



NEW PROGRAM SUBMISSION FORM

Originating Unit: Schieffer College of Communication

Type of action: Undergraduate program Graduate program

Online program (hybrid, synchronous, or asynchronous)

Certificate program (if yes, will certificate appear on transcript) Yes No

Licensure

External Accreditation Required (outside of SACCS)? Yes No

Semester and year course/program will take effect: Fall 2022

New program title:

Bachelor of General Communication

This is a TCU STEM Program Yes No

Proposed four-letter plan abbreviation (ex. GRAD): BGCC

Proposed 6-digit CIP Code? 09.0100 Communication, G
for reference, please visit: <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56>

Description of program:

A program leading to a Bachelor of General Communication degree is available for students whose educational goals might not be realized by traditional majors within the Schieffer College of Communication.

Strategic Plan

TCU's Mission is to educate individuals to think and act as ethical leaders and responsible citizens in the global community; its Vision is to be a world-class, values-centered university; among its stated values are academic and personal achievement, intellectual inquiry and the

Job Market Need:

These students will likely fill a variety of job market needs in communication fields that are always relevant and available, including sales, real estate, human resources, and customer service.

Student Demand:

This is a college-specific general studies degree to help students who struggle to complete another degree program in the Schieffer College for various reasons. It provides another option instead of referring these students to AddRan's Bachelor in General Studies. We feel this has

Enrollment Projections (provide brief description here and attach a table as Appendix material):

Will vary from year to year depending on need, but an estimate is 5-10 at any time.

[Click here to attach a file](#)

attached files can be seen and managed in Acrobat Pro by clicking on View > Show/Hide > Navigations Panes > Attachments



Five-Year Costs and Funding Sources Summary (please submit *New Program Budget Form*)

Faculty: 0

Program Staff & Administration: 0

Graduate Student Support: 0

Space & Facility Needs: 0

Equipment Needs: 0

Library Resources: 0

Signature Dean, TCU Library

Date

Comments n/a, no impact is expected because the majority of these students are already in our college

IT Resources: 0

**Koehler Center for Instruction,
Innovation, and Engagement Resources:** 0

Tuition: 0

Tuition Discount Request: 0

Student Fees: 0

Other Funding: 0

Change in Teaching Load: Yes No

Courses taught via Teaching Overload: Yes No

Will this program affect any other units within the university? Yes No

If yes, submit supporting statement signed by chair of affected unit.



Curriculum:

The Bachelor of General Communication requires:

1. MAJOR: At least 30 hours of major coursework in the Schieffer College (e.g., COMM, FTDM, JOUR, or STCO prefixes) with a C- or higher, with at least 18 hours in one department. (Note: student

Diversity Equity and Inclusion (DEI) Essential Competency Components:

Two (JOUR and STCO) of the four departments in the Schieffer College have required DEI courses. The other two (COMM and FTDM) have courses with varying degrees of DEI built into the courses.

Candidacy and Dissertation/Thesis (if applicable):

n/a

Delivery Modes, Use of Distance Technologies, and Delivery of Instruction:

in person

Program Evaluation:

Assessment plan attached

Administrative Oversight:

Schieffer College Associate Dean for Undergraduate Studies

Faculty:

Schieffer College faculty already in place

Program Faculty Productivity: (Doctoral programs only; Appendix material requested):

n/a

[Click here to attach a file](#)

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Collaborative Arrangements (if applicable):

n/a



NEW PROGRAM SUBMISSION FORM

Program Contact Person (person to contact with questions regarding program or individual completing the form):

Name: Wendy Macias, Schieffer College associate dean for i

Extension: 4577

Email w.macias@tcu.edu

REQUIRED SIGNATURES:

Chair of Originating Unit:

Unit: Schieffer College of Communication

Endorse Program: Yes No

Name: Wendy Macias

Signature: *Wendy Macias*

Date: 3/14/2022

Dean of Originating Unit: Dean Kristie Bunton

College/School: Schieffer College of Communication

Endorse Program: Yes No

Name: Kristie Bunton

Signature: *Kristie Bunton*

Date: 3/14/22



Required Appendices (if applicable):

Click here to attach a file

attached files can be seen and managed in Acrobat Pro by clicking on View > Show/Hide > Navigations Panes > Attachments

