

Washington State University
MAJOR CHANGE FORM - - REQUIREMENTS

(Submit original signed form and TEN copies to the Registrar's Office, zip 1035.)

See <https://www.ronet.wsu.edu/ROPubs/Apps/HomePage.ASP> for this form.

*Submit an additional copy to the Faculty Senate Office, French Administration 338, zip 1038.

RECEIVED

MAR 06 2013

WSU REGISTRAR

Department Name Murrow College of Communication

1. CHECK PROPOSED CHANGES.

- ☐ Change department/program name from _____ to _____
☒ New degree or program in Masters in Strategic Communication
☐ Change name of degree from _____ to _____
☐ Drop degree or program in _____
☐ Extend existing degree or program to _____ campus
☐ New Major in _____
☐ Change name of Major from _____ to _____
☐ Revise Major requirements in _____
☐ Drop Major in _____
☐ Revise certification requirements for the Major in _____
☐ New Option in _____
☐ Revise requirements for the Option in _____
☐ Drop Option in _____
☐ New Minor in _____
☐ Revise Minor requirements in _____
☐ Drop Minor in _____
☐ New Undergraduate Certificate in _____
☐ Revise Undergraduate Certificate requirements in _____
☐ Drop Undergraduate Certificate in _____
☐ Other _____

Effective term/year Spring 2014

Prabu David	(509) 335-0041	prabu.david@wsu.edu
Contact Person	Contact Phone No.	Contact email

2. GIVE REASONS FOR EACH REQUEST MARKED ABOVE. (Attach additional paper if necessary; see reverse side.) Proposing a new online professional MA degree in Strategic Communication

Proposing a new online professional MA degree in Strategic Communication

4. SIGN AND DATE APPROVALS.

Warwick M. Bayly, Provost and Exec VP

Chair Signature/date

Dean Signature/date

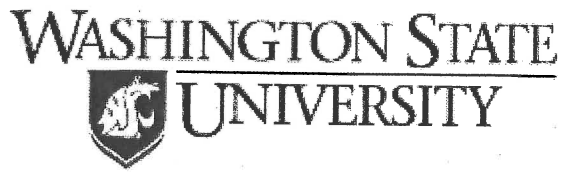
General Education Com/date

Catalog Subcom/date

Academic Affairs Com/date

Graduate Studies Com/date

Senate/Date



Proposal for an online Master's degree in Professional Strategic Communication

Workbook I -- Analyzing Library Capacity

No new collections, serials, media, or news sources are required as existing library collections are all adequate for the proposed Online MA in Professional Strategic Communication. Students will have full access to the existing online journals, news sources, and media available through the library. The courses have also been designed to make use of online materials that are either within the public domain or that have been made available for educational purposes.

Emphasis on open access sources and size of classes (15 per semester) will place minimal demands on existing staff and would not require additional library staff hires or additional fund allocations to support collection and journals. Library personnel support is responsive and sufficient for the demand that will result from this program. Students accessing the courses from remote locations will have full access to the library materials needed to complete their assignments.

A note from Communication Subject Librarian Erica Carlson Nicol is included below:

Statement of Library Support

I am writing to state that the existing collections and services of the WSU Libraries are able to fully support the Edward R. Murrow College of Communication's proposed MA in Professional Strategic Communication, to be offered through WSU Online.

The focus of this MA program is well in keeping with areas of communication research and teaching currently supported by the Libraries' collection policy (<http://www.wsulibs.wsu.edu/cdc/HumanitiesSocialSciences/communic.htm>). Because of the subject focus and the emphasis on open access materials that is built into this MA program, existing library collections – both physical and digital – are currently well able to support the program's research and teaching without additional funding.

WSU Online students engaging in the online MA program will have access to the online databases in the WSU Libraries collections as well as to the book delivery and other library services available to all WSU

Online students (for more information, see the Library Services for WSU Online Campus website, here: <http://libguides.wsulibs.wsu.edu/distance>). Because the MA for Professional Strategic Communication is to be offered online, because of the emphasis this MA program places on open access materials, and because of its workplace- and problem-based focus, the anticipation is that the impact on WSU Libraries' services and personnel would be minimal and that existing personnel and services can support the program.

There may also be some minimal impact on the time of the Librarian for Communication and the WSU Online Librarian when students of the program find themselves with questions about library services and access to library collections. However, because of the availability of the Libraries' existing online user-education, WSU Online, and Communication tutorials and guides, most students should be able to locate sources from the library collections with very little assistance.

The WSU Libraries are currently well able to support the MA in Professional Strategic Communication, and I wish to convey my thanks and appreciation to Doug Blanks Hindman and the Edward R. Murrow College of Communication for their careful and thoughtful consultation with the Libraries during the process of proposing this MA degree.

Sincerely,
Erica Carlson Nicol
Librarian for the Edward R. Murrow College of Communication
120 K Terrell Library
(509) 335-8614
eacarlson@wsu.edu

Workbook II -- Analyzing Demand and Cost

I. Situational Analysis:

The proposed Online MA in Professional Strategic Communication will allow graduates to benefit from the Murrow College of Communication's extensive experience with undergraduate-level training in communication professions, and its strong record of graduate level training in communication research. The College proposes to translate this experience into graduate-level professional training in Strategic Communication.

The program will allow place-bound graduates the chance to earn an MA designed for the needs of working professionals and adult learners. The program is designed for graduates working in communication fields who wish to refresh and update their skills, for graduates seeking to enter the communication profession with the skills needed to change careers, and offers all the opportunity to raising their credentials to Murrow College standards for ethics, integrity, and leadership within communication fields.

Strengths:

The Murrow College of Communication's strengths are its professionally oriented undergraduate program that emphasizes social responsibility, communication skills across evolving platforms, and experiential

learning within a liberal arts tradition. The College was named in 2012 as one of the top 25 Communication programs in the country by the influential NewsPro magazine.¹

The Murrow College of Communication was elevated to college status in 2008 based, in part, on the strength of its undergraduate enrollment. About 800 students have been enrolled in our courses the first two years after becoming a college. Since 2010, our fall semester enrollment has grown from 800 to nearly 1400 students in classes. The number of Communication majors has grown since becoming a college from about 450 per semester in 2008 to nearly 600 in fall of 2012. Mirroring the university's planned enrollment increases, the Murrow College anticipates nearly 800 majors by 2014. We expect that the lion's share of this increase will be in our most popular academic emphasis: Strategic Communication. Nearly 60% of all Communication majors emphasize Strategic Communication.

Undergraduate program in Strategic Communication

Strategic Communication represents the merger of Advertising and Public Relations emphases. The two emphases were merged as part of our revised undergraduate curriculum revision that was launched in Fall, 2012. The sequence has nearly 300 students. Among the successes of the undergraduate emphasis in Strategic Communication include:

- Three times in the last six years a student from WSU's Edward R. Murrow College of Communication has been nominated as a finalist in the American Advertising Federation's "Most Promising Minority Students" award.
- The student chapter of the American Advertising Federation competes every year in the National Student Advertising Competition and frequently places regionally.
- Many of the College's students have interned at leading agencies in the West, and many are working in advertising organizations.
- WSU is the site of Washington's first public relations emphasis program.
- The program emphasizes writing, research and management principles through a demanding series of required courses in Communication, Journalism, Marketing, and Public Relations.
- Public relations majors become involved with the Public Relations Student Society of America, the International Association of Business Communicators, and with ongoing campaigns for clients throughout Washington State.
- Through the College's flourishing internship program, students apprentice with agencies, corporations, hospitals, nonprofit organizations, and government and congressional offices.

Graduate programs ranked highly

The 2010 National Research Council rankings placed the Murrow College among the top 25 graduate programs in communication. The graduate program builds on strong faculty rankings for scholarship. Faculty in the college have "leading scholar" rankings for research in Advertising, Broadcasting and Media,

¹ Fees, J. (2011, December). Survey: The top 25 journalism schools. *TV Week.com: Newspro*, pp. 21-23. Available: http://www.tvweek.com/np51_28pg_SinglePg.pdf

Children, Drugs, Ethics, Family, Health, Law, Literacy, News, Persuasion, Political Elections, Public Relations, and Television.²

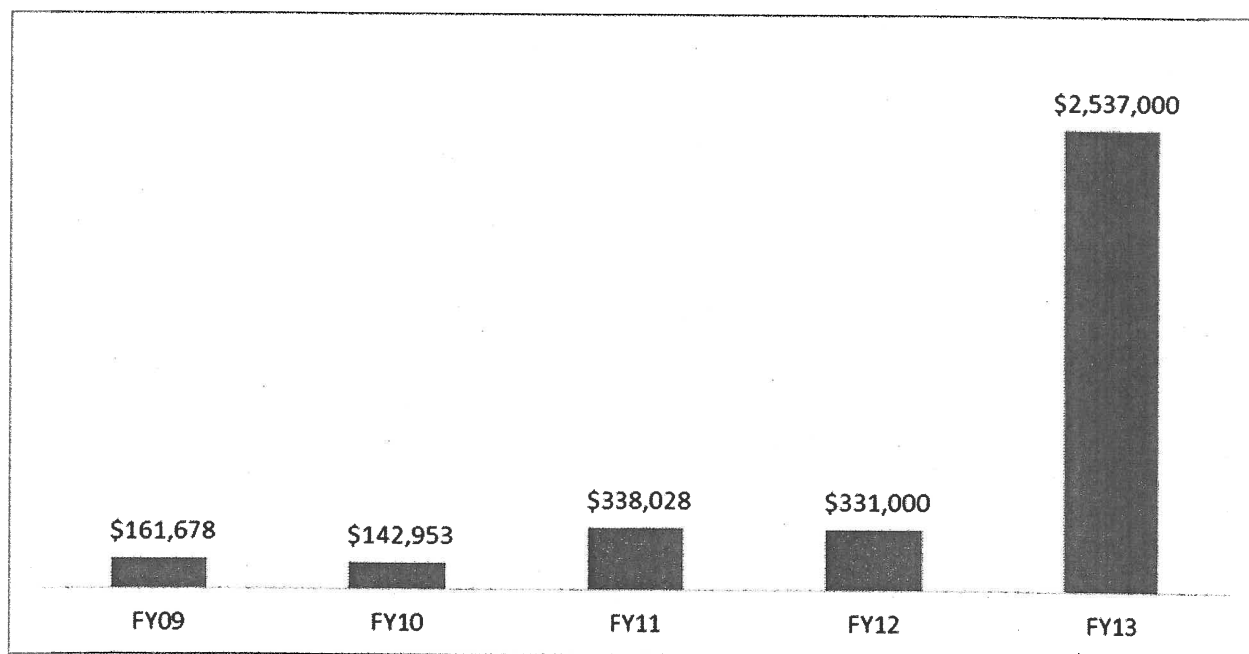
The Murrow College successfully revised its graduate curriculum to the current emphases on

- Media, Health, & Social Issues
- Communication, Technology, and Society

The College has an equally strong record in educating graduate students. It has active MA and PhD programs with enrollments of 16 Master's and 22 doctoral graduate students per year.

