

Memo

RECEIVED
FEB 07 2013
BY: _____

To: UGEC
From: Dr. Joseph Cardot 
CC:
Date: February 7, 2013
Re: Formal Designation of COMS 499 as the Integrative Core Capstone course for Communication Majors

UGEC Members,

Enclosed you will find the revised syllabus and Approval Chart for Curriculum Changes form that identifies COMS 499 (Internship) as the required Integrative Core Capstone class for all Communication (COMS) majors. As you examine the syllabus, please note that the student learning outcomes include the following methods of analysis:

Student Learning Outcome

1. Habits of mind linking the Liberal Arts Core to the discipline
2. Advanced research
3. Reflection on ability to think critically, globally, & missionally about the discipline

Evaluation Methodology

- Internship experience; analysis papers of Internship (Competency 2.b.)
- Research paper (Competency 3)
- Notebook (Competencies 2,3,&4)

Please let me know if you have any questions.

Blessings,

Joe Cardot, Ed.D.
Chair, Communication Department

**COMS 499 – Internship
(Integrative Capstone Course)
Abilene Christian University
Fall, 2014 -- 3 Credit hours**

Class Time/location:

Monday, 3:00 - 5:00, SHB 213

Instructor:

Dr. Joseph Cardot

Office: Sherrod Building 128

Professor of Communication

Phone: **674-2136**

E-mail: cardotj@acu.edu

Office Hours:

MW 8:30-11:00am; 1:30-3:00pm; TR 9:30-11:00am; 1:30-3:00pm;

Friday – By Appointment

Missions:

University:

To educate students for Christian service and leadership throughout the world

Communication Department:

To provide students theoretical, technical, practical, and applied training in Communication Studies to enable them to take advantage of opportunities for Christian service and leadership in all aspects of life. This is accomplished through the development of the communication skills of analyzing, managing, changing, and advocating ideas, people, organizations, and cultures.

Description:

Course designed to give students the opportunity to apply Communication Theory in the work place. The purpose is to allow students to understand how Communication permeates every aspect of an organization. Students will analyze superior/subordinate interaction to better equip them to be more successful and effective in a church, business, community, and home environment. This course is the applied capstone experience of all Communication majors. It, also, allows students to reflect upon and integrate communication and the liberal arts core curriculums.

Class Format:

Course is presented as a highly interactive discussion of communication activities and information requirements found in the workplace. Class meetings focus on the theory and application of communication principles learned from the departmental curriculum. Information

is then applied to the Practicum Site in the form of projects and analysis conducted by the student and evaluated by the On-Site Supervisor.

Text: Not Required

Camenson, Blythe. (2002). Great jobs for communications majors. 2nd Edition. VGM Career Horizons, division of NTC Publishing Group.

Goals/objectives:

1. Students will analyze the interaction between employees of an organization to better understand the superior/subordinate relationship relative to the following areas:

Management Style
Grapevine Transmissions
Conflict styles
Conflict Resolution Techniques
Diversity Tolerance
Persuasion Techniques
Interpersonal Styles

2. Students will demonstrate integrative thinking between the communication discipline and the liberal arts core curriculum.
3. Students will demonstrate their ability to think critically, globally, and missionally about the communication discipline through their analysis of their internship site.

Competencies:

Students will complete the following:

1. Work a minimum of one hundred twenty (120) hours in an organization that has been organized as a for-profit or non-profit entity.
2. Complete a notebook containing:
 - a. Job Descriptions (one at beginning of internship and one at the end)
 - b. 2-4 page analysis of each of the above areas (Objective 1) relative to the organization – These analyses will establish whether you have a comprehensive knowledge of the discipline as well as being able to apply that knowledge and skills in a “real world” setting. (ACU Core requirement)
 - c. Letter indicating job performance by the student’s supervisor from within the organization
 - d. Journal of impressions and activities reported on at least a weekly entry. Entries should include reflections to be used in Competencies; 2.b., 3, & 4. (ACU Core requirement)
 - e. Papers identified below
3. An eight to ten page (8-10) research based (minimum of 6 sources) reflection of how the internship site is affected by communication theories. Students will explain how communication is integrated into the processes of day-to-day