- A. Completed and Signed Permission to Plan Form**
- B. Approved Assessment Plan with Signed Signature Page and Curriculum Map**
- C. Course Descriptions and Prescribed Sequence of Courses**
- D. New Program Budget Form**
- E. College or Departmental Policy on Faculty Teaching Load**
If teaching load policy is set at the departmental level, include that information.
- F. Table of Program Full-time and Support Faculty (table template found at <https://gradcouncil.tcu.edu/submission-forms/> or <http://www.ugradcouncil.tcu.edu/>)**
- G. Program Faculty Productivity Tables (table template found at <https://gradcouncil.tcu.edu/submission-forms/>)**
- H. Curricula Vitae for Program Full-time Faculty**
- I. Curricula Vitae for Program Support Faculty**
- J. Articulation Agreements with Partner Institutions**
Include copies of any agreements or Memoranda of Understanding related to the proposed program. These include formal and sustained arrangements with other universities, private businesses, or governmental agencies that contribute directly to the proposed program and student research/residency opportunities.
- K. List of Specific Clinical or In-Service Sites to Support the Proposed Program, if applicable**
- L. Letters of Support**
Letters from regional and national companies who have made commitments to hire graduates from the proposed new program are particularly helpful. Also, include statements of support or commitments to shared research projects from any similar or partner institutions.



NEW PROGRAM PERMISSION TO PLAN FORM

Originating Unit:

Type of action: New program Online program (hybrid, synchronous, or asynchronous)

We encourage consultation with the TCU Office of Institutional Effectiveness and the Koehler Center for Instruction, Innovation, and Engagement Resources (i.e., if an online or distance learning component is proposed for the new program) prior to submission of this form.

Semester and year course/program will take effect:

New program title:

Description of program:

Strategic Plan:

Job Market Need:

Enrollment Projections:

Five-Year Costs and Funding Sources Summary (please submit *New Program Budget Form*)

Faculty:

Program Staff & Administration:

Graduate Student Support:

Space & Facility Needs:

Equipment Needs:

Library Resources:

IT Resources:

Tuition:

Tuition Discount Request:

Student Fees:

Other Funding:

External Accreditation Required (outside of SACSCOC)? Yes No

Change in Teaching Load: Yes No

Will this program affect any other units within the university? Yes No

If yes, submit supporting statement signed by chair of affected unit.

Projected program cost to student.

Projected graduate starting salary.

Program Contact Person (person to contact with questions regarding program or individual completing form):

Name: Wendy Macias, Schieffer College associate dean for undergraduate studies

Extension: 4577

Email: w.macias@tcu.edu

REQUIRED SIGNATURES:

Chair of Originating Unit

Unit: Schieffer College of Communication

Endorse Program: Yes No

Name: Wendy Macias

Signature: Wendy Macias

Date: 2-20-2020 2022

Dean of Originating Unit

College/School:

Endorse Program: Yes No

Name:

Signature: *Kristie Bunton*

Date:

Provost and Vice Chancellor of Academic Affairs:

Unit:

Permission to Proceed Granted: Yes No

Name:

Signature: *Teresa Abi-Nader Dahlberg*

Date:

From: "Butler, Michael (Professor)" <m.butler@tcu.edu>

Date: Monday, February 21, 2022 at 1:33 PM

To: Wendy Macias <w.macias@tcu.edu>

Subject: RE: Bachelor of General Communication

Hi Wendy,

As Director of the Bachelor of General Studies (BGS) program at TCU, I endorse the creation of the Bachelor of General Communication degree. I am hopeful that it will give students who would otherwise choose the BGS degree with an emphasis in one of the programs in the Schieffer College an alternative that more closely aligns with their academic interests.

Best wishes,

Mike

Michael R. Butler, Senior Associate Dean
AddRan College of Liberal Arts
Director, Bachelor of General Studies
Texas Christian University
TCU Box 297200
Fort Worth, TX 76129
817-257-7160

From: Kristie Bunton <k.bunton@tcu.edu>

Date: Friday, February 25, 2022 at 4:43 PM

To: "Dahlberg, Teresa" <T.DAHLBERG@tcu.edu>

Subject: New program form for General Communication degree proposal

Dear Dr. Dahlberg,

Attached please find the permission to plan form for a new degree plan we hope to offer in our Schieffer College.

As you will see when you read the permission to plan form, the new program would require no new resources (faculty, courses, equipment, space, library, IT, etc.).

