td>
<td>Has taught Business Technology Internship course at LAGCC (BTI 201) and communication-based recitations of Baruch's BUS 1000H.</td>
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<tr>
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<td>Intercultural Communication (COM 3069)</td>
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<td>Interpersonal Communication (COM 3077)</td>
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<tr>
<td>Alexander Yaroslavsky Adjunct Lecturer</td>
<td>Conflict Resolution (currently COM 4900)</td>
<td>MILR Industrial &amp; Labor Relations Cornell University</td>
<td>NCM - NYSDRA Certified Mediator; IMI - Member of the International Mediation Institute</td>
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<tr>
<td></td>
<td>Work Life Communication (currently COM 4101)</td>
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Appendix H: Faculty to Be Hired (SED Form)
<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent of Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
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<tbody>
<tr>
<td>Adjunct Lecturer and/or Adjunct Assistant Professor</td>
<td>3</td>
<td>MA in Communication Studies or related field (for Adjunct Lecturer) or PhD in Communication Studies or related field for Adjunct Assistant Professor</td>
<td>P/T</td>
<td>100%</td>
<td>Foundation courses and electives, depending on need</td>
<td>6 adjunct hours per year equally spaced over first four years and 3 adjunct hours in fifth year (for a total of 27 adjunct hours)</td>
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</table>
Appendix I: Five-Year Financial Projections for Program
Table 12. Five-Year Cumulative Costs: Details

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td><strong>Direct Operating Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(include additional expenses incurred by other programs when satisfying needs of new program):</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Current Full Time Faculty Replacement Costs</td>
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<td></td>
</tr>
<tr>
<td>Current Full Time Faculty Overload (including Summer)</td>
<td></td>
<td></td>
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<tr>
<td>New Full Time Faculty Base Salary</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>New Full Time Faculty Overload (including Summer)</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>New Faculty Reassigned Time</td>
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<tr>
<td>Full Time Employee Fringe Benefits (33%)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Part Time Faculty Actual Salaries</td>
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<td>$16000</td>
<td>$24000</td>
<td>$32000</td>
<td>$36000</td>
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<tr>
<td>Part Time Faculty Actual Fringe Benefits (10%)</td>
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<td>$1600</td>
<td>$2400</td>
<td>$3200</td>
<td>$3600</td>
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<tr>
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<td>Full Time Staff Base Salary</td>
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<tr>
<td>Full Time Staff Fringe Benefits (33%)</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Part Time Staff Base Salary</td>
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<td><strong>LIBRARY</strong></td>
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<td>Library Staff Full Time</td>
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<tr>
<td>Full Time Staff Fringe Benefits (33%)</td>
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<tr>
<td><strong>Total</strong></td>
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<td>Library Staff Part Time</td>
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<td>Part Time Employee Fringe Benefits (10%)</td>
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<tr>
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<td>Office Furniture</td>
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<td>Other</td>
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<td><strong>LABORATORIES</strong></td>
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<td>Laboratory Equipment</td>
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<td>Other</td>
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<td>$0</td>
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Table 12. Five-Year Cumulative Costs: Details (cont.)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td><strong>SUPPLIES AND EXPENSES (OTPS)</strong></td>
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<td>Consultants and Honoraria</td>
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<td>Instructional Supplies</td>
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<tr>
<td>Faculty Development</td>
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<tr>
<td>Travel and Conferences</td>
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<td>Membership Fees</td>
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<td>Advertising and Promotion</td>
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<td>Accreditation</td>
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<td>Computer Software</td>
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<td>Computer License Fees</td>
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<td>Computer Repair and Maintenance</td>
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<tr>
<td>Equipment Repair and Maintenance</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

| **CAPITAL EXPENDITURES** |        |        |        |        |        |
| Facility Renovations     |        |        |        |        |        |
| Classroom Equipment      |        |        |        |        |        |
| **Other**                |        |        |        |        |        |
| **Total**                | $0     | $0     | $0     | $0     | $0     |

| **OTHER**                |        |        |        |        |        |
| **Total**                | $0     | $0     | $0     | $0     | $0     |
### Table 13. Five-Year Cumulative Revenues: Details