Research grant funding increases

Grant submissions and awards have increased since 2008 when we became a college. As the below graphic illustrates, research grant funding showed a significant increase in 2012.



The College is also strong in funded research via individual scholars and those associated with the Murrow Center for Media and Health Promotion. The Murrow Center for Media & Health Promotion received WSU Faculty Senate approval in spring of 2010. The Center's goal is to examine how young people use media messages in their decisions about health, and how health promotion practitioners can maximize the effectiveness of health messages targeting young people and their families. Their work is intended to help individuals and health professionals use media most effectively to facilitate informed health decisions.

Recent Murrow Center for Media and Health Promotion-Related Projects

² Communication Institute for Oline Scholarship (n.d.). Leading scholars by topic. Available: http://www.cios.org/www/cvsearch_scholars.htm

- Adolescent and Young Adult Responses to Television Ads for Alcoholic Beverages: A Receiver-Oriented Message Analysis (Hindman, Austin, Pinkleton & Hust). Funding agency: Washington State Initiative Measure No. 171 for medical and biological research, Washington State University Alcohol and Drug Abuse Program. Lead RAs: Marie Louise Radanielina-Hita and Masahiro Yamamoto.
- Alcohol and substance abuse prevention (Austin). Funding agency: Washington Department of Social and Health Services.
- Evaluation of communication and marketing efforts undertaken in conjunction with a project providing family support programs, workforce development, and child care and youth development expansion needs of the Department of Defense to support military youth, families and communities as well as non-military audiences (Austin & Pinkleton). Funding Agency: United State Department of Agriculture.
- Evaluation of marketing efforts to support military youth, families and communities (Austin & Pinkleton). Funding agency: Department of Defense/United States Department of Agriculture.
- Washington State SYNAR Coverage Study (Hust, Hindman & Yan). Funding Agency: Washington State Division of Behavioral Health & Recovery. Lead RA: Abbie Vancil.
- WSU Climate Grant: The development of entertainment-education materials to educate college journalists about the neurobiology of addiction (Hust, Kelly, Barbosa-Leiker & Adams). Funding Agency: Washington State University. Lead RA: Ming Lei.
- Multi-faceted communication strategies to promote healthy eating for chronic disease prevention among individuals and families (Austin, Pinkleton & Yan). Funding agency: Chronic Illness Research Center, WSU. Lead RAs: Weina Ran and Marie Louise Radanielina-Hita.

An additional source of grants has been those dedicated to training of international journalists such as the state department grant that brings 20 Arab journalism students to the Murrow College each summer for a six week workshop. The College is growing in its outreach role through activities such as the annual Murrow Symposium, Communicator Workshops, the Murrow Interview series, the Murrow Rural Information Initiative, and health promotion activities via the Murrow Center for Media and Health Promotion.

Weaknesses

The Murrow College of Communication has an excellent record in professional undergraduate training and in academic graduate-level training.

We are currently not doing a good job of serving those students seeking graduate-level professional training in Strategic Communication. The result of this shortcoming has been:

- Missed opportunity to educate international students who are willing to pay for Murrow credentials
 - The Murrow College enrolls international graduate students each year who are seeking a program that culminates in professional, not academic, careers. Those students are not happy with our current graduate program because it does not fit their career goals.
- Missed opportunity to serve place-bound graduate students willing to benefit from our professional education
 - Missed opportunity to serve working professionals seeking graduate-level professional training that allows them to apply their skills immediately to workplace settings.
- Missed opportunity to serve working journalists seeking a career change

- Frequently, individuals who begin their careers in news seek to leverage that experience into strategic communication careers with governmental agencies, for- or non-profit corporations, or with consulting firms and agencies. A graduate degree in Strategic Communication will facilitate this transition and also provide an opportunity for midcareer professionals to update their digital skills, which are vital for success in the marketplace.

Opportunities

Bureau of Labor Statistics and Washington State Employment Security Department data projecting occupational growth from 2010 to 2020 show that jobs in Washington state for strategic communications-related occupations such as marketing managers and editors are growing much faster than nationally (23.7% vs. 9.4%). This gives WSU's online program an advantage over other online programs offered by competitors located in other areas of the country.

An estimated 14,000 jobs in strategic communication are expected in Washington State in 2020; an increase of 2,700. Nationally, 388,000 strategic communication jobs are expected, an increase of 33,500.

Nearly half of the individuals working in strategic communications-related positions have Bachelor's degrees. Fewer than 20% have Master's degrees. Having a Master's may be a significant advantage for those seeking employment in the most competitive positions.

Providing the program entirely online offers an advantage in reach and convenience for students, and an advantage in flexibility for WSU instructors.

Threats

The main threat facing the Online Master's in Professional Strategic Communication program would include a high dropout rate resulting from a lack of student engagement in the online-only environment.

We will address this issue by including weekly online instructor office hours, frequent student self-assessment tools, opportunities for interaction and engagement with other students, and a cohort structure in which students go through the program with the same group after opting for one, two, or three-year track. In addition, instructors will engage with the students via email and offer timely feedback to maintain student interest.

Another way of addressing the retention problem with online degree programs is to place a heavy emphasis on the production of projects in each class that are relevant to the student's careers. At the end of each class, students can see evidence of their skills accumulating in an online repository for all portfolio projects.

Faculty will work with WSU Online course designers to insure a high level of student engagement through threaded discussions, interactive exercises, and faculty interaction. The design of courses will be driven by contemporary theories and understanding of adult learning. The faculty will also be sensitive to the work-life balance issues facing adult learners by being firm with course policies regarding assignment deadlines, but also accommodating to family and workplace demands as is appropriate.

II. Competitive Analysis

Regional Competitors

The proposed WSU Online Master's in Professional Strategic Communication will begin modestly with an emphasis on Washington State. That is the area in which our College's reputation is the most well-known, where the network of working professionals who are loyal to our College is tightest, and where the competitive environment is most favorable.

The competitive environment in Washington State is favorable because of our three most prominent competitors in the region, only one offers a fully online program. The below tables describe our program and those of our competitors in terms of credit hours, costs, weaknesses and advantages of each.

Washington State University: Online Master's in Professional Strategic Communication.

Credit hours	30
Total Enrollment	20/year
Cost per credit hour/Total for Program	\$587/in-state credit; \$17,610/program \$751/out of state credit; \$22,530/program
Access	Online
Faculty devoted to program	10 faculty
Support Services	An online advisor to help students reach goals; 24/7 tech support; Student Services support.
Projected begin date	January, 2014
Weakness	New program; untested
Advantage	Strong reputation of Murrow College for professional undergraduate education; high ranking for graduate program; high ranking for WSU Online programs; lower cost than national programs and slightly lower than place-based programs in Oregon-Vancouver and U Washington; is entirely online, appealing to place-bound students; follows Public Relations Society of America guidelines for Master's degrees

Regional Competitor 1: University of Oregon's Professional Master's in Strategic Communication

Credit hours	33
Total Enrollment	Not available
Cost per credit hour/Total for Program	\$490/in-state credit; \$24,500/program \$774/out of state credit; \$38,700program
Access	Face-to-face (part-time evenings and weekends)
Faculty devoted to program	Not available.
Support Services	Career services
Begin date	2007
Weakness	Serves only Portland/Vancouver market
Advantage	Easy access to a large pool of local students; Follows Public Relations Society of America guidelines for accreditation

Regional Competitor 2 University of Washington's Master of Arts in Communication in Digital Media

Credit hours	30
Total Enrollment	Not available
Cost per credit hour/Total for Program	\$531/in-state credit; \$23,895/program \$990.67/out of state credit; \$44,580/ program
Access	Face-to-face courses offered during the day
Faculty devoted to program	6
Support Services	Writing center, public speaking center; technology support related to projects
Begin date	2004?
Weakness	Serves only Seattle/Tacoma market; narrow focus on digital media
Advantage	Easy access to a large pool of local students

Regional Competitor 3 Gonzaga University Master of Arts in Communication and Leadership Studies

Credit hours	36
Total Enrollment	Not available
Cost per credit hour/Total for Program	\$805/ \$29,890/program
Access	Face-to-face, online, or hybrid
Faculty devoted to program	5 full time faculty; 20 adjunct
Support Services	Online 24/7 help desk; Career Center; Writing Center; alumni mentoring
Begin date	2004
Weakness	Lack of career focus; lack of undergraduate reputation in professional training in communication
Advantage	Spokane market provides ready access to students seeking face-to-face education

National Competitors

Although our proposed program's emphasis will be on Washington State for the first three years, we expect to become competitive on a national level as the economy improves. Our analysis begins with research provided by Eduventures.com, a consulting firm hired by WSU Online to support our proposal. Eduventures identified two national competitors for analysis.