- operations, as well as the level of influence they have on the long-term planning or operation of the organization. (ACU Core requirement)
4. Students will reflect, in a four to five page (4-5) paper how their faith has been challenged and/or reinforced by their experience with the organization. This can be a combination of the type of business, the people there, or the specific set of operating processes experienced during the internship. Conclude with a reflection of your current thinking of a career in this type of business. (ACU Core requirement)

Grading Criteria:

Performance at Practicum Site	50%
Practicum Notebook	50%
Research based paper	(10% of course)

Attendance:

Regular attendance is required. After two absences, any student who misses additional class periods will be given extra assignments to make up for lost learning opportunities. Failure to satisfactorily complete these assignments will result in a reduction of your final grade by two percentage points per assignment. In accordance with school policy, absences due to school sponsored activities will not be penalized if properly documented according to university guidelines. To minimize disruptions, **all cell phones must be turned off** upon entering the class room. If you are expecting an emergency call, you must inform the instructor before class and put the phone on "silent mode". **There should be no reason to text in class.**

Ethics/Honesty:

Violations of academic integrity and other forms of cheating, as defined in ACU=s Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one=s desire to imitate God=s nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost=s office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

Cheating is not permitted or tolerated. University guidelines will be followed. Plagiarism will not be tolerated under any circumstances. The American College Dictionary defines plagiarism as "Copying or imitating the language, ideas, and thoughts of another and passing off the same as one's original work." This includes the use of quotations without citation, extensive paraphrasing or others' ideas without citation. The key here is failure to cite your sources. While extensive citing of other people's ideas and wording is unoriginal (and you may be graded down for lack of originality), it is not dishonest. Students are encouraged to do original work, but more fundamentally, they are required to cite their sources. **DO NOT** allow

your work to be copied in whole or in part by another student. If you are ever in doubt about the legitimate use of sources for assignments, check with your instructor.

Course Outline:

Class will meet each week for the first month to discuss areas of organizational analysis and internship requirements. After the first four class periods, meetings will be every other week to monitor progress and resolve any problems that arise. These will, also, be a time of sharing experiences with the class to help all students better understand the application of communication theory to the workplace.

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number COMS 499 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Additions to course to include required Integrative Core expectations for a departmental capstone class.

Changes in course content do not represent a "substantive change". Everything but the research paper has been part of the course for years

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

COUNCIL**

	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Content (substantive change)	A	A	A		I			A	A
4.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
5.	Course number within the hundred	A	A	I		I			I	I
6.	Course number beyond the hundred	A	A	A		A			A	A
7.	Prerequisites	A	A	A		I			I	I
8.	Course fee(s)	A	--	A		--			A	I
9.	From U to G or G to U	A	A	A		A			A	A
10.	Cross list with another dept: U or G level	A	A	A		A			A	A
11.	Department of record	A	A	A		A			A	A
12.	Open or close a course	A	A	A		A			A	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A		A			A	A

* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

**Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

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	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	COUNCIL			Provost	Faculty	President
						UGEC	UUAC	GRAD			
1.	University Requirements — Change in approved course content**	A	A	A		A			A	--	A
2.	University Requirements — Add or drop a required course from the University Requirements chart**	A	A	A		A			A	A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements**	A	A	A		A			A	--	A
4.	University Requirements — Change hours within a menu on the University Requirements chart**	A	A	A		A			A	A	A
4.	Major — Revision of major † ‡	A	A	A		A			A	--	A
5.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A
6.	Major — Add or discontinue	A	A	A		A			A	A	A
7.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A
8.	Minor — Revise course selection	A	A	A		I			I	--	I
	Minor — Add or discontinue	A	A	A		A			A	--	A
9.	Degree — Add or discontinue	A	A	A		A			A	A	A
10.	Any change to a graduate degree program*	A	A	A		A			A	--	A

♦ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

‡ Program or course changes applying to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

** Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and corequisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

Note: The Board of Trustees is informed when a major or degree is added or discontinued.

Revised 4-18-12

Approval Chart for Academic Information Changes

	Change to the Catalog	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		A		A	A	A	--
2.	Admission requirements	--	--	--		A		A	A	A	--
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A	--
4.	Requirements for graduating with honors	--	--	--		A		A	A	A	--
5.	Other academic policy changes	--	--	--		A		A	--	A	

* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-2-11

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u><i>Jeff Cardot</i></u> Signature	<u>Feb. 7, 2013</u> Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date