

**DEPARTMENT OF SOCIAL SCIENCES**  
**MEMO**

To: Dr Martin Tadlock, Provost  
From: Dr. Ben Kracht, Coordinator,  
American Indian Studies

Date: 28 July 2011  
Re: American Indian Studies Program

This memo addresses the Academic Prioritization Summary issued last spring regarding possible revision of the American Indian Studies Program, and/or its inclusion with the Cherokee programs in an Indigenous Studies Center. American Indian Studies is a valuable major linked to NSU's mission founded in its rich American Indian heritage, and is a zero budget program. Regarding the inclusion of AIS under the umbrella of a larger Indigenous Studies Center, Dr. Raymond J. DeMallie, author of the 2010 program review exit report, cautions that "Indigenous Studies in North America is very much a work in progress; establishing its intellectual parameters has yet to happen." He recommends following developments in the recently organized Native American and Indigenous Studies Association.

Significantly, the AIS major is intricately associated with the history of NSU and the Native communities of northeastern Oklahoma. In addition, NSU advertises the high enrollment of American Indian students (over 30%), and the university's connection to the Cherokee Nation. American Indian Studies was inaugurated during the 1973-74 academic year as a multi-disciplinary program designed to enable "Indian students and mixed bloods to develop a sense of their own identity," and to develop integrative learning skills "to bridge the gap between the modern and traditional worlds." Today, AIS continues as a multi-disciplinary liberal arts program offering core classes in anthropology, history, and literature, and electives in anthropology, history, literature, criminal justice, political science, art, and Cherokee language and culture. Through these courses, students attain an understanding of the cultural differences among American Indian peoples, and how American Indians have contributed to the globalization process. Moreover, courses provide a framework which embraces global cultures, particularly traditional societies.

Given the multi-disciplinary construct of the AIS program, there is only one stand alone class—ANTH 2223, Introduction to American Indian Studies—which also serves as a Social Science general education elective. Currently, there are 36 students enrolled for the fall 2011 semester, as the roster cap recently was raised from 30 to accommodate more students. All other AIS core and elective courses are part of other degree programs; these courses would be taught as a part of other programs even if the AIS major did not exist.

Internship opportunities for students reflect NSU's mission to "making place matter," by connecting the university to outside agencies. In recent years, students have conducted internships at the Murrell Home, The Three Rivers Museum (Muskogee), The Five Civilized Tribe Museum, the Creek Nation Gift Shop, and with the Student Conservation Association. In several instances, internships led to employment with the agency.

Students also engage in research and scholarly activity. In 2008, AIS majors launched an Anthropology Club, and since then, majors and club members have taken field trips to southwestern Oklahoma (Dr. Ben Kracht's Kiowa research), the Gilcrease Museum, the Three Rivers Museum, Spiro Mounds, and Cahokia Mounds. Over the years, Dr. Kracht has taken students to southwestern Oklahoma to learn the nuances of conducting ethnographic field research. Between 2005-07, he accompanied Dr. Erik Terdal and students to Belize, Central America. Students were enrolled in Terdal's Tropical Ecology lab and/or in Kracht's Ancient Mesoamerica classes. Students studied the rainforest environment, explored caves, interacted with a Maya community, and visited ancient Maya ruins. Through these experiences, students learn how to become "responsible global citizens."

AIS faculty also are involved in research and scholarly activity. Many have published, or continue to publish monographs, novels, poetry, articles, and book reviews. Recently, Dr. Kracht submitted a book manuscript on aboriginal Kiowa religion for consideration by the University of Nebraska press. Last year, Dr. Les Hannah represented NSU in the Fulbright Scholar Program. Faculty present papers at professional conferences or speak to civic and cultural organizations about topics pertinent to the culture history of American Indians. Such activities reflect faculty commitment to scholarship and professionalism, and enhance the quality of the AIS program.

In light of current financial considerations, the AIS program is very cost efficient, contributes to the need for general education courses, serves and is served by other degree programs, and is academically well-founded. Based on the inherent strengths of the AIS program, please leave it intact. As DeMallie notes, "the current AIS program—with its zero budget—is a real asset to NSU and well worth supporting."

## **Plan for improvement: American Studies M.A.**

Prepared by Melissa Strong, Ph.D.