What we are proposing is a Schieffer version of the general studies degree currently offered in AddRan. Like several TCU schools and colleges, we have historically turned to Mike Butler and the general studies degree to assist our students who are very near graduation and find themselves unable to complete requirements for a Schieffer degree. We would like to offer our own general studies-type degree (named bachelor of general communication) so as to relieve the burden on Mike and AddRan for dealing with these students on a near-individualized basis, and more importantly, to help these students graduate from TCU with a degree at least related to Schieffer, given that they won't be getting the Strat Comm, Journalism or whatever major they'd intended.

Based on our analysis of how many students we've sent over to Mike and AddRan in recent years, we do not anticipate more than 5 to 10 students a year would end up in this situation. Many years, we might have just 2 or 3.

I'm also attaching a message of endorsement from Mike Butler.

If you can provide your approval on the permission to plan, we'd like to present the degree proposal to our college curriculum committee at its March 18 meeting, and the materials for that meeting go to members on March 14. Our department chairs and associate deans have already vetted the proposal for number of credits, which existing courses could count, etc.

Thanks.

kb

Kristie Bunton, Ph.D.
Dean of the Bob Schieffer College of Communication

Bachelor of General Communication

A program leading to a Bachelor of General Communication degree is available for students whose educational goals might not be realized by traditional majors within the Schieffer College of Communication.

Requirements

The Bachelor of General Communication requires:

1. MAJOR: At least 30 hours of major coursework in the Schieffer College (e.g., COMM, FTDM, JOUR, or STCO prefixes) with a C- or higher, with at least 18 hours in one department. (Note: student is responsible for applicable prerequisites), and at least 9 hours at the upper level.
2. MINOR OR AREA OF EMPHASIS: An additional minimum 18 hours of coursework as either a minor or an area of emphasis. If the minor or area of emphasis is in the Schieffer College, those hours cannot also count towards the major.
3. Satisfaction of all other TCU Bachelor degree requirements.
4. Approval of the Schieffer College Associate Dean for Undergraduate Studies.



2022-2023 Student Learning Outcomes Assessment Plan and Report

Document *Student Learning Outcomes, Assessment Plans* and Assessment Data for each Undergraduate Degree program,

College: ___Schieffer College of Communication_____

Department: __Schieffer Dean's Office_____

Name of Degree or Certificate Program/Minor/Online Distance Education Program:

__Bachelor of General Communication (BGC)_____

Program's Goal or Mission Statement:

TCU's Mission is to educate individuals to think and act as ethical leaders and responsible citizens in the global community; its Vision is to be a world-class, values-centered university; among its stated values are academic and personal achievement, intellectual inquiry and the creation of knowledge, artistic and creative expression, a heritage of service in the pursuit of the greater good, personal freedom and integrity, the dignity of and respect for the individual, and active appreciation for the array of human experience and the potential of every human being. The goal of the General Communication program is to support those values by giving students a path to graduating with a degree in communication who otherwise might not have one but who embody the Schieffer College's mission "to educate students to think, act and communicate effectively, ethically, critically and creatively in a global environment enriching their personal and professional lives."



Reflection on the 2021-2022 *Action Plan*

1. What *Action Plan* improvements were suggested for 2020-2021 based on last year's findings?
2. Were all of the *Action Plan* improvements implemented? If not, please explain.
3. How and to what extent did the *Action Plan* improvements impact student learning?

1. N/A. There was no 2021-2022 Action Plan for this new program
- 2.
- 3.

Student Learning Outcome 1
(Knowledge, Skill or Ability to be Assessed)

1. Students will demonstrate ethical, professional, and appropriate communication that is central to human identity and applicable to a variety of careers and experiences.

Changes to the *Assessment Plan*

If any changes were made to the *Assessment Plan* (which includes the *Student Learning Outcome, Measure, Methodology* and/or *Target*) for this *Student Learning Outcome* since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Identify and Describe the *Measure*

1. Identify the *Measure*, e.g., assignment, exam, project, paper, etc.
2. Identify the *Evaluation Tool*, e.g., rubric, itemized analysis, etc., that will be used to gauge the acquisition of this *Student Learning Outcome*, and explain how it assesses the desired knowledge, skill or ability.
3. Provide a copy of both, the *Measure* and the *Evaluation Tool* to be submitted electronically to the designated Box folder.