National Competitor 1: University of Southern California Master of Communication Management

Credit hours	32
Total Enrollment	Not available
Cost per credit hour/Total for Program	\$1,473/ \$47,136/program
Access	Face-to-face or online
Faculty devoted to program	6 faculty listed for online program
Support Services	Online "commons" support system helping students through training, workshops, software support, tech assistance
Begin date	Not available
Weakness	Cost
Advantage	Los Angeles market provides easy access to recent graduates and young professionals seeking face-to-face interaction. Online program targets mid-career professionals. Multiple degree options available. Professional experience of faculty drawn from the LA market. s.

National Competitor 2: Roosevelt University Master of Science in Integrated Marketing Communications

Credit hours	36
Total Enrollment	Not available
Cost per credit hour/Total for Program	\$795/ \$28,620/program
Access	Face-to-face: two courses per term
Faculty devoted to program	Not specified
Support Services	All on-campus services available
Begin date	Not available
Weakness	Limited delivery
Advantage	Ready access to Chicago market; cohort design

III. Demand Analysis:

Potential students are expected to come from the following geographic areas, in order of expected participation

- Washington State
- Pacific Northwest
- United States
- International

Market size

Looking first at the potential number of students, we turn to data provided to the Murrow College by Eduventures (below) which estimates the number of jobs in communication-related fields including Communication Managers, Editors, and Technical Writers. The data show a stronger growth rate in Washington state than in the nation in jobs for the specified categories. Over 14,000 jobs are expected in Washington in 2020, an increase of 24%. Nationwide, nearly 390,000 jobs are expected in 2020, an increase of 9% over 2010's estimated number of jobs. By Eduventures estimates, the Washington state growth rate for strategic communication jobs is higher than that of the nation.

These data are relevant to the potential market for students seeking Master's degrees because, a) the majority of jobs listed require only a Bachelor's degree; competitive pressure may make those with a Master's degree more desirable to firms and agencies seeking skilled employees, and b) students are more likely to seek advanced educational training for fields in which they are likely to find rewarding and high-paying jobs.

In Washington, Strategic Communications-Related Occupations Are Strong and Growing Faster Than Average Through 2020

Employment Projections for Strategic Communications-Related Occupations

Geography	Occupation	Estimated (2010)	Projected (2020)	Numeric Change (2010-2020)	% Change (2010-2020)*
National	Marketing Managers	178,200	202,400	24,200	13.6%
	Editors	127,200	128,000	800	0.6%
	Technical Writers	49,500	58,000	8,500	17.2%
	Totals	354,900	388,400	33,500	9.4%
Washington	Marketing Managers	6,430	7,988	1,558	24.2%
	Editors	3,199	3,932	733	23.0%
	Technical Writers	1,763	2,177	414	23.4%
	Totals	11,392	14,097	2,705	23.7%

*Note: national average growth from 2010-2020 is about 7% to 13% for all occupations; 14% to 19% is faster than average and 20% or more is much faster than average.
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Sources: BLS, Washington State Employment Security Department

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The Eduventures data are conservative in estimating potential numbers of jobs in strategic communication. The data are based on Bureau of Labor Statistics categories which capture but a fraction of the potential career opportunities for individuals with an M.A. in Professional Strategic Communication.

Including relevant categories, as shown below, adds over 800,000 jobs nationwide and nearly 19,000 jobs in Washington in 2011 to those identified by Eduventures.

To estimate the total number of new strategic communication jobs in Washington 2020, we add to the Eduventures' estimated 2705 new jobs an estimated 2800 new jobs in the below categories for a grand total of 4500 additional jobs in Washington state by 2020. This represents a 15% growth rate in jobs.

Geography	Occupation	Estimated (2011)	Projected (2020)	Estimated growth rate
National	Market Research Analyst	318,000	400,000	41%
	Meeting, convention, and event planners	64,000	100,000	44%
	Advertising and Promotions Managers	31,000	34,000	10%+
	Public Relations Managers and Specialists	265,000	298,000	21%
	Total	678,000	832,000	23%
Washington	Market Research Analyst	9960	12,600**	27%**
	Meeting, convention, and event planners	1260	1370**	9%**
	Advertising and Promotions Managers	530	580**	9%+
	Public Relations Managers and Specialists	6950	7780**	12%**
	Total	18,700	22,300**	19%**

*Sources: Bureau of Labor Statistics, Occupational Outlook Handbook. Accessed Sep. 29, 2012. Available: <http://www.bls.gov/ooh/>; Bureau of Labor Statistics, May 2011 State Occupational Employment and Wage Estimates Washington. Accessed Oct. 5, 2012. Available: http://www.bls.gov/oes/current/oes_wa.htm
+estimate for Advertising, Promotions, and Marketing Managers was 14%. Our program does not produce marketing managers, so a 10% estimate of growth rate is provided. ** Washington State estimated growth rates provided by Careerinfonet.org for 2008-2018. Available: <http://www.careeronestop.org/>.

These numbers are likely very conservative as the field of Strategic Communication is changing rapidly as new technologies create new careers for graduate-level applicants, such as:

- “Big Data” analysts charged with predicting consumer behavior based on past online behavior and mobile tracking
- Location-based Advertising Specialists
- Health Communication Campaign Directors
- Social Media Managers
- Retail Communication Technology Training Specialists

In addition, communication is increasingly relevant to all positions within organizations. An individual with professional-level strategic communication training would have an advantage in all management-level positions including human services, customer relations, recruiting, employee training, and management and consulting, to name a few.

Students seek professional degrees in fields with job growth. Clearly, the outlook for strategic communication jobs is bright for Washington state and the nation.

Market share

Data from Eduventures provide insight into the question of market share.

First, looking at national players in Strategic Communication-related programs (below), the data show only seven providers of Master's Degrees in Strategic Communication.

Competitive Landscape: *Conferral Trends*

EDUVENTURES

IPEDS Reports Seven Providers as of 2011, All of Which Reported Little to No Conferral Growth Over the 2007-2011 Period

National Providers of Business/Corporate Communications Master's Degrees

School	State	2011 Market Share	Degrees Conferred 2011	2007-2011 CAGR
Roosevelt University	IL	31.2%	79	0.0%
Jones International University	CO	20.6%	52	N/A*
Bentley University	MA	12.6%	32	N/A*
Emerson College	MA	10.7%	27	5.3%
CUNY Bernard M Baruch College	NY	9.1%	23	-4.8%
University of St Thomas	MN	8.7%	22	0.0%
Bethel College	IN	7.1%	18	-2.6%

Roosevelt University and the University of St. Thomas did not experience any growth in conferrals from 2007-2011

Since the profiled providers (see next slide) are not listed as providers in IPEDS (above), Eduventures infers that examining IPEDS data alone provides limited insight into this market. See the 'Potential Next Steps' section of this report for future research that can be conducted to better understand IPEDS data trends in this area of study.

*N/A – The institution did not confer any degrees in 2007; therefore an accurate CAGR calculation is unavailable

Note: Bentley University was a new provider in 2008; Jones International University was a new provider in 2010

© 2012 Eduventures, Inc.

Source: IPEDS

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The Eduventures analysis was limited to those institutions reporting degrees that match Bureau of Labor Statistics categories.

Hence, the above analysis missed all regional institutions that the Murrow College considers to be competitors (University of Southern California, University of Oregon-Portland, University of Washington, and Gonzaga University).

Eduventures also missed a number of national programs that provide similar Master's degrees as shown in the below table, ranked by the prominence of the undergraduate program in Journalism and Mass Communication. Note that Washington State University's Murrow College would be well positioned to become competitive at a national level in providing a professional online Master's program in strategic communication.

National Competitors: Online Strategic Communication Master's programs ranked by reputation of undergraduate and graduate programs in Journalism and Mass Communication

Northwestern University's Medill School of Journalism	Online Master's in Integrated Marketing Communication
University of Southern California School of Journalism	Online Master's of Communication Management
University of Missouri School of Journalism	Online Master's for those with 3 years of experience in journalism-related occupations
University of North Carolina School of Journalism and Mass Communication	Online Master's in Technology and Communication
Washington State University Edward R. Murrow College of Communication	Proposed Online Master's in Professional Strategic Communication
University of Florida College of Communication	Online Master's in Global Strategic Communication
University of Nebraska College of Journalism and Mass Communication	Online Master's degree in Integrated Media Communication
Quinnipiac University School of Communication	Online Master's in Interactive Media
West Virginia University School of Journalism	Online Master's in Integrated Marketing Communication
Kent State University Department of Journalism and Mass Communication	Online Master's in Public Relations
Marist College School of Communication and the Arts	Online Master of Arts in Communication
Drexel University Department of Communication	Online Master's in Communication/PR Focus
Texas Tech University College of Arts and Sciences	Online Master of Arts in Technical Communication
University of Wisconsin-Stout English and Philosophy Department	Online Master's in Professional and Technical Communication
Brandeis University Division of Graduate and Professional Programs	Online Master's in Virtual Team Management and Communication
Northern Arizona University Department of Speech Communication	Online Master's in Applied Communication

Regarding market share of those programs measured by Eduventure's data, the below table shows that Roosevelt University controlled 31% of the market share of Master's in "Business/Corporate Communication" in terms of degrees conferred in 2011. With the exception of Emerson College, none of the seven national programs listed below has any notable reputation for providing professional training for undergraduate students. Based on these data, the Murrow College of Communication would appear to have the potential to be a competitor in the national market for online Master's degrees in Professional Strategic Communication.