### **I. Plan for improvement**

#### Problem: graduation rate

American Studies enjoys relatively healthy enrollment numbers, but graduation rates are low.

#### Proposed solutions

- Offer \$1,000 scholarships not for new students but for continuing students close to graduation (i.e. in the internship or thesis stage) as incentive
- Provide tuition waivers to students at the internship or thesis stage
- Require students to meet with the program coordinator every semester by putting holds on their registration, provided the advisor can use DARS to release the hold
- Offer financial assistance (research assistant/teaching assistant positions or tuition waivers) so students currently working full- or part-time can focus on their studies
- Admit slightly fewer but better students
- Offer more graduate courses (or combined 4000/5000-level classes), especially in history: students report that limited course offerings slows their progress

#### Problem: underprepared students

Underprepared students drop out of the program or need extra time to complete it. Currently, it appears that anyone who applies is accepted in to the program.

#### Proposed solutions

- Change current application process wherein students apply to and are admitted to the Graduate College before applying to the program
- Expand the application requirements to include a personal statement and letters of recommendation, which the program director will use to help decide whether to admit students
- Make admission requirements more rigorous, such as a minimum GPA of 3.0 and/or minimum GRE verbal score of 520
- Fund recruitment trips to are institutions such as OSU and TU to attract students

### **II. Assessment Criteria**

If these changes are adopted, it will take time to implement them and more time to measure demonstrable improvement in the graduation rate and level of student preparation. However, within two years of implementing the changes the following will be assessable:

- Level of student preparation, demonstrated by higher GPAs and/or GRE scores
- Graduation rate, demonstrated by an increase in total number

## Cherokee and Cherokee Education

All tracks in the Cherokee curricular areas are preparing for a transition from being simply another program in the Languages and Literature Department to becoming a centerpiece program in a new Indigenous Studies Center.

In the mean time, new initiatives, such as the Cherokee Promise Scholars and the SEAT Program are boosting enrollment and developing community connections to the larger population of the Cherokee Nation. Cherokee Promise Scholars is a program involving cohorts of young Cherokee students who live together, take courses together, and serve as community ambassadors. This program is funded primarily by the Cherokee Nation. The SEAT Program, or Storytellers and Elders Aiding Teaching, comes directly from the Cherokee Program and is designed to engage citizens of the Cherokee Nation with Cherokee students by serving as language and cultural resources not available in text books.

The Cherokee Promise Scholars Program has already boosted enrollment in the Elementary Cherokee Languages courses by fifty. This has doubled the previous average enrollments. New sections of CHER 1113 and 1213 have been added to accommodate.

The SEAT Program is drawing Cherokee National Treasures to NSU to work with the Cherokee Promise Scholars cohorts for language and cultural enhancement opportunities. Each week there will be an "Elder of the Week" visit the cohorts for two to three hours to discuss culture and language skills. In return the Promise Scholars will do volunteer work in the home community of the Elder of the Week.

Additionally, new courses in language preservation and revitalization have been added. For example, Cherokee Language Technology is a pilot course designed to teach students how to utilize the Cherokee Syllabary (font) in digital media. This course alone addresses over half of the signature themes identified in the Prioritization Retreat: Information Technology, Education, Diversity; globalization; internationalization, and Business Related.

The Cherokee Language Program is developing a proficiency test for language skills, as identified by the American Council for the Teaching of Foreign Languages (ACTFL). ACTFL workshops were held for the Cherokee Faculty/Staff in 2010 and further development is progressing. Measurable assessment marks will be a pre-determined level of language proficiency as mandated by ACTFL accreditation standards.

Additionally, those students in the Language Program must also meet the same standards of assessment applied to Secondary Education majors.

Cultural Studies students will have a Capstone course (currently under development) as a measurable assessment artifact. This Capstone will culminate in an experience, portfolio, or research based project as approved by the Cherokee Program faculty. During coursework tests, quizzes, and assigned projects will serve as assessment artifacts.

Student academic engagement opportunities are built into the curriculum (service learning, internship, learning/labor, academic field experience) or will be available as part of the SEAT Program, the reciprocation of the students for the Elders' visits.