1. The measure will be a final evaluative exercise given in a upper-division course completed by the student within the BGC degree.
2. The final evaluative exercise will be assessed by the instructor of the course using the accompanying rubric.
3. The measure will vary by course and by instructor. It is not possible to provide a copy of all of them. The rubric is below.



Identify and Describe the *Methodology*

1. List the course(s) in which the data will be collected.
2. Identify the person(s) responsible for the data collection.
3. Describe how the data will be collected.
4. Describe how the department will use and disseminate the *Findings* to program faculty.
5. Describe how the program faculty will analyze the *Findings* to develop an *Action Plan*.

1. This could be nearly any upper-level course taught in the Schieffer College.
2. Schieffer College Associate Dean of Undergraduate Studies will solicit assessment of the final evaluative exercise from the instructor teaching a relevant course.
3. Initially, will likely be solicited via email. Eventually, a form could be created so that instructors could submit those assessments electronically.
4. N/A. There are no program faculty.
5. The associate dean will analyze the findings in consultation with faculty colleagues as appropriate.

Establish the *Target*

Identify the percentage of students and the expected *Level of Proficiency* for the students being assessed in this *Student Learning Outcome*. Example: 80% of the students being assessed will achieve a level of proficiency of “acceptable” or higher on the Oral Presentation Scoring Rubric.

The goal is to have 75% of students rated “Meets” or higher on the final evaluative exercise. This is a reasonable goal based on knowledge of the general level of academic achievement of students needing the option of BGC degree program.

Report the Assessment *Findings* and *Analysis* for 2021-2022

1. Summarize the percentage of students and the *Level of Proficiency* achieved in this *Student Learning Outcome* for 2020-2021.
2. Describe the program faculty’s *Analysis* of the *Findings*.

***Action Plan* for 2021-2022**

Based upon the assessment data, *Findings* and *Analysis* from this year’s annual report, what changes will the program implement during the next academic year to improve performance on this *Student Learning Outcome*?

Rubric:

	Abilities meet expectations		
	Does not meet	Meets	Exceeds
Demonstrates ethical communication	1	2	3
Demonstrates professional communication (e.g., well written, edited, and organized)	1	2	3
Demonstrates appropriate communication (e.g., accomplishes the communication goal)	1	2	3



Student Learning Outcome 2
(Knowledge, Skill or Ability to be Assessed)

2. Students will demonstrate analytical skills as creative, critical-thinking, problem-solving communication professionals.

Changes to the *Assessment Plan*

If any changes were made to the *Assessment Plan* (which includes the *Student Learning Outcome*, *Measure*, *Methodology* and/or *Target*) for this *Student Learning Outcome* since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Identify and Describe the *Measure*

1. Identify the *Measure*, e.g., assignment, exam, project, paper, etc.
2. Identify the *Evaluation Tool*, e.g., rubric, itemized analysis, etc., that will be used to gauge the acquisition of this *Student Learning Outcome*, and explain how it assesses the desired knowledge, skill or ability.
3. Provide a copy of both, the *Measure* and the *Evaluation Tool* to be submitted electronically to the designated Box folder.

1. The measure will be a final evaluative exercise given in a upper-division course completed by the student within the BGC degree.
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1. List the course(s) in which the data will be collected.
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2. Schieffer College Associate Dean of Undergraduate Studies will solicit assessment of the final evaluative exercise from the instructor teaching a relevant course.
3. Initially, will likely be solicited via email. Eventually, a form could be created so that instructors could submit those assessments electronically.
4. N/A. There are no program faculty.
5. The associate dean will analyze the findings in consultation with faculty colleagues as appropriate.

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The goal is to have 75% of students rated “Meets” or higher on the final evaluative exercise. This is a reasonable goal based on knowledge of the general level of academic achievement of students needing the option of BGC degree program.



Report the Assessment Findings and Analysis for 2020-2021

1. Summarize the percentage of students and the *Level of Proficiency* achieved in this *Student Learning Outcome* for 2020-2021.
2. Describe the program faculty's *Analysis* of the *Findings*.

Action Plan for 2021-2022

Based upon the assessment data, *Findings* and *Analysis* from this year's annual report, what changes will the program implement during the next academic year to improve performance on this *Student Learning Outcome*?

Rubric:

	Abilities meet expectations		
	Does not meet	Meets	Exceeds
Demonstrates creative communication	1	2	3
Demonstrates critical thinking	1	2	3
Demonstrates problem solving	1	2	3