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</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><strong>Existing Full-Time In-State Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Majors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income (specify rate per credit), calculates 2% increase per year</td>
<td>$5,430</td>
<td>$5,539</td>
<td>$5,649</td>
<td>$5,762</td>
<td>$5,878</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter annual program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td><strong>Existing Full-time Out-of-State Students</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Number of Majors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income (specify rate per credit), calculates 2% increase per year</td>
<td>$6,790</td>
<td>$6,926</td>
<td>$7,064</td>
<td>$7,206</td>
<td>$7,350</td>
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<td>$0</td>
<td>$0</td>
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<tr>
<td>Student Fees (enter annual program fees other than standard CUNY fees)</td>
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<tr>
<td>Total Fees</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tr>
<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
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<tr>
<td><strong>TOTAL EXISTING FULL TIME TUITION REVENUE</strong></td>
<td>$0</td>
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<tr>
<td><strong>Existing Part-Time In-State Students</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Number of Majors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Enrolled Credits (enter avg # credits per student per year Fall + Spring + Summer; i.e. 6 Fall, 6 Spring, 3 Summer = 15)</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
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</tr>
<tr>
<td>Tuition Income (specify rate per credit), calculates 2% increase per year</td>
<td>$230</td>
<td>$235</td>
<td>$239</td>
<td>$244</td>
<td>$249</td>
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<tr>
<td>Total Tuition</td>
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<td>$0</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td>Student Fees (enter annual program fees other than standard CUNY fees)</td>
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<td></td>
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<tr>
<td>Total Fees</td>
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<td>$0</td>
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<td>Total Instate Tuition &amp; Fees</td>
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Table 13. Five-Year Cumulative Revenues: Details (cont.)

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</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><strong>Existing Part-Time Out-of-State Students</strong></td>
<td></td>
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</tr>
<tr>
<td>Number of Majors</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Total Enrolled Credits (enter avg # credits per student per year Fall + Spring + Summer; i.e. 6 Fall, 6 Spring, 3 Summer = 15)</td>
<td></td>
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<tr>
<td>Tuition Income (specify rate per credit), calculates 2% increase per year</td>
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<tr>
<td>Student Fees (enter annual program fees other than standard CUNY fees)</td>
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<tr>
<td>Total Fees</td>
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<td>Total Out of State Tuition &amp; Fees</td>
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<td>$0</td>
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<tr>
<th>Tuition &amp; Fees:</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<td><strong>TOTAL EXISTING REVENUE</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</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>New Full-Time In-State Students</td>
<td></td>
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</tr>
<tr>
<td>New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.</td>
<td></td>
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<td></td>
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<tr>
<td>Number of Majors</td>
<td>20</td>
<td>40</td>
<td>60</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Tuition Income (specify rate per credit), calculates 2% increase per year</td>
<td>$5,430</td>
<td>$5,539</td>
<td>$5,649</td>
<td>$5,762</td>
<td>$5,878</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$108,600</td>
<td>$221,544</td>
<td>$338,962</td>
<td>$460,989</td>
<td>$470,209</td>
</tr>
<tr>
<td>Student Fees (enter annual program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Instate Tuition &amp; Fees</td>
<td>$108,600</td>
<td>$221,544</td>
<td>$338,962</td>
<td>$460,989</td>
<td>$470,209</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</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><strong>TOTAL NEW FULL TIME TUITION REVENUE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$108,600</td>
<td>$221,544</td>
<td>$338,962</td>
<td>$460,989</td>
<td>$470,209</td>
</tr>
</tbody>
</table>
### Table 13. Five-Year Cumulative Revenues: Details (cont.)

<table>
<thead>
<tr>
<th></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><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New Part-Time In-State Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Majors</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>Total Enrolled Credits (enter avg # credits per student per year Fall + Spring + Summer; i.e. 6 Fall, 6 Spring, 3 Summer = 15)</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit) calculates 2% increase per year</td>
<td>$230</td>
<td>$235</td>
<td>$239</td>
<td>$244</td>
<td>$249</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$17,250</td>
<td>$35,190</td>
<td>$53,841</td>
<td>$73,223</td>
<td>$100,829</td>
</tr>
<tr>
<td>Student Fees (enter annual program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Instate Tuition &amp; Fees</td>
<td>$17,250</td>
<td>$35,190</td>
<td>$53,841</td>
<td>$73,223</td>
<td>$100,829</td>
</tr>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New Part-Time Out-of-State Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Majors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Enrolled Credits (enter avg # credits per student per year Fall + Spring + Summer; i.e. 6 Fall, 6 Spring, 3 Summer = 15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (specify rate per credit), calculates 2% increase per year</td>
<td>$485</td>
<td>$495</td>
<td>$505</td>
<td>$515</td>
<td>$525</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter annual program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out of State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL NEW PART TIME REVENUE</strong></td>
<td><strong>$17,250</strong></td>
<td><strong>$35,190</strong></td>
<td><strong>$53,841</strong></td>
<td><strong>$73,223</strong></td>
<td><strong>$100,829</strong></td>
</tr>
<tr>
<td><strong>TOTAL NEW REVENUE</strong></td>
<td><strong>$125,850</strong></td>
<td><strong>$256,734</strong></td>
<td><strong>$392,803</strong></td>
<td><strong>$534,212</strong></td>
<td><strong>$571,037</strong></td>
</tr>
</tbody>
</table>

### Additional Revenue Sources

<table>
<thead>
<tr>
<th></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>State Revenue from existing sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>STATE REVENUE FROM EXISTING SOURCES</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>State Revenue from new sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>STATE REVENUE FROM NEW SOURCES</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Revenue From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Revenue New</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>