**NORTHEASTERN STATE UNIVERSITY  
DEPARTMENT OF SOCIAL SCIENCES**

**MEMO**

TO: Dr. Martin Tadlock, Provost

DATE: January 25, 2011

FROM: Dr. Bill Corbett, Chair

SUBJECT: Geography Major

Department of Social Sciences

Earlier this month you distributed an Academic Prioritization Summary. Your report listed the geography major as a program to be revised within a two year period. Clarification of the items listed under the Geography heading need to be made, and important changes are already underway. First, although geography is no longer a required general education course, it is still available to students as a general education elective in two categories. This semester enrollments in Fundamentals of Geography remain substantial—nearly 400 students. All sections easily had sufficient enrollment, but some were smaller than normal. However, reduced enrollment must be placed in context. Class size changes from 90 to 35 is not necessarily bad. The smaller enrollments make the classes more manageable, personable, and effective learning environments. Moreover, geographers offer required courses for social studies education majors.

Second, innovative teaching techniques have been implemented and keeping the curriculum current has been addressed. Dr. Christine Hallman introduced an on-line section of Fundamentals of Geography this semester. The class immediately reached capacity, and she created a second section, which quickly reached maximum enrollment. Students are taking advantage of this significant change. Also, Dr. Hallman is currently creating a Facebook page for her students. This innovative development will enhance communication with students, and we hope expand their awareness of the discipline. Listed in the document is the comment “needs GIS component.” Dr. Ziehr has been teaching two GIS classes and offering GIS internships. Because requirements for the new position include the qualification to teach GIS courses, those offerings will continue.

Third, the geography program directly contributed to efforts underway to cut costs. Dr. Lallie Scott, professor of geography, retired last year, and a fraction of her salary was used to hire Dr. Hallman. This semester Dr. Chuck Ziehr left the department, and Mr. James Stevens, instructor of geography, is retiring. We are anticipating hiring one geographer to replace those two. Although it is my understanding part of this saving will be used to hire an historian at an entry level salary, there will still be an additional savings for the university. With the addition of the new geographer this year, sufficient faculty will be in place to continue the geography major at a reduced cost to the university.

Another significant feature is the mission of the university. The field of geography enhances the global aspects of the mission statement and contributes directly to making place matter. First, the nature of the discipline provides information essential to creating “responsible global citizens.” Second, the geography faculty contributes directly to “research and scholarly activity” and “making place matter.” Dr. John Milbauer, professor of geography, has accumulated an exceptional record of publication based on field work and other primary research about Oklahoma, much focuses on the eastern part of the state and some deals with the native heritage of the region.

All of the above elements reflect a commitment of the geography faculty and this department to assist in meeting goals regarding expenditures and maintaining the academic integrity of the institution. Because of the continuing demand for general education courses, implementing innovative teaching techniques, establishing a current curriculum, facilitating financial efficiencies, and furthering the mission of Northeastern, you should leave the geography program intact. As you continue the prioritization process, your careful consideration of the significant contributions of the geography program is crucial to permitting faculty to be innovative, effective teachers and productive scholars.

## **Response to the Academic Prioritization Summary Document Distributed on January 4, 2011**

Spanish Bachelor of Arts and Bachelor of Arts in Education

Prepared by Donna Shelton, PhD, Spanish Program Coordinator

During the deans' retreat in December 2010, both Spanish degree programs were placed in the Revision category of academic prioritization. According to the text of the summary document, programs to revise are to have a two-year time period in which to meet expectations that are to be developed during the spring 2011 semester. There is no dispute about the accuracy of this classification. Spanish faces some serious challenges and will require the assistance of the university to be successful in meeting them. Our concern involves the language used in the summary to describe the two Spanish programs: there seem to be contradictions and/or inaccuracies, and there are statements made in defense of programs in the Sustain category that also apply to Spanish but which do not appear in the Spanish bullet points. This document was disseminated to the entire faculty and was posted on a public blog with possibly misleading statements about Spanish, including the suggestion that the programs are to be eliminated. We would like to correct the errors and clarify our position before we begin the process of revising these degree programs.

The document provides the following information about the two Spanish programs:

- BAEd- Spanish Education, Gen Ed? or Revise?
- BA- Spanish
  - a. Need to do something with it
  - b. Enrollment issue; Freshmen enrollment high but no majors
  - c. Recommend Phase Out, Gen Ed. only
  - d. BA campus it would work- possible certification- College of Extended Learning
  - e. NCATE compliant

We will begin by addressing the language in the bullet points above.