Competitive Landscape: Conferral Trends

EDUVENTURES

Using the Best Proxy CIP Code for Strategic Communications Available in IPEDS,* the Market for Master's in Strategic Communications is Small With Only Seven Providers

National Degree Conferral Summary (2007-2011)

Master's Degrees in Business/Corporate Communications*		
		Student Demand
2011 Degree Conferrals		253
2007 - 2011 Conferrals CAGR**		9.5%
		Competitive Landscape
2011 Number of Providers		7
2011 Conferrals Per Provider		36 (avg.) / 27 (median)
% Share of Market Leader		Roosevelt University-31.2%
<u>Provider Breakdown</u>		
	<u>By Institutions</u>	<u>By Conferrals</u>
For-Profit	7.7%	20.6%
Private	84.6%	70.4%
Public	7.7%	9.1%

Over 2007-2011, two providers (conferring only one degree each) exited the market and two providers (Bentley University and Jones International University) entered the market.

None of the providers noted in IPEDS are located in Washington. Thus, state-specific data and trends information are not available.

Source: IPEDS

* 52.0501 Business/Corporate Communications; See the Appendix for the CIP code definition.

**CAGR=Compound Annual Growth Rate

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Market capacity

An estimate of the demand for Master's degrees related to Strategic Communication is provided by Eduventures' data above showing a 9.5% compound annual growth rate in degrees conferred. The number of providers that Eduventures listed misses many new programs, as shown in the above table "National Competitors..." which shows 15 programs in addition to the three regional competitors and the seven national providers cited above.

Presumably, the growth in programs is in response to the growth in job prospects for graduates. Within Washington state, however, the only serious competitors to an online MA in strategic communication, have been in place for at least five years (University of Oregon-Portland), with the other two programs in place at least 8 years (Univ. of Washington and Gonzaga).

Given the lack of recent additions, it would appear that the market within the state is untapped. Precisely how many unserved students exist is undetermined. However, with a modest goal of enrolling 20 students the first year, our proposed program should have little difficulty in meeting that demand.

Growth rate

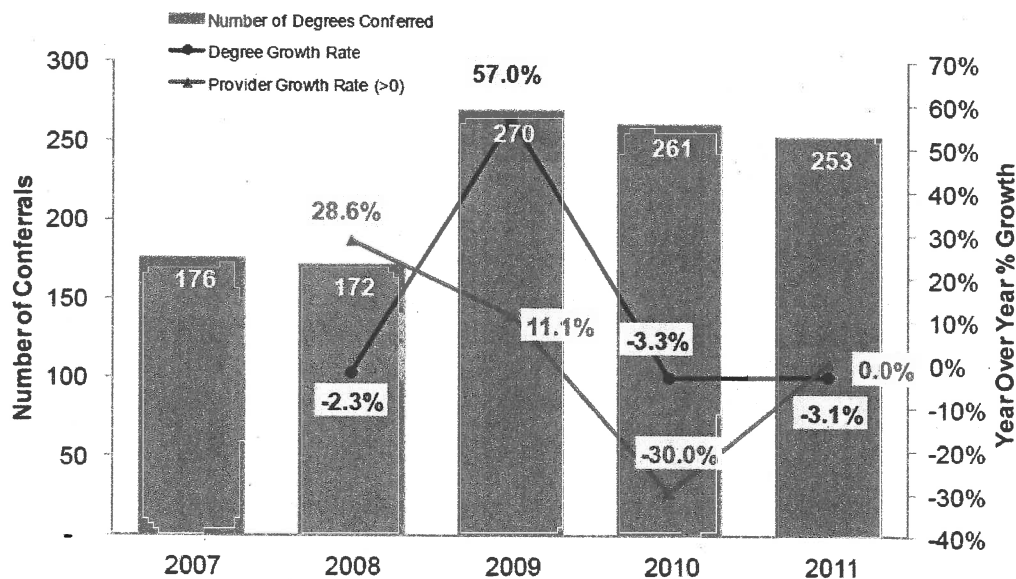
Eduventures' data (below) shows a decline in the number of national providers of degrees and degree conferrals, in part due to the downturn in the economy. Regardless, with the improving economy and the market potential for strategic communication jobs in Washington State, we believe there is potential to grow the market.

Competitive Landscape: *Conferral Trends*

EDUVENTURES

Despite the Overall Increase in the Market From 2007-2011, There Has Been a Steady Decline in Recent Years in Both the Number of Providers and Degrees Conferred

*Master's Degrees in Business/Corporate Communications:
Provider and Conferral Growth 2007 - 2011 (National)*



© 2012 Eduventures, Inc.

Source: IPEDS

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Barriers to entry

Brand identity is clearly a factor in the success of programs in the area of Strategic Communication. Universities without a tradition and reputation for excellence in preparing students for professional careers face a difficult task in convincing career-oriented students to study with them. The Murrow College will not face that barrier, and in fact, we expect that our brand identity will be a definite strength that enables us to be successful in attracting students.

Market Place Analysis:

What is the demand among students for your program?

Based on our current level of applications for Master's degrees in communication, and based on previous experience with the number of students seeking professional, rather than academically-oriented positions, we estimate a demand of 20 students the first year, 25 the second, and 30 the third and fourth years. Some of the students will choose the one-year program and some will choose the two- or three-year programs. Others may opt for the certificate-only programs.

If demand exceeds the planned capacity, additional courses will be offered in the summer and adjunct faculty will be hired to teach extra sections of existing courses during the year. Ultimately, admission to the program will be constrained by our capacity to teach the courses and we will limit the number of students to ensure that the quality of instruction is not compromised by enrollments beyond our capacity.

What is the current employer demand for graduates of your program?

If, as estimated above, there are 450 new strategic communication jobs a year in Washington State, it is safe to assume that a portion of these will go to competitive students with a professional master's degree in the field. Assuming 20% of new jobs go to those with advanced degrees, 90 positions a year within the state will be in need of students with advanced degrees. Many of these positions will be in the metropolitan areas served by existing programs: Portland/Vancouver is served by the University of Oregon's night and evening program; Seattle/Tacoma will be served, in part, by the U of Washington's face-to-face program in Digital Media. And the Spokane/Coeur d'Alene market will be served, in part, by the Gonzaga MA in Leadership Studies and Communication.

Of the three competitors, only the U of Oregon's program is as specifically devoted to Strategic Communication as is the Murrow College's. Hence, of the 90 openings available to those with MA degrees each year, perhaps one third would be taken by graduates of the three competing programs, with the lion's share going to place-bound students in Portland. That leaves an estimated 60 unfilled openings within the state.

The Murrow College plan to graduate 20 Strategic Communication MA students per year through by gradually increasing enrollments (20 students in year 1, 25 in year 2 and 30 in year 3) should fit nicely with the expected employer demand in the state.

What growth rate do you project for this demand?

We expect demand to mirror the expected growth in strategic communication jobs in Washington state, which we estimate at 15% through 2020. Students with a Master's in Professional Strategic Communication from the Edward R. Murrow College of Communication will have an advantage over those graduating with Bachelor's degrees in related fields.

In your opinion, what is the market capacity?

Market capacity can be estimated by examining the expected job growth in fields related to strategic communication. As shown above, market capacity within Washington State represents approximately 90 graduates per year with Master's in Professional Strategic Communication.

Those numbers will be supplemented by demand from international students, of whom four or five each year express an interest in professional graduate training in the Murrow College, and two or three enroll. Promotional efforts would increase these numbers over time. Presumably, U of Washington and U of Oregon attract similar numbers of international students seeking professional training in strategic communication.

We would expect an additional two or three students each year who would be attracted to the state specifically for training in Strategic Communication, with greater potential as promotional efforts expand. All told, the market capacity for Master's in Strategic Communication within the state could be conservatively estimated at 100 students per year.

What barriers exist to competitive entry into this market?

A Master's degree in professional strategic communication hinges on potential employer perception of the value of our graduates; student perception of the return on the investment of time, money and effort in obtaining a Master's degree; and the institution's reputation and brand recognition throughout the region. The Murrow College's loyal alumni network provides our program with a decided advantage over programs without the reputation for undergraduate professional training and the Murrow name.

Market Place:

The Murrow College's undergraduate population in strategic communication is comprised almost exclusively of traditional-aged students from the Pacific Northwest who were referred to our college by alumni, guidance counselors, or working professionals who are aware of our reputation for professional undergraduate training.

The students are career-focused on communication-related positions, and most expect to be successful. Within the state of Washington, very few choose to go elsewhere for professional undergraduate training in communication careers.

In a few recent anecdotal examples, academically gifted students with the economic means to do so have chosen to attend the Annenberg School of Communication at the University of Southern California and Yale University to study communication. Other students with alumni or parent connections to the University of Washington and who are able to meet the stringent admissions standards make the U of W School of Communication their first choice.

At the Master's level, however, students seeking professional training have been discouraged from attending the Murrow College. Our current Master's degree is theory- and research-based, with no professional-level training. Recent students seeking that type of training who have graduated from our program have gone on to Northwestern University's Medill School of Journalism, University of Missouri's School of Journalism, and Ohio University's Scripps College of Communication.

Students seeking an online Master's in Professional Strategic Communication will be:

- a) graduates of programs unrelated to communication who are seeking a profession with better job prospects than their current field,
- b) individuals currently working in communication-related fields who are being paid by their employer or who are self-funding graduate education in order to update their skills and to earn a professional Master's degree, and
- c) individuals who are working in communication-related fields such as journalism but who desire the transition to fields in which they can leverage their skills into jobs with higher pay, better benefits, and more reliable hours.

