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| DEPARTMENT OF COMMUNICATION MA SOAP |
| **Graduate Program**  **Curriculum Map**  Goal 1: Students will demonstrate proficiency in the dominant theories and programs of research in the communication discipline.  Learning Outcomes:   * + 1. Differentiate and assess the epistemological ontological underpinnings of communication and rhetorical theories.     2. Explain the role of rhetorical and communication theory in the examination and analysis of human communication research.     3. Apply appropriate scholarly criteria to evaluate rhetorical and communication inquiry and scholarship.     4. Assess the quantitative and qualitative methods used in communication inquiry.  |  |  |  |  | | --- | --- | --- | --- | | Courses | Learning Outcome 1 | Learning Outcome 2 | Learning Outcome 3 | | Comm 241 | x | x | x | | Comm 242 |  | x | x | | Comm 262 | x | x | x | | Comm 264 |  | x | x |   Goal 2: Students will demonstrate competency in effective and skilled scholarly inquiry.  Develop a situated rationale of study, statement of problem, and/or research question that addresses a relevant and consequential scholarly inquiry.  Apply at least one critical/theoretical perspective or method to systematically analyze and assess a rhetorical and/or communication phenomenon.  Interpret findings and/or results of inquiry with implications for current and future research.  Utilize appropriate language choice, sentence structure, grammatical and punctuation conventions and follow appropriate research style conventions (e.g APA, MLA, or Chicago)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Courses | Learning Outcome 1 | Learning Outcome 2 | Learning Outcome 3 | Learning Outcome 4 | | Comm 214 | x | x | x | x | | Comm 241 | x | x | x | x | | Comm 242 | x | x | x | x | | Comm 243 | x | x | x | x | | Comm 262 | x | x | x | x | | Comm 263 | x | x | x | x | | Comm 265 | x | x | x | x | | Comm 266 | x | x | x | x | | Comm 268 | x | x | x | x | | Comm 275 | x | x | x | x |   Goal 3: Students will demonstrate a comprehensive understanding of the communication discipline and/or competency in producing communication research, or curriculum design.  Learning Outcomes:   1. Create a scholarly research project that explicates a significant area of communication inquiry. 2. Develop a research study that effectively utilizes a dominant research paradigm. 3. Create a project that addresses a significant communication problem  |  |  |  |  | | --- | --- | --- | --- | | Assessment contexts | Learning outcome 1 | Learning Outcome 2 | Learning Outcome 3 | | Comprehensive Examination | x |  |  | | Thesis | x | x |  | | Project | x |  | x |  |  | | --- | | **Assessment Methods** | | * 1. **Direct Measures** | | * + 1. **Course Assignments (w/scoring rubrics)**     2. **Comprehensive Examinations, Theses, Projects**     3. **Seminar Papers** | | * 1. **Indirect Measures**       1. **Teaching Evaluations**      2. **Student Interviews**      3. **Exit Surveys** |  |  | | --- | | 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations**   **HOLD CTRL THEN CLICK TO VIEW EXAMPLE** | | AY 2016-17  Learning Outcome 2.2  AY 2017-18  Learning Outcome 2.2  AY 2018-19  Learning Outcome 2.4 | |  | | AY 2019-20  Departmental Assessment Reports suspended due to COVID 19 pandemic  AY 2020-21  The department will select an assessment activity that is feasible, given constraints caused by the switch to virtual instruction  AY 2021-22  The department is revising its curriculum after completing a program review. A new SOAP will be developed and the schedule of assessments will be developed based on the new learning outcomes. | |  | |  |  |  | | --- | | 1. **Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting**   **CTRL + CLICK TO VIEW EXAMPLE** | | The assessment reports will be shared with the department chair and faculty members who teach courses that relate to the learning outcome(s) assessed. If the benchmarks are not met, the department will discuss teaching or curricular changes that are needed to improve student achievement of learning objectives and student achievement on these learning outcomes will be reassessed to determine whether these changes have improved student learning. | |