First, the Spanish Education degree must meet NCATE requirements, not the Spanish Bachelor of Arts degree. In point of fact, the Spanish Education degree is not currently in compliance with NCATE because we do not have real options for study abroad as required by ACTFL, the NCATE SPA for world language certification programs. The Spanish program coordinator can supply supporting documentation of this requirement.

Second, we do have high enrollment in our elementary-level courses. As a general rule, every section of Elementary I that we offer has the maximum number of students. If we had the staff to offer additional sections, they would probably also fill up. We do have a small number of majors. No language program in this state has a "large" number of majors in comparison to other disciplines. It is not accurate to say that we have no majors. A reader unfamiliar with our Spanish programs might assume that this statement is meant as literal fact.

Third, the program coordinator does not believe that either Spanish degree is a possibility for the College of Extended Learning. She has shared this opinion with Dr. Tadlock. To quote Dr. Tadlock's blog post on the College of Extended Learning dated November 28, 2010, "All programs will be delivered as degree completion programs for working adults and must be self-sustaining, which means accelerated and hybrid will be the delivery model required for a program to be moved into the college." Language programs **cannot** be offered in an accelerated format. Doing so contradicts all research into the role that length of study plays in language acquisition. The hybrid or blended course format will work, once the university has fully implemented the new Wimba Collaboration Suite with its video conferencing and

voice applications. Hybrid or online courses with no synchronous speaking component will not work. The implementation of Wimba has been delayed until later this spring. The program coordinator is not certain what “certification” means in that bullet point. It does not seem possible to offer a teacher certification program in a degree completion format due to the mandated internships in public schools.

Fourth, we are dismayed to read that there was at least some discussion of the elimination of the Spanish Bachelor of Arts degree and perhaps also the Spanish Education degree. The wording of the bullet point seems to indicate that there was even a recommendation made to do this. A recommendation to phase out one or both programs contradicts the instructions regarding an opportunity to revise the programs and to have a two-year period in which to improve their status. Eliminating one Spanish degree would require the elimination of both as they overlap almost completely. Without Spanish, NSU students would have no opportunity to study a foreign language at the advanced level. We would not be true to the sixth signature theme listed in the summary report: Diversity, globalization, internationalization. The program coordinator serves as the chair of the Oklahoma Foreign Language College Chairpersons’ Council, and she represents that body to the Oklahoma Foreign Language Teachers’ Association, and she can attest to the loss of reputation that would take place if NSU dropped its Spanish programs.

Finally, the first bullet point under the Spanish Bachelor of Arts, “need to do something with it,” suggests that the Spanish program faculty members have not discussed ways to improve the program and that such information was not included in the academic prioritization reports. We do have some plans that involve expanding the program to NSUBA, and there have been email exchanges with various administrators requesting information about the approval processes necessary to accomplish this expansion. We know what we need to do. We need assistance to manage it.

Now we would like to address statements given in defense of other majors that also apply to Spanish. We note the following:

- Both Art Education and Music Education have bullet points highlighting the support these programs provide to the Elementary Education program. This is a reference to ART 3542 and MUS 3832, which are required courses for Elementary Education majors. Spanish provides support to ALL education majors because of the state mandate that all future teachers achieve a Novice-High level of proficiency in a language other than English. Our enrollment in SPAN 1113 makes it clear that the overwhelming majority of education students take Spanish to satisfy this requirement.
- The Music Education degree has a statement that it is an overlapping program. We assume this refers to the number of course requirements shared by the BME and the BA in Music. The same situation exists with the two Spanish degree programs. The only difference between the requirements is that the BA in Spanish has a capstone and the BAEd requires the methods course.
- Another bullet point under Music Education notes that NSU has the only such program in the northeastern part of the state. NSU is also the only public institution offering bachelors’ degrees in Spanish in the northeastern part of the state. This fact was highlighted in both academic prioritization reports.
- With regard to the Bachelor of Technology degree, there are statements indicating its need for marketing support and for a champion. The Supply Chain Management degree would also be helped by marketing, as would the MS in Substance Abuse Counseling. Both Spanish programs also require marketing. We also need a champion, one who is not a member of the Spanish faculty. We need someone in an administrative position who will support us and help us obtain the resources and make program changes necessary for our success.