Estimate the number of individuals you expect to enroll from your target market for the 1st, 2nd and 3rd years.

	1 st year	2 nd year	3 rd year
Target	<u>20</u>	<u>25</u>	<u>30</u>

TARGET MARKET	CHARACTERISTICS
Graduates of programs unrelated to strategic communication seeking a grad degree in a field with better job prospects than in their current field	
	Aptitude for written and oral communication
	Goal-oriented towards career advancement, skills development, particularly in digital media, accumulation of evidence of professional experience
	Ready for change and intellectual growth
	Tenacity, stamina, and motivation to complete the program
	22-35 years old, Washington state or Pacific Northwest residents who are aware of the WSU Murrow College's reputation for professional training of undergraduates
Working professionals within strategic communication fields	
	Desire to obtain an updated skill set in digital message production, promotion, and campaign management.
	Are being paid by their employer or are self-funding their work towards an advanced degree or certificate
Individuals who are working in communication-related fields such as journalism who are seeking a career change	
	Desire to leverage their media skills into jobs with higher pay, better benefits, and more reliable hours.

IV. Recruitment Plan

F. How and where are students going to find out about this program?

Working with WSU Online promoters and enrollment managers, we will develop and distribute targeted messages via the following channels:

1. The WSU Online Web site
2. Electronic mailings to current WSU Online undergraduates in social sciences and humanities fields
3. Electronic mailings to recent graduates of WSU Online and social sciences and humanities fields
4. Mailings to WSU Alumni within 15 years of graduation
5. Targeted messaging to Linked-In sites specific to strategic communication professions.

G. How are you going to educate and inform professionals who will assist you in promoting by word-of-mouth?

The Murrow College Professional Advisory Board includes several influential individuals working within advertising, public relations, event promotion, and corporate communications fields. Those individuals will be invited to help promote our degree through their industry contacts.

Murrow College alumni working in strategic communication fields will be asked to help promote the program and to refer prospects to our program.

The program administrator will make presentations about our program to local chapters of professional groups in Seattle, Tacoma, and Vancouver such as the Public Relations Society of America, Women in Communication, Advertising Federation in Spokane, and the National Agri-Marketing Association.

H. Who specifically will be helpful in your promotion activities? How will you access them?

The members of the Murrow College Professional Advisory Board are very responsive to academic initiatives. The Board meets twice a year. Plans are to attend Professional Advisory Board meetings in Spring 2013 and Fall 2013 to inform the Board of the program's launch and to request that Board members' help in generating referrals.

The Murrow College also has an Advisory Board Hall of Fame that includes notable graduates such as Gary Seese and Jay Rockey who would be outstanding advocates for our program. They would be contacted by our Dean, who would introduce the program coordinator who would follow-up with mailings and calls.

I. How can you provide recruiting training to necessary departments and support staff? Who will represent this department in its promotion activities?

The Online Masters' in Professional Strategic Communication program coordinator will be the primary source of promotional efforts on behalf of the program. That individual will work with the marketing and enrollment management arm of WSU Online to ensure that contacts are prompt, competent, and courteous.

J. What specific venues can you use to promote an awareness of this new program?

1. The WSU Online Web site
2. Graduate fairs at Washington state colleges such as: Eastern Washington University (EWU), Central Washington University (CWU), Western Washington University (WWU).

K. What means will be used to access and educate businesses, industry, agencies, and/or institutions about this offering?

WSU Online has a number of mailing lists that they use to target potential graduate students. We would work with their marketing coordinator to narrow and expand that list to include specific Washington employers with employees who would benefit from an online MA in Professional Strategic Communication such as, Schweitzer Engineering Labs (SEL), Boeing, Microsoft, Group Health, as well as Washington state agencies such as, Department of Agriculture, Extension Service, Department of Health, Office of State Human Resources Director, Department of Natural Resources, and the Department of Social and Health Services.

V. Financial Analysis:

Table 4 Summary of Program Costs

This template will calculate the direct, indirect and total cost as well as the cost per student FTE.

Enter the name of the Degree program here	Date	Internal Reallocation	New State Funds	Summer Funding	Year 1 Total	Year 5 Total
Administrative Salaries, including benefits		20,714	-	-	20,714	20,714
Faculty Salaries, including benefits		96,158	-	76,927	173,085	173,085
TA/RA Salaries including benefits		-	-	-	-	-
Clerical Salaries, including benefits		12,012	-	-	12,012	12,012
DDP Services except advising, \$90/cr		40,500	-	-	40,500	74,250
Contract Services		-	-	-	-	-
Goods and Services			-		-	
Travel			-			
Equipment			-	-	-	
Other costs		-	-	-	-	-
Library		-	-	-	-	-
Direct Cost		169,384	-	76,927	246,310	246,310
Indirect Cost		79,610	-	36,156	115,766	115,766
Total Cost		248,994	-	113,082	362,076	362,076
AAFTE					15.00	47.25
Cost Per AAFTE					24,138	7,663

*Rationale: It will take more resources per AAFTE to get the program started, but once started there are economies of scale that reduce the cost per AAFTE.

Indirect is set at:

32.00

of total cost

For programs to be

delivered via DDP, change

the percentage in B22 to

32.00



Proposal to Offer a New Degree Program

Overview:

Program Title: Professional Strategic Communication

Degree (level) Master's of (type) Arts

In (major or field) Communication

CIP Code (consult registrar): _____
(Classification of Instructional Programs)

Department:

College: Communication

Departmental Contact:

Name: Douglas Blanks Hindman

Title: Associate Professor

Phone: 509-335-6149

e-mail: dhindman@wsu.edu

Campus of Origin: Pullman

Starting Date: January 2014

Method of course delivery: (check all that apply)

- | | |
|--|---|
| ☐ Classroom | ☐ AMS or Video-conferencing System |
| ☐ Pullman | ☒ Distance Learning |
| ☐ Vancouver | ☐ Other (please describe) |
| ☐ Tri-Cities | |
| ☐ Spokane | |
| ☐ WSU Research, Learning, or Extension Center(s) at: | |

I. Mission Statement

Washington State University

Vision

Washington State University offers a premier undergraduate experience, conducts and stimulates world-class graduate education, research, scholarship and art, and provides an exemplary working and learning environment that fosters engagement.

Mission

As a public, land grant and research institution of distinction, Washington State University enhances the intellectual, creative, and practical abilities of the individuals, institutions and communities that we serve by fostering learning and inquiry in all their forms.

A) What is the Mission statement of your Department(s)?

Your College(s)?

The Edward R. Murrow College of Communication honors our namesake's legacy as a courageous, professional communicator and engaged citizen by applying the values and expertise he championed to the evolving fields of communication and mass communication.

To do so, the College focuses on facilitating articulate, effective, and ethical communication on the part of individuals and institutions in the service of just democratic societies.

B) Describe how this proposed program will complement or reflect these missions.

The Edward R. Murrow College of Communication is the newest college at Washington State University, having been elevated to college status on July, 1, 2008, representing the University's commitment to increase the College's impact as a signature program for the University and the state of Washington. The College offers undergraduate, master's and PhD degrees and state-of-the-art teaching, research and production facilities, including the Murrow Center for Media and Health Promotion, a research lab devoted to psychophysiology with Biopac Systems, a children's media lab, a 25-seat telephone/Web survey lab equipped with MediaLab and DirectRT, a focus group lab with video and audio recording capability, the 16-station NW Public Radio network and two PBS television stations.

Our undergraduate programs are valued within the state, region, and nation for graduating highly skilled and hard-working individuals who are prepared for professional careers in Journalism and Media Production, Strategic Communication, and Communication and Society.

Our M.A. and Ph.D. programs build on the College's top-ten national rankings for research in Advertising, African-American-Issues-And-Civil-Rights, Alienation, Broadcasting-And-Media, Children, Demographics, Drugs, Economics, Ethics, Film, Intercultural, International-Development, Literacy, Metaphor, Middle-East, Politics-And-Government, Popular-Culture, Race-And-Ethnicity, Radio, Semiotic-Theory, Sexuality, Television, Text-And-Writing (source: Communication Institute for Online Scholarship. ComVista Leading Scholars. Available: http://www.cios.org/www/cvsearch_scholars.htm).

The M.A. in Professional Strategic Communication will provide a comprehensive set of graduate courses aimed at working professionals and adult learners who seek to become effective and ethical communicators on behalf of individuals and institutions, and who honor the legacy of Edward R. Murrow in the service of just and democratic societies.

The M.A. in Professional Strategic Communication aligns with the university's mission of enhancing the intellectual, creative, and practical abilities of individuals. Our program instills ethical and conceptual principles along with updated technical and creative skills towards the goal of enhancing the quality of work of strategic communication professionals. In our program, we aim to apply the legacy of Edward R. Murrow to improving the work and lives of communication professionals and the publics they serve while setting higher standards for the performance of strategic communication organizations and the industry as a whole.

II. Program Description

The proposed Online Master's Degree in Professional Strategic Communication focuses on the skills and experiences needed by individuals seeking employment or advancement within advertising, public relations, corporate communications, and communication management careers. The program is designed so that each course builds towards a capstone experience which ties together all of the skills accumulated by the student throughout the program. While moving through the program, students will build portfolios that provide evidence of professionally-relevant experiences from each class. The capstone experience includes both a portfolio presentation and a fully conceived advertising or public relations campaign.

