



**SOUTH DAKOTA BOARD OF REGENTS**  
**ACADEMIC AFFAIRS FORMS**  
**New Baccalaureate Degree Minor**

<b>UNIVERSITY:</b>	<b>USD</b>
<b>TITLE OF PROPOSED MINOR:</b>	<b>Organizational Communication</b>
<b>DEGREE(S) IN WHICH MINOR MAY BE EARNED:</b>	<b>B.A., B.S., B.B.A., B.F.A., B.S.N., B.S.Ed., B.M., B.M.A.</b>
<b>EXISTING RELATED MAJORS OR MINORS:</b>	<b>Communication Studies, English, Media &amp; Journalism</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2020</b>
<b>PROPOSED CIP CODE:</b>	<b>09.0901</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Arts &amp; Sciences-UASG</b>
<b>UNIVERSITY DIVISION:</b>	<b>2A-Arts &amp; Sciences</b>

**Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.8](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

**University Approval**

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

\_\_\_\_\_

President of the University

\_\_\_\_\_

Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

**1. Do you have a major in this field?**  Yes  No

**2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

The statutory mission of the University of South Dakota is provided in [SDCL § 13-57](#): Designated as South Dakota’s liberal arts university, the University of South Dakota, established and located at Vermillion, in Clay County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.

The mission is provided in [BOR Policy 1:10:1](#), University of South Dakota Mission Statement:

The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1).

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university within the South Dakota System of Higher Education.

Both the statutory mission and Board of Regents mission statement for the University of South Dakota designate the institution as the liberal arts university for the State of South Dakota and as the location of the state's only law school. As such, USD is ideally suited to offer an interdisciplinary minor in organizational communication, which draws upon the disciplinary strengths of existing academic expertise across the liberal arts disciplines. As a program in the College of Arts & Sciences, the minor will complement existing major programs across the university. The proposed program thus strongly supports the statutory mission and Board of Regents approved mission for the University of South Dakota.

The proposed minor in Organizational Communication will support the SD Board of Regents' strategic plan, and directly addresses two of the goals:

1. Student Success – Grow degree production to 7,450 per year by 2020: Given increased demand for bachelor's degree-trained professionals with an understanding of communication issues, the addition of this minor will encourage degree completion and the acquisition of skills essential for the workplace.
2. Academic Quality and Performance – Document that academic programs are of the highest quality: As the designated liberal arts university, USD has a strong foundation to support an interdisciplinary program in Organizational Communication. Moreover, the breadth and depth of USD's liberal arts curriculum allows for the inclusion of disciplines necessary for interdisciplinary breadth.

**3. What is the nature/purpose of the proposed minor? Please include a brief (1-2 sentence) description of the academic field in this program.**

This minor prepares students to communicate effectively across disciplines, industries, and organizations, to effect organizational and technological change, and to understand individuals and cultures. Students graduating with a minor in Organizational Communication will be well prepared for career advancement in a variety of fields, including business, media, nonprofit organizations, arts and entertainment, government, human resources and labor relations, customer service, and sports, hospitality, and travel organizations.

**4. How will the proposed minor benefit students?**

This minor will complement all existing majors at USD, and courses will be available across multiple locations and modalities, including Vermillion campus, the Community College for Sioux Falls, and online. The learning outcomes associated with this program are directly applicable to workforce needs and opportunities for advancement through the state and region, and within an increasingly diverse and globally connected environment. It is worth noting that students completing a major in Criminal Justice or Sociology online or at CCSF, all of whom

are required to complete a minor, currently have limited options, so this program will provide a flexible option to fulfill this need.

- 5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.** *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

The learning outcomes for this minor closely align with the skills repeatedly identified as essential by employers. According to respondents to a 2016 report by the Pew Research Center, “interpersonal skills, critical thinking, and good writing and communications skills are the most important skills for doing their jobs. And the share of adults ages 25 and older with a bachelor’s degree or higher level of education increased from 17% in 1980 to 33% in 2015. Most of these workers are engaged in jobs requiring higher-level social or analytical skills”<sup>1</sup>. The U.S. Bureau of Labor Statistics reports that the job outlook for 2018-28 is as follows for fields most closely connected to this program: Technical Writers, 8% (faster than average)<sup>2</sup>; Human Resources Managers, 7% (faster than average)<sup>3</sup>; Social and Community Service Managers, 13% (much faster than average)<sup>4</sup>; Public Relations Specialists, 6% (as fast as average)<sup>5</sup>. The South Dakota Department of Labor projects that “Professional, scientific and professional services,” an industry that is heavily reliant on the skills emphasized by this program, will be among the top ten growth industries in South Dakota, at 12.05% from 2016-2026.<sup>6</sup>

- 6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (replace “XX” in the table with the appropriate year).**

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<i>Estimates</i>	<b>FY 21</b>	<b>FY 22</b>	<b>FY 23</b>	<b>FY 24</b>
<b>Students enrolled in the minor (fall)</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>35</b>
<b>Completions by graduates</b>	<b>2</b>	<b>8</b>	<b>10</b>	<b>15</b>

\*Do not include current fiscal year.

Estimated enrollments and completions are based on current enrollment in the core required courses for the minor, each of which is offered every semester in multiple locations and modalities, and which fulfill different system general education requirements. Many of these students will have the opportunity to complete this minor simply by taking three elective courses.