## **Spanish Program Revision Proposal**

### **Introduction**

Both the Spanish Bachelor of Arts and the Bachelor of Arts in Education degree programs were identified as programs to be revised during the deans' retreat in December 2010. This designation did not come as a surprise to the program coordinator: since 2005, she has repeatedly highlighted a variety of program challenges in the reports she writes for the university and for the state regents. Now that the situation has been officially recognized through the academic prioritization process, the coordinator hopes that major changes can be made to build both degree programs. The coordinator has led the programs through a number of curriculum modifications and other improvements in the last six years, but she will not be able to manage the changes proposed below without assistance.

This document is not an attempt to portray this program revision as an easy task: there are major obstacles to overcome, and the coordinator has included them here. At the same time, there are good reasons for keeping both degree programs and providing additional resources to help them develop.

### **Proposal**

The Spanish program coordinator would like to propose that all or most 3000-level and all 4000-level Spanish courses be offered on both the Tahlequah and the Broken Arrow campuses as blended and online courses. This format would allow students in both locations to major and minor in the language. The program would have the following characteristics:

- The elementary courses and all 2000-level courses (the intermediate sequence and the conversation course at this level) would be offered on the Tahlequah campus only in a traditional format.
- At some point in the next few years, we would begin to offer one or two online sections of the elementary sequence, the courses that can fulfill the new Global Perspectives requirement.
- TCC has equivalents to our SPAN 3113, Advanced Composition I, and SPAN 3203, Hispanic Cultural Themes, taken by many, but not all, of the TCC students who transfer into our program. We need to offer these two courses on both campuses in order to increase our chances of having sufficient enrollment and to have a minor available to students on the Tahlequah, but we will have fewer students from Broken Arrow in those courses. One option would be to depend entirely on TCC for those courses at NSUBA, but SPAN 3113 and 3203 are the best courses for Spanish minors to take to fulfill the required three hours of upper-division for the minor, and the TCC courses would not meet that requirement.
- SPAN 4573, Survey of Spanish Linguistics, will continue to be offered it as an online course. SPAN 4043, Methods of Teaching World Languages, could also be taught completely online beginning in fall 2012.
- All of our remaining upper-division courses would be taught as blended courses meeting physically for one 75-minute session per week with the remaining coursework conducted online. Students enrolled in the program would have to have their own computers, microphone-equipped webcams, speakers, and consistent access to the Internet in order to complete required Wimba-based activities such as voice boards (university computer labs are not equipped for recording or listening to speech). Initially these courses would be transmitted from one location to the other via ITV, but in time Wimba Classroom would supplant ITV. The instructor(s) of these courses would rotate locations so that students would be able to interact with her/them in person on a regular basis. Spanish faculty members would need to be present on both campuses on a regular basis for office hours, advising, and other functions, but it would not be necessary to have a presence at NSUBA everyday in the immediate future.

- Offered under the format described above, more than 50 percent of the courses for both degree programs would be taught via distance education, which would require seeking approval from the Higher Learning Commission. Officially expanding the program to NSUBA would also require the approval of the regents. If we continue to offer the Spanish Education degree, it is likely that NCATE and/or the state of Oklahoma would have to agree to these changes.

The program coordinator would prepare a curriculum proposal that would replace the three hours of another language currently required in both degree programs with three additional hours of Spanish. The coordinator would also like to increase the number of required hours for both degrees to 40 or 41 from the current 39 by offering one-hour special topics courses in a weekend immersion format. There would be no difficulty making this change for the Bachelor of Arts degree, but coordinator needs to investigate the credit-hour impact on the Bachelor of Arts in Education degree program. These changes would be in response to the low OSAT scores and OPI ratings of the last few years. However, with the current staffing level, it would not be possible to offer these additional courses without an instructor teaching overloads.