The program will be taught within the College of Communication. Strategic communication is the amalgamation of Public Relations and Advertising, both of which are traditionally housed within colleges of communication. On the Pullman campus, no other colleges or departments teach these core courses. Unlike marketing courses within the College of Business, Strategic Communication is not concerned with product development, pricing, package design, distribution, or even product placement. Instead, the focus is on the communication components of strategic communication. The research methods and analytic techniques are borrowed and adapted from survey research, statistical analysis; conceptual issues are adapted from philosophy, psychology, consumer behavior, and sociology. But the key difference is on the core concern with effective communication.

The Online Master's in Professional Strategic Communication is relevant to positions outside of advertising and public relations. Communication is of central importance to nearly all professions, but of particular relevance to those in related careers such as: sales and marketing, fundraising, social media management, employee relations, communication consulting.

III. Need and Student Demand for the Program

Students seek professional degrees in fields with job growth. Clearly, the outlook for strategic communication jobs is bright for Washington state and the nation. Estimates from the Bureau of Labor statistics show over one million jobs in fields related to strategic communication in 2020. The growth rate for strategic communication jobs outpaces the estimated average growth rate for all jobs between 2010 and 2020. Within Washington State, an estimated 30,000 jobs in strategic communication will be available in 2020 which represents 4,500 more than in 2010.

A Master's degree in Professional Strategic Communication from the Murrow College of Communication will give students an advantage over other applicants for new and existing jobs. Of the three regional programs providing professionally-oriented master's degrees, two are place-bound and not online. The Murrow College's plan for an entirely online program and its reputation for providing professionally-trained undergraduates puts it in a strong position to compete effectively for the available student pool. As capacity builds within the program, we anticipate growth in enrollment from national and international applicants.

Brand identity is clearly a factor in the success of programs in the area of Strategic Communication. The number of Master's programs in strategic communication, and public relations in particular, grew from 26 in 2000 to 75 in 2011.³ Universities without a tradition and reputation for excellence in preparing students for professional careers face a much more difficult task in convincing students to study with them. The Murrow College will not face that barrier, and in fact, we expect that our brand identity will be a definite strength that enables us to be successful in attracting students.

IV. Goals, Objectives, and Student Learning Outcomes

A. Goals and Objectives

The M.A. in Professional Strategic Communication will provide a comprehensive set of graduate courses aimed at working professionals and adult learners who seek to become effective and ethical communicators on behalf of individuals and institutions, and who honor the legacy of Edward R. Murrow in the service of just and democratic societies.

In keeping with the recommendations of the Commission on Public Relations Education for professional master's degrees⁴, our program will combine professional skill development with training in ethical decision-making. This dual emphasis seeks to honor the legacy of Edward R. Murrow, our college's namesake.

Murrow set professional standards for what was then the emerging broadcast news industry. He also was one of the industry's strongest critics who urged its practitioners to rise to the industry's potential for serving justice and for fostering democratic institutions.

Similarly, the goal of the Professional Master's in Strategic Communication is to train individuals who will perform at the highest level of both professional and ethical standards, who will both define and improve the industry while in the service of just and democratic societies.

Any educational program must have a means for continual review and adjustment. Built into the curriculum will be assessment criteria that will provide instructors and administrators with data regarding the effectiveness of the curriculum in meeting learning goals, the appropriateness of the assignments, the growth in the professional and ethical competence of the students, and the success of the students in the workplace. The data will be used to adjust curriculum goals, course assignments, assignment evaluation methods, and course content.

³ Commission on Public Relations Education. (2012, October). Standards for a Master's Degree in Public Relations: Educating for Complexity, p. 8. Available: <http://www.commpred.org/uploads/report5-full.pdf>

⁴ Ibid, p. 4.

Assessment data will result from multiple sources, including: in-course assessment by students, external assessment by working professionals and clients, faculty assessment of student achievement of learning goals, and end-of-program assessment of students and portfolios by working professionals.

B. Student Learning Outcomes

Our graduates will exhibit:

- knowledge of the field of strategic communication including the use of new and traditional media for information production and dissemination, and a sensitivity to the communication challenges posed by global and entrepreneurial businesses
- the ability to effectively gather and critically assess strategically relevant information through scientific analyses and research and the ability to apply those findings to the development of communication campaigns that achieve organizational goals;
- communication skills including written communication, online presence and presentation, and the ability to collaborate and communicate in distributed work groups ;
- evidence of professional skills in strategic communication including administration and management, planning, leadership, teamwork, and customer relations;
- the ability to weigh ethical principles in professional settings.⁵;

The below table outlines the program objectives, learning outcomes, and learning assessments.

⁵ Ibid, pp. 5-6, 8-9; Summary report for 27-3031.00 - Public Relations Specialists. Available: <http://www.onetonline.org/link/summary/27-3031.00>

Learning outcome	Data Source	Method of Assessment
Demonstrate knowledge of the field of strategic communication including the use of new and traditional media for information production and dissemination, and a sensitivity to the communication challenges posed by global and entrepreneurial businesses.	Assessment of Projects from these courses: 1. Professional Multimedia Content Creation 2. Crisis Communication in Global Contexts 3. Creative Media Strategies & Techniques 4. Professional Digital Content Promotion 5. Consumer Behavior and Brand Development 6. Professional Marketing Communication Management and Campaigns	1. Peer, instructor, and client review of projects presented in a student's portfolio. 2. Online metrics, such as site traffic and likes on Facebook. 3. Target market evaluation of campaign tactics. 4. Scores on assignments and course grades.
Gather, assess, and critically analyze strategic information via multiple channels	Student performance in Research Methods for Professionals	Course grade; working professional review of select completed assignments
Achieve communication skills via multiple channels	Assessment of projects from these courses: 1. Research Methods for Professionals 2. Persuasion for Professional Communicators 3. Creative Media Strategies & Techniques 4. Capstone Project/Portfolio Preparation and Presentation	1. Peer, instructor, and client review of Facebook cause site and the communication components from class projects. 2. Online metrics, such as site traffic and likes on Facebook. 3. Target market evaluation of campaign tactics. 4. Scores on assignments and course grades. 5. Instructor and client review of portfolio/presentation in mock interview.
Acquire professional skills in strategic communication management	Projects in the following courses: 1. Professional Digital Content Promotion; 2. Professional Marketing Communication Management and Campaigns	1. Peer and instructor evaluation of management/leadership skills of individuals
Become an ethical communicator	Persuasion for Professional Communicators; Crisis Communication in Global Contexts; Ethics for Professionals	1. Instructor evaluation of student's ability to understand and apply ethical principles to strategic communication problems

Learning outcome	Data Source	Method of Assessment
Apply theory and research findings to the design of communication campaigns that meet organizational goals	1. Consumer Behavior and Brand Development; 2. Professional Marketing Communication Management and Campaigns; 3. Capstone Project/Portfolio Preparation and Presentation	1. Instructor evaluation of brand analysis, advertising strategy, and creative brief. 2. Peer, client, and target market evaluation of message designs 3. Peer, instructor, and working professional evaluation of targeted portfolio presentation.

V. Curriculum

The following courses will be required for a total of 30 credits. Additional elective courses will be offered as the program develops. All are new courses being developed via WSU Online.

No courses from other departments or colleges will be offered.

Professional Core (4 x 3 = 12)

1. COM 561: Professional Multimedia Content Creation
2. COM 562: Crisis Communication in Global Contexts
3. COM 563: Ethics for Professionals
4. COM 564: Research Methods for Professionals

Strategic Communication Core (5 x 3 = 15)

1. COMSTRAT 561: Persuasion for Professional Communicators
2. COMSTRAT 562: Creative Media Strategies & Techniques
3. COMSTRAT 563: Professional Digital Content Promotion
4. COMSTRAT 564: Consumer Behavior and Brand Development
5. COMSTRAT 565: Professional Marketing Communication Management and Campaigns

Capstone (3 x1 = 3)

1. COMSTRAT 566 (Capstone Project/Portfolio Preparation and Presentation: DDP)

Schedule

	1-year MA (4-3-3)	2-year MA (2-2-1-2-1-2)	3-year MA	Certificate program
Spring 1	COM 561 COM 562 COM 563 COM 564	COM 561 COM 564	COM 561 COM 564	COM 561 COM 564
Summer 1	COMSTRAT 561 COMSTRAT 562 COMSTRAT 563	COMSTRAT 561 COMSTRAT 562 or COMSTRAT 563	COMSTRAT 561 or COMSTRAT 562	COMSTRAT 562 COMSTRAT 563

	1-year MA (4-3-3)	2-year MA (2-2-1-2-1-2)	3-year MA	Certificate program
Fall 1	COMSTRAT 564 COMSTRAT 565 COMSTRAT 566	COMSTRAT 564	COMSTRAT 564	
Spring 2		COM 562 COM 563	P2 COM 562 or P3 COM 563	
Summer 2		COMSTRAT 562 or COMSTRAT 563	COMSTRAT 561 or COMSTRAT 562	
Fall 2		COMSTRAT 565 COMSTRAT 566	COMSTRAT 565	
Spring 3			P2 COM 562 or P3 COM 563	
Summer 3			COMSTRAT 563	
Fall 3			COMSTRAT 566	

VI. Uses of Technology

The program will be technologically intensive. In the first course, students will be asked to purchase a \$350 software package that they will use throughout the program. The package includes audio and video editing software, graphic design software, and publication layout software. The students thus learn most of the techniques needed for the remainder of the program during the first course. Also during that course, they will set up an online portfolio site with links to cloud-based storage for audio and video files.

During the program, students will create multimedia materials, will present their work, will evaluate the work of their peers, and will produce portfolio-quality items to be stored in their online space, with a new tab representing the materials from each new course.

For their final capstone, students will be required to present during a live, online interview, a portion of their online portfolio that is tailored to one of two existing job opportunities or to a job of their specification.