- 7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.**

<sup>1</sup> Pew Research Center, October, 2016, “The State of American Jobs: How the shifting economic landscape is reshaping work and society and affecting the way people think about the skills and training they need to get ahead.” <https://www.pewsocialtrends.org/2016/10/06/1-changes-in-the-american-workplace/>

<sup>2</sup> Occupational Outlook Handbook, Technical Writers, U.S. Bureau of Labor Statistics <https://www.bls.gov/ooh/media-and-communication/technical-writers.htm>.

<sup>3</sup> Occupational Outlook Handbook, Human Resources Managers, U.S. Bureau of Labor Statistics <https://www.bls.gov/ooh/management/human-resources-managers.htm>

<sup>4</sup> Occupational Outlook Handbook, Social and Community Service Managers, U.S. Bureau of Labor Statistics <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm>

<sup>5</sup> Occupational Outlook Handbook, Public Relations Specialists, U.S. Bureau of Labor Statistics <https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm>

<sup>6</sup> South Dakota Department of Labor and Regulation, Labor Market Information Center, Employment Projections by Occupations [https://dlr.sd.gov/lmic/menu\\_projections\\_occupation.aspx](https://dlr.sd.gov/lmic/menu_projections_occupation.aspx)

The curriculum was developed by the collaborative efforts of the academic departments offering these courses, based on current offerings, enrollment patterns, and existing course outcomes, and in response to demand for enhanced communication skills in the workplace, as expressed by published research and employer survey data. See, for example, the Society for Human Resource Management’s 2016 report, “SHRM/Mercer Entry-Level Applicant Job Skills,” among other sources cited below.<sup>7</sup>

**8. Complete the tables below. Explain any exceptions to Board policy requested.**

**A. Distribution of Credit Hours**

<b>Organizational Communication</b>	<b>Credit Hours</b>	<b>Percent</b>
Requirements in minor	9	50%
Electives in minor	9	50%
Total	18	100%

**B. Required Courses in the Minor**

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b>	<b>Prerequisites for Course</b>	<b>Credit Hours</b>	<b>New (yes, no)</b>
ENGL	205	Business Writing	ENGL 101 or UHON 110 (required for all undergraduate students)	3	No
SPCM	201	Interpersonal Communication	None	3	No
MCOM	151	Introduction to Mass Communication	None	3	No
Subtotal				9	

**9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.**

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b>	<b>Prerequisites for Course</b>	<b>Credit Hours</b>	<b>New (yes, no)</b>
ENGL	379	Technical Communication	ENGL 201, ENGL 205, ENGL 277, ENGL 283, or ENGL 284.	3	No
ENGL	486	Rhetorical Theory & Practice	ENGL 101	3	No
MCOM	241	Social Media Marketing	None	3	No
MCOM	243	Public Relations Principles	None	3	No
MCOM	341	Public Relations Writing	MCOM 210 and MCOM 243	3	No
MCOM	370	Advertising Principles	None	3	No
SPCM	210	Interpersonal Communication for Business and Professionals	None	3	No
SPCM	410	Organizational Communication	None	3	No
SPCM	475	Human Resource Training and Development	None	3	No
SPCM	487	Teambuilding and Group Decision Making	None	3	No
Subtotal				9	

<sup>7</sup> Society for Human Resource Management, <https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/pages/entry-level-applicant-job-skills-survey-.aspx>. Also, see Okoro, Ephraim A., and Melvin C. Washington. 2012. “Workforce Diversity And Organizational Communication: Analysis Of Human Capital Performance And Productivity”. *Journal of Diversity Management (JDM)* 7 (1), 57-62. <https://doi.org/10.19030/jdm.v7i1.6936>; Coffelt, Tina A., Matthew J. Baker, and Robert C. Corey. “Business Communication Practices From Employers’ Perspectives.” *Business and Professional Communication Quarterly* 79, no. 3 (September 2016): 300–316. doi:[10.1177/2329490616644014](https://doi.org/10.1177/2329490616644014).

**A. What are the learning outcomes expected for all students who complete the minor?  
How will students achieve these outcomes?**

Individual Student Outcome	Program Courses that Address the Outcomes			
	ENGL 205*	SPCM 201*	MCOM 151*	Electives
Students will:				
Demonstrate effective oral and written communication skills.	X			X
Demonstrate interpersonal communication skills appropriate to different organizations.		X		X
Demonstrate an understanding of the theory and practice of communication within diverse cultural and organizational contexts.			X	X

**10. What instructional approaches and technologies will instructors use to teach courses in the minor?**

Oral and written assignments will be closely integrated with lectures and discussion-based approaches.

**11. Delivery Location**

*Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.*

**A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?**

	Yes/No	Intended Start Date
<b>On campus</b>	Yes	Fall 2020

	Yes/No	If Yes, list location(s)	Intended Start Date
<b>Off campus</b>	Yes	CCSF	Fall 2020

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	015 Internet Asynchronous – Term Based Instruction	Fall 2020
<b>Does another BOR institution already have authorization to offer the program online?</b>	No	<b>If yes, identify institutions:</b>	

**B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the minor through distance learning (e.g., as an online program)? This question responds to HLC definitions for distance delivery.**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 Internet Asynchronous – Term Based Instruction	Fall 2020

**12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy.**

None.

**13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor.**

On-campus: none (all courses are already delivered on campus)

Off-campus: none (online development of courses completed or in-progress)

**14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an “X” in the appropriate box).**

YES,

*the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.*

NO,

*the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.*