There have been some references to Spanish as a candidate for the College of Extended Learning. The program coordinator does not believe that is a viable option. An accelerated format is not going to produce the proficiency level expected at the end of a language program; in fact, many of our graduates are not meeting expectations in our current traditional program, and as noted above, curriculum modifications are needed to address that issue. An education degree program could not be offered through the College of Extended Learning because of the three required internships in K-12 schools. Additionally, accelerated courses for the College of Extended Learning could only be offered at NSUBA. There have also been references to Spanish as a certificate program rather than as a degree-granting program, another format that would only be available at NSUBA. TCC already has established certificate programs in various foreign languages. Both of these ideas pose another challenge: how would three Spanish faculty members offer the courses required for general education and perhaps a minor in Tahlequah *and* the courses for an accelerated format or a certificate program in Broken Arrow?

### **Proposal Rationale**

- There is a potential market for both the Spanish Bachelor of Arts in Education and the Bachelor of Arts in the Tulsa area. No other public institution in the Tulsa metropolitan area, indeed, in northeastern Oklahoma, offers a four-year degree in a language.
- The use of distance education is not common among world language programs and would provide a means of differentiating NSU's Spanish programs from those of other institution in the region. The program coordinator is not aware of any language programs in Oklahoma universities that offer blended courses or any online course above the 2000-level.
- We live in a part of the United States with a large Spanish-speaking immigrant population. Students interested in careers in business, the health professions, and social services need the opportunity to develop advanced language and cultural skills to improve their ability to interact with Spanish-speaking clients and customers.
- Goal 5 of the NSU strategic plan, Charting the Second Century, accessed on the provost's blog at <http://martintadlock.blogspot.com/2011/01/nsu-updated-strategic-plan-2010-2011.html> on January 23, 2011, is "Develop an environment which encourages global knowledge and cultural sensitivity." One of the statements from that section of the plan reads as follows: "Cultural sensitivity not only requires global knowledge but also the ability to view a situation from diverse perspectives and to communicate and interact appropriately and effectively with people from different cultures." A university that does not offer its students any opportunity to study a foreign language for an extended time and on an advanced level, as NSU would not if Spanish were phased out, cannot describe itself in this manner.

- Although the economy is currently making it difficult for some of our Spanish Education students to find employment, there is a shortage of Spanish teachers. There are not enough graduates from the various programs across the state to fill the need, and students from OU and OSU are usually not interested in teaching in this part of Oklahoma.

### **Faculty-Related Aspects of the Program Revision**

Staffing presents the greatest challenge for Spanish. Currently the Spanish program faculty members consist of two tenured associate professors, one permanent instructor, and one adjunct teaching two sections of elementary Spanish. With only three full-time faculty members, everyone must be willing and able to contribute in order for the proposed changes to succeed. At this time, all faculty members are aware of the need to revise the program. The duties of the full-time instructor will not change. She will continue to teach five courses per semester on the Tahlequah campus, and she may teach online sections of elementary courses at some point in the near future. The main issue is the responsibility for the upper-level courses that are the focus of this proposal. Any courses to be taught in an online or blended format must be conducted by a faculty member able to use the required technology and to teach using methodology appropriate for distance education. Unfortunately, Spanish only has one such person, the program coordinator. Faculty training in technology use has been attempted, but it has not been successful, and no further efforts will be made in this regard. The program coordinator cannot bear the burden of all the advanced courses, all of the advising, the NCATE-related work with its required intern observations, and all of the administrative work for both degree programs.

If a solution to this challenge is not found, this proposed revision will fail. The administration may not wish to hire an additional faculty member given the university's financial situation and the current enrollment in Spanish, but the program coordinator has no other options to suggest.

### **Resource-Related Aspects of the Program Revision**

Other resources and assistance would be needed to support this proposal, although some would be a higher priority than others.

- Reasonable study abroad option(s) for Spanish students. It has become clear that the program coordinator cannot expect any assistance in selecting a location for study abroad and implementing a program. She has found one possibility in Costa Rica, and she would like to compare it to others. The coordinator would like to visit a program before sending students to the location, and some financial support for her travel would be needed.
- ACTFL OPI Tester Certification Training. In order to improve the assessment procedures for both degree programs and reduce costs for students, one faculty member needs to become a certified ACTFL OPI tester. That faculty member would have to complete the four-day training workshop and the post-workshop certification process.
- Recruiting assistance. The Spanish program would need assistance with recruiting from TCC and Tulsa area high schools.
- Library resources. If it is necessary to obtain library resources to support the Spanish program in Broken Arrow, that would be an additional expense.