In other courses, students will use existing tools for web-based promotion and evaluation, such as Google Ad Sense, Google Metrics, and Facebook Ads accounts.

VII. Delivery methods

The program will be taught entirely online via the WSU learning management platform through the Global Campus.

VIII. Students

A. How many students to you expect to serve with this program?

Number of Students	Year 1	Year 2	Year 3	Year 4 *
Headcount	20	35	40	40
FTE**	30	52.5	88.2	94.5

* Enter year number in which program anticipates reaching full enrollment

B. Admission Requirements

Student applications will be evaluated on a rolling basis by a committee comprised of the college graduate coordinator, the online MA in Professional Strategic Communication coordinator, and a member of the Strategic Communication faculty.

Graduate record exams will not be required. To assess student aptitude for writing, undergraduate transcripts and a written essay will be required. The essay and transcripts will be evaluated by the graduate selection committee.

C. Expected time for Program Completion

Students will sign up for a one-year or two-year program or a one year, four-course certificate. If demand warrants, a 3 year and 4 year option will be outlined.

D. Advising

Once a student is admitted into the Murrow College Online Master's Degree in Strategic Communication, they will be contacted by Murrow College Student Services, followed by emails from a faculty member or program administrator to explain the options for the program.

The Murrow College Student Services Office will provide academic advising for individuals within the program.

The program administrator will serve as the student's college-level advisor for issues related to the overall program. The Associate Dean for Graduate Studies will serve as the point of contact for concerns regarding faculty, leaves of absence, grades, or other disciplinary actions.

E. Diversity

The marketing plan will include media that are likely to be consumed by underrepresented groups. The majority of the marketing effort will be within the WSU Online Web site. Online education is often viewed as a means of delivering education to underrepresented populations. The online environment lends itself to mitigating racial, gender, age and cultural stereotypes in community building.

IX. Faculty and Administration

To ensure quality and buy-in from the faculty, we have drawn primarily from our roster of tenure-track faculty to develop and administer the program. Seven out the 10 courses were developed by tenure-track faculty (1 full, 4 associates, 2 assistants). The remaining three courses were developed by Associate and Assistant Clinical Professors. In addition, the design of the program and proposal-writing were spearheaded by Doug Hindman, Associate Professor, who will serve as the administrator of the program.

To make up for the 10 course assignments that will be lost to the MA program, we have made the following arrangements:

1. **Three** of the 10 courses will be taught during the summer and therefore have no effect on the course offerings in fall and spring.
2. We are searching for three new faculty members, who will be funded from increased undergraduate enrollments projected in our strategic plan. Part of their responsibility would be to teach at least two courses currently taught by faculty members listed in Table 1 below. The new hires will pick up **five or six** out of the 10 courses offered by our current faculty, which in turn will free up our current faculty to offer MA courses.
3. After the program stabilizes, we plan to hire two adjuncts who will teach **two** of the 10 classes.

With the above plan we are confident that we can staff the MA program without disruption to our current undergraduate and graduate offerings.

Table 1 Program Faculty

Name	Rank	Status	% Effort in Pgm.
Bruce Pinkleton - One	Professor		20%
Stacey Hust, Todd Norton, Jeff Peterson, Beth Hindman - Four	Associate Professor		60%
Changmin Yan, Michael Beam	Assistant Professor		40%
Brett Atwood, Eric Hoffman	Clinical Faculty		40%
Unidentified - Two	Adjuncts		40%
Total Faculty FTE			200%

Table 2 Size of Program

Students	Year 1	Year 2	Year 3	Year 4
Total student headcount	20	35	42	45
Total Enrollments	100	175	294	315
Total credits	300	525	882	945
FTE	30	52.5	88.2	94.5
AAFTE	15	26.25	44.10	47.25

Table 3 Administrative/Support Staff			
Name	Title	Responsibilities	% Effort in Pgm.
Doug Hindman	Assoc Professor	Oversee Program	20%
Waylon Safranski	Program Coordinator	Student Support	20%
Total Staff FTE			40%

X. Facilities

The program will not require new laboratories, facilities, equipment, or resources because all courses will be delivered online. Students will be asked to purchase the software needed to complete the program, to have access to reliable broadband internet connections, and to have a place to complete their coursework.

XI. Finances

Table 4 Summary of Program Costs

This template will calculate the direct, indirect and total cost as well as the cost per student FTE.

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DDP Services except advising, \$90/cr		40,500	-	-	40,500	74,250
Contract Services		-	-	-	-	-
Goods and Services			-		-	
Travel			-			
Equipment			-	-	-	
Other costs		-	-	-	-	-
Library		-	-	-	-	-
Direct Cost		169,384	-	76,927	246,310	246,310
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AAFTE					15.00	47.25
Cost Per AAFTE					24,138	7,663

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Indirect is set at:

32.00

of total cost

For programs to be

delivered via DDP, change

the percentage in B22 to

32.00

Table 5A Salary Cost Detail - Year 1

Name	Monthly salary	# of months	Annual Salary	Buyout Pgm %	Annual Pgm salary
Administration:					
Doug Hindman	6,639	12	79,668	0.20	15,934
Subtotal Administration	6,639		79,668	0.20	15,934
Faculty:					
<i>Full Professor</i>					
Bruce Pinkleton	11250	9	101,250	0.20	20,250
<i>Assoc and Asst Profs</i>					
Stacey Hust, Beth Hindman, Jeff Peterson, Todd Norton, Changmin Yan, Michael Beam	7,846	9	70,614	0.60	70,614
<i>Clinical Faculty</i>					
Brett Atwood, Eric Hoffman	7,994	12	71,946	0.80	28,778
<i>Adjuncts</i>					
To be hired	3,750	12	45,000	0.40	13,500
			0		0
			0		0
Subtotal Faculty	30,840		277,560	2.00	133,142
TA/RA's:					
Subtotal TA/RA	0		0	0.00	0
Clerical staff:					
Waylon Safranski	3,850	12	46,200	0.20	9,240
Subtotal Clerical	3,850		46,200		9,240
Total	41,329		403,428	2.40	158,316

Table 5A Salary Cost Detail - Year 4 Full Enrollment

Name	Monthly salary	# of months	Annual Salary	Buyout Pgm %	Annual Pgm salary
Administration:					
Doug Hindman	6,639	12	79,668	0.20	15,934
Subtotal Administration	6,639		79,668	0.20	15,934
Faculty:					
<i>Full Professor</i>					
Bruce Pinkleton	11250	9	101,250	0.20	20,250
<i>Assoc and Asst Profs</i>					
Stacey Hust, Beth Hindman, Jeff Peterson, Todd Norton, Changmin Yan, Michael Beam	7,846	9	70,614	0.60	70,614
<i>Clinical Faculty</i>					
Brett Atwood, Eric Hoffman	7,994	12	71,946	0.80	28,778
<i>Adjuncts</i>					
To be hired	3,750	12	45,000	0.40	13,500
			0		0
			0		0
Subtotal Faculty	30,840		277,560	2.00	133,142
TA/RA's:					
Subtotal TA/RA	0		0	0.00	0
Clerical staff:					
Waylon Safranski	3,850	12	46,200	0.20	9,240
Subtotal Clerical	3,850		46,200		9,240
Total	41,329		403,428	2.40	158,316

XII. External Reviews

If this program is new to the Washington State University system, please provide the names and addresses of 3 – 4 external experts from similar institutions who could be contacted to provide reviews of this program.

1. Albert Powell, Director of Learning Technologies, Division of Continuing Education, 2545 Research Blvd, Drake Hall, Fort Collins, CO 80526
2. Shirley Skidmore, c/o Marylhurst University, Marketing and Communications, P.O. Box 261, Marylhurst, OR 97036-0261
3. Richard Boyce, 274 Oak Avenue, San Anselmo, CA 94960 (Advertising/Sales Monster.com)
4. William Ludlam, 402 State Street S, Kirkland, WA 98033-6606 (Edelman Public Relations)

From: Ivory, Carol S
To: David, Prabu; Sellon, Debra; Starratt, Jay
Cc: Pietz, Valeria Nicoli
Subject: RE: MA in Strategic Communication
Date: Friday, February 15, 2013 11:15:02 AM
Attachments: Prof MA StratCom Program Proposal Dec17 pd.doc
Importance: High

All,

Attached is the Library report regarding the MA in Strategic Communication. The conclusion was positive, that there was no need seen for additional resources. This report was shared with the Faculty Senate Library Committee, which has reviewed and approved it as well.

Good luck with the rest of the process. Let me know if you have any further questions.

Best,

Carol Ivory

Chair, FSLC

*Dr. Carol S. Ivory
Associate Dean for Curriculum and Instruction
College of Arts and Sciences
Thompson Hall 309
Dean's office phone: 509-335-4581
Dean's office fax: 509-335-8986*

*Professor, Department of Fine Arts
AH Office: 509-335-7043; main office number: 509-335-8686
Fine Arts Fax: 509-335-7742*

*Mailing address:
College of Arts and Sciences
P.O. Box 642630
Washington State University
Pullman, WA 99164-2630
USA*

*Email: ivorycs@wsu.edu
Homepage: <http://www.wsu.edu/~ivorycs/>*

From: David, Prabu
Sent: Tuesday, February 12, 2013 4:50 PM
To: Sellon, Debra; Ivory, Carol S; Starratt, Jay
Cc: Pietz, Valeria Nicoli
Subject: RE: MA in Strategic Communication

Hi Deb,

Thank you for following up. I will be sending the proposal back with the revised budget tomorrow, Feb 13. I haven't heard from Jay and Carol on the library approval. I am wishing for the "no news is good news" scenario.