DEPARTMENT: Communication, Art & Theatre  
Program: Visual Communication (144)

The Visual Communication numbers are nearly twice the original projections from 2006. Currently, we have **50 majors and graduated 14 students** in 2010-11. Obviously, the VC program is very healthy when it comes to majors and graduates.

Weaknesses in the program include curriculum and faculty concerns. In short, in its current form, no one feels any ownership for the program. It was conceived as a cross discipline program between Art and Mass Communication, but the Art faculty are bearing most of the burden in course offerings and in advisement. The Art faculty do not like this arrangement; on the other hand, the MC faculty are excited to have the VC program. They feel that it fits within the vision and culture of the their program.

The core VC courses have major issues with relevance, duplication, and prerequisites. Experience has shown that the core requirements are inadequate to prepare the VC students to be consistently successful in the upper level graphic design courses. Most importantly, the art faculty has substantial concerns about both options of the VC degree adequately preparing students for the market place.

The art faculty believes that their current resources are inadequate to continue to provide the majority of the classes taught, almost all student advising, and to be asked to coordinate the VC program. It is the art programs considered opinion that if VC is to continue as a program then it should be under the leadership and direction of MC faculty. The MC faculty agree and offer the following degree plan for consideration:

*Current Requirements:* Minimum Total 43 hours

*Visual Communications Core-28 hours*

M C 1103	Introduction to Mass Communication
ART 1233	2D Design
ART 2013	Computer Applications in Art
M C 2103	Basic Writing for the Media
ART 2333	3D Design
ART 3333	Graphic Design I
M C 4233	Broadcast Production
ART 4903	Portfolio
VCOM 4901	Capstone Project
ART 4913	Graphic Design Internship or M C 4983 Media Internship I

*Photography Option (4120) 15 hours*

ART 3103	Photography
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ART 4203	Advanced Photography
M C 4133	Digital Photography
M C 4173	Digital Photography II
ART 4333	Photoshop

*Multimedia/Web Design Option (4122) 15 hours*

ART 2213	Typography
M C 4383	Web Design I
M C 4393	Web Design II
ART 4073	Multimedia Design
ART 4083	Multimedia Design II

*Proposed Requirements: Minimum Total 49 hours*

Visual Communications Core-31 hours

M C 1103	Introduction to Media Studies *
ART 1233	2D Design
ART 2013	Computer Applications in Art
M C 2XX3	Introduction to Web Design * ( <i>replaces ART 2333 3D Design</i> )
M C 3333	Multi Media Writing * ( <i>replaces M C 2103 Basic Writing for the Media</i> )
ART 3333	Graphic Design I
M C 3XX3	Media Management and Planning ** ( <i>replaces ART 4903 Portfolio</i> )
M C 4233	Broadcast Production
M C 4333	Law and Ethics ( <i>replaces ART 4913 Graphic Design Internship or M C 4983 Media Internship I</i> )
ART 3103	Introduction to Photography ( <i>New Requirement</i> )
VCOM 4901	Capstone Project

Visual Communication Concentration-18 hrs (from list below)

M C 2XX3	Media Literacy *
M C 3033	Basic Advertising
M C 3233	Publication / Editing
M C 4133	Digital Photography I
M C 4173	Digital Photography II
M C 4983	Media Internship I
M C 4093	Copywriting/Layout *
M C 4393	Web Design II
M C 4833	Advanced Video Production
M C 4XX3	PR and the Media **

ART 4103 Graphic Design II  
ART 4333 Photoshop  
ART 4013 Advanced Photo Tour  
I S 3053 Website Design & Management  
I S 3323 Web Programming  
I S 3323 Introduction to Flash  
COMM 3213 Public Speaking

\* indicates proposed name and/or number change under curriculum review.

\*\* indicates proposed new course under curriculum review.

#### *OPTION DELETION*

Deleting the current two option tracks (*Photography and Multimedia/Web Design*) and replacing with a *Concentration* consisting of 18 hours.

Rationale: The current two options of the Visual Communications Degree Program do not reflect the true nature of the degree. Course offering schedules have consistently plagued the Multimedia /Web Design option. The goal of the program is to train Visual Communicators by giving a broad skills (i.e. writing, design, broadcasting, web). By allowing the students to choose the area of concentration, we feel they can customize the degree to their desired career path.