Best,

Prabu

From: Sellon, Debra
Sent: Monday, February 04, 2013 9:03 AM
To: David, Prabu; Ivory, Carol S; Starratt, Jay
Cc: Pietz, Valeria Nicoli
Subject: MA in Strategic Communication

Prabu, Carol, and Jay,

We are checking on progress with the MA in Strategic Communication. According to my notes, we are waiting for Prabu to provide updates and responses to the budget review from Matt Skinner. We are also awaiting word from Carol and Jay that the proposal has received library approval.

Thank you for the updates.

Debra

Debra C. Sellon, DVM, PhD
Associate Dean, Graduate School
Washington State University
Phone: 509-335-7008
Email: dsellon@vetmed.wsu.edu

From: Blacker, Denise Rae
To: Beeson, Peter J
Cc: Skinner, Matthew A; David, Prabu
Subject: RE: Proposal for Professional MA in Strategic Communication
Date: Friday, February 15, 2013 1:35:53 PM

Thanks Pete,

I appreciate your review.

Denise

From: Beeson, Peter J
Sent: Friday, February 15, 2013 1:34 PM
To: Blacker, Denise Rae
Cc: Skinner, Matthew A
Subject: FW: Proposal for Professional MA in Strategic Communication
Importance: High

Denise,

After reviewing the revisions in your college's degree program document and reading the explanatory remarks contained in the emails, you have made appropriate changes and adequately answered our questions. We were glad to assist you in making improvements to the degree program document. If you have any questions, please give me a call.

Pete

From: Skinner, Matthew A
Sent: Wednesday, February 13, 2013 5:32 PM
To: Beeson, Peter J
Cc: King, Joan
Subject: FW: Proposal for Professional MA in Strategic Communication
Importance: High

Hi Pete,

Here is an update to the Professional Masters in Communication degree program that we reviewed a few weeks ago.

We gave them the following feedback:

Section VIII - Students

Is it realistic for 20 student headcount to produce 45 FTE? This suggests that each student takes more than 11 credits each semester.

Section IX - Faculty Administration

I appreciate the thoughtful approach describing how current courses will be covered when faculty begin teaching in the MA program. One component of the backfill plan is funding from increased undergraduate enrollment. Does the college have a contingency plan should on-campus

undergraduate enrollment not increase at the rate expected?

Table 1 – Program Faculty.

The % effort in program shown for Assistant Professors is equal to 40%. In Table 5A the buyout % is for this group is equal to 60%. Should these be the same?

Does the % Effort in Program shown for each faculty group represent the sum of the individual efforts of each faculty member on the program? (E.g. are assistant professors Yan and Beam each working 20%, for a total of 40% Effort in Program?)

Table 2 – Size of Program

Similar to Section VIII above. Is it reasonable to assume 20 student headcount produce 45 AAFTE per year? (Students would need to take more than 11 credits each semester).

Table 5 - Salary Cost Detail

Are the average salary levels reasonable?

Finally, just a reminder to the college about the current Graduate DDP Funding Model. Under the current model, the college will receive \$4552 per graduate AAFTE enrolled in DDP courses in excess of the baseline (if any for graduate enrollment). Student FTE dually enrolled at Pullman/Spokane and DDP are not eligible for funding.

Can you make sure it was addressed and let Denise know?

Thanks,

Matt

From: Blacker, Denise Rae

Sent: Tuesday, February 12, 2013 10:29 PM

To: Skinner, Matthew A

Subject: Proposal for Professional MA in Strategic Communication

Importance: High

Hi Matt,

Prabu asked me to follow up with you to make sure we are giving you the information you need as well as clarify some of the changes we have decided to make to our original proposal.

I have updated the Word Document with some clarifications and changes as well as included my financial worksheets.

We have noted our answers below in red which we believe speaks to your questions.

Changes we made include:

- Moving some of our costs to summer which is the term where 40% of our courses are taught.
- Updated salaries to make sure they matched current payroll
- Increased the costs in year 4 because we will be adding workload to faculty and staff if we have full enrollment.

- We reduce our expected number of students during the first year dropping our FTE to be more conservative on our revenue and when we would breakeven.

If you have a few minutes to review this information, I would appreciate a chance to chat to make sure we are heading in the right direction.

Thanks for your time and thoughts,

Denise

From: Sellon, Debra
Sent: Thursday, January 24, 2013 11:16 AM
To: David, Prabu
Subject: FW: Proposal for Professional MA in Strategic Communication

Prabu,

Below are the comments from Matt Skinner on the budget review for your new degree proposal. You may send your responses to me with the revised proposal and I will forward back to Matt. Thanks.

Deb

Debra C. Sellon, DVM, PhD
Associate Dean, Graduate School
Washington State University
Phone: 509-335-7008
Email: dsellon@vetmed.wsu.edu

From: Skinner, Matthew A
Sent: Wednesday, January 23, 2013 5:00 PM
To: Sellon, Debra
Subject: RE: Proposal for Professional MA in Strategic Communication

Hi Deb,
Just a few questions and comments on the proposal.

Section VIII - Students

Is it realistic for 20 student headcount to produce 45 FTE? This suggests that each student takes

more than 11 credits each semester.

We are revising our estimate downward to be more conservative, which shows the college will not cover our costs until the third year. Please note our program only requires 10 classes to graduate and runs during the summer so two classes in fall and spring and two in summer are probably low and we will break even more quickly. Based on the 45 FTE, a student could take two classes (6 credits) in the fall and spring and three classes (9 credits) in the summer. I don't think we made it clear that 40% of our classes would be available in the summer.

Section IX – Faculty Administration

I appreciate the thoughtful approach describing how courses current courses will be covered when faculty begin teaching in the MA program. One component of the backfill plan is funding from increased undergraduate enrollment. Does the college have a contingency plan should on-campus undergraduate enrollment not increase at the rate expected?

We are not hiring new faculty to teach these courses at this time, but have eleven faculty ready to teach 10 courses so we are not adding a significant load to any faculty. Some courses will be taught on load and others during the summer. As we grow and are confident of the increased enrollment, we will hire additional faculty, mainly adjuncts.

Table 1 – Program Faculty.

The % effort in program shown for Assistant Professors is equal to 40%. In Table 5A the buyout % is for this group is equal to 60%. Should these be the same?

On Table 1 one we broke out the Associate Professors from the Assistant Professors but we merged them in Table 5 A. The total of Table 1 one is now equal to those same categories on Table. You will notice that we have 6 faculty listed but only 1 .00 effort. We mean that to say while the faculty are planned to be part of the program, their loads will not be heavy nor will they all teach at once. We expect they will mostly teach in the summer if their research work allows and they wish the additional salary.

Does the % Effort in Program shown for each faculty group represent the sum of the individual efforts of each faculty member on the program? (E.g. are assistant professors Yan and Beam each working 20%, for a total of 40% Effort in Program?)

Table 2 – Size of Program

Similar to Section VIII above. Is it reasonable to assume 20 student headcount produce 45 AAFTE per year? (Students would need to take more than 11 credits each semester).

Same answer as above, noting classes are planned to be taught 3 Fall , 4 Summer and 3 Spring making the semester load quite reasonable for both faculty and students.

Table 5 - Salary Cost Detail

Are the average salary levels reasonable?

I updated our reports to the actual salaries of current faculty since we now know names. Although we started with our senior faculty teaching at least one year after creating the course, we expect

the teaching responsibilities of our senior faculty to be a more equal mix with all faculty, and consequently the overall costs will drop as the program grows.

Finally, just a reminder to the college about the current Graduate DDP Funding Model. Under the current model, the college will receive \$4552 per graduate AAFTE enrolled in DDP courses in excess of the baseline (if any for graduate enrollment). Student FTE dually enrolled at Pullman/Spokane and DDP are not eligible for funding.

We understand the revenue model and do not expect this program to draw as many Pullman students as those from off campus.

From: Sellon, Debra
Sent: Monday, January 21, 2013 2:24 PM
To: Skinner, Matthew A
Subject: FW: Proposal for Professional MA in Strategic Communication

Matt,

Have you reviewed the proposal for the new MA in Strategic Communication? Jane Sherman contacted me with concerns related to FTE. I believe this may impact your review as well. Thanks.

Deb

From: Sherman, Jane
Sent: Wednesday, January 16, 2013 11:37 AM
To: Sellon, Debra
Cc: James, Larry G
Subject: FW: Proposal for Professional MA in Strategic Communication

Deb –

In the process of summarizing this proposal for the ICAPP template, I see that they have miscalculated the projected FTE – not sure what the right numbers are. . . .

-- Jane

*Jane C Sherman
Vice Provost for Academic Policy and Evaluation
Washington State University
410 11th Avenue SE, Suite 102
Olympia WA 98501
360.534.2322*

From: James, Larry G
Sent: Friday, January 11, 2013 2:24 PM
To: Sellon, Debra
Cc: David, Prabu; Sherman, Jane; Holt, Jeannie
Subject: FW: Proposal for Professional MA in Strategic Communication

Debra,

Jane Sherman and I have reviewed the attached proposal and are forwarding it to you for the next steps of the review.

Larry

From: David, Prabu
Sent: Monday, December 17, 2012 2:42 PM
To: James, Larry G; Holt, Jeannie
Cc: Hindman, Doug
Subject: Proposal for Professional MA in Strategic Communication

Hi Larry,

Thanks to the efforts of Doug, who has spearheaded the project, and our faculty, we now have a proposal and 10 new syllabi. The proposal is attached and the syllabi are packaged in the attached zip folder.

We'll wait for your directions on what to do next. Thank you for your ongoing support of this MA program and the integrated communication program in Everett, which will be the focus of our efforts in the new year.

Happy holidays!

prabu