

THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7701

RESOLUTION

concerning

LICENSURE AND ACCREDITATION

for a

MASTER OF SCIENCE IN ORGANIZATION AND MANAGEMENT (MSOM)
IN ORGANIZATIONAL AND MANAGERIAL COMMUNICATION


at

Central Connecticut State University

April 3, 1987

RESOLVED, That under the authority granted to the Board of Trustees of Connecticut State University in Chapter 185b, Sections 10a-87 and 10a-149 of the General Statutes, the President of Connecticut State University is authorized to seek licensure and accreditation from the Board of Governors for Higher Education for a Master of Science in Organization and Management (MSOM) in Organizational and Managerial Communication degree to be presented by Central Connecticut State University.

A Certified True Copy:


Dallas K. Beal
President

CONFIDENTIAL

SECRET

Reference is made to the report of the Special Agent in Charge, New York, dated 10/10/50, and the report of the Special Agent in Charge, New York, dated 10/10/50, and the report of the Special Agent in Charge, New York, dated 10/10/50.

It is noted that the above information was obtained from the files of the New York Office.

Very truly yours,

Enclosed for the New York Office are two copies of a report of the Special Agent in Charge, New York, dated 10/10/50, and the report of the Special Agent in Charge, New York, dated 10/10/50, and the report of the Special Agent in Charge, New York, dated 10/10/50.

Very truly yours,
Special Agent in Charge

THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7701

May 1, 1987

Dr. Mark Johnson
Assistant Commissioner
Department of Higher Education
61 Woodland Street
Hartford, CT 06106

Dear Mark:

On behalf of the Board of Trustees for the Connecticut State University, I am pleased to transmit to you a request for licensure and accreditation of a Master of Science in Organization and Management in Organizational and Managerial Communication. This degree is proposed by Central Connecticut State University.

We are sending you the following:

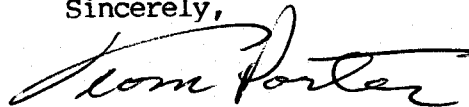
1. The Trustees Resolution of April 3, 1987, authorizing this request.
2. An application summary.
3. Multiple copies of the application.

I am especially pleased to tell you that the administration at Central, i.e., Dr. Pattenaupe, Dean Clarke, and Dean Beyard, met with Provost Lawson of the University of Hartford plus the Dean of the Barney School and the Dean of Arts and Sciences at the University of Hartford to discuss this program proposal. Dr. Pattenaupe and his colleagues pointed out that this program does not overlap with the Communications programs offered at Hartford. A friendly and informative discussion ensued, and it was recommended that faculty of the two institutions' Communications Departments get together to discuss the proposed program further. This second discussion has now occurred, and it is our impression that the Communication Department at University of Hartford concurs that Central's proposal does not duplicate or compete with what they are doing.

I should also tell you that Dr. Sarah King, Chair of the Communications Department at Central, and several of her faculty colleagues met with Communications Department faculty at U.Conn. The U.Conn. faculty found no problem with Central's proposal and in fact expressed enthusiasm for it.

Thus I hope that this proposal will meet with widespread support when you circulate it for comment. Please let me know if you have any additional questions.

Sincerely,



Thomas A. Porter
Vice President for Academic
Affairs and Research

cc: Dr. Beal

Central Connecticut State University • New Britain
Eastern Connecticut State University • Willimantic

Southern Connecticut State University • New Haven
Western Connecticut State University • Danbury





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A Certified True Copy:


Dallas R. Beal
President



BOARD OF GOVERNORS FOR HIGHER EDUCATION

PROGRAM SUMMARY

61 WOODLAND STREET
HARTFORD, CONNECTICUT 06106

DESCRIPTION OF PROPOSED ACADEMIC PROGRAM OR DEGREE

| | |
|---|---|
| PROGRAM NAME MSOM in Organizational and Managerial Communication | DATE OF SUBMISSION TO BHE March 18, 1987 |
|---|---|

TITLE OF DEGREE (and abbreviation)
MSOM (Master of Science in Organization and Management)

| | |
|---------------------------------|---|
| PROGRAM CODE NO. 0:6:1:5:0:1 | TITLE CIP Title: Organizational Behavior |
|---------------------------------|---|

DEPARTMENT AND SCHOOL OR COLLEGE
Department of Communication, School of Arts and Sciences

| | |
|---|--|
| APPLICANT INSTITUTION Central Connecticut State University | PROPOSED INITIATION DATE September 1988 |
|---|--|

GEOGRAPHIC LOCATION OF PROGRAM
New Britain, Connecticut

| | | |
|---|--|-----------------------|
| INSTITUTIONAL LIAISON PERSON Dr. Richard L. Pattenau | TITLE Vice-President for Academic Affairs | TELEPHONE 827-7288 |
|---|--|-----------------------|

BOARD OF TRUSTEES STAFF LIAISON (if applicable)
Dr. Thomas A. Porter, Vice-President for Academic Affairs and Research, The Connecticut State

SUMMARY (Describe the proposed academic program below and on a separate page if necessary.) PLEASE FOLLOW THE GUIDELINES ON THE ATTACHED SHEET. University:

There has been a national and State shift from a predominantly industrial to an increasingly information based economy. It is predicted that nine out of ten jobs in the future will be in this sector. These shifts require communication and coordination between diverse segments of our economy--industry, business, education, and government. The Master of Science in Organization and Management, integrating the existing options for the student in General Business Management and Industrial (Technical) Management with the new proposed option in Organizational and Managerial Communication, has been designed to provide managerial personnel with needed skills for today's changing economy.

The goal of the MSOM in Organizational and Managerial Communication is to serve a student clientele that is not served currently by a comparable graduate program in Connecticut. The major objective is to prepare students for creative leadership in business and industry by providing experiences which enable them to (1) expand the body of theory and practice in communication in organizations; (2) meet needs for high quality communication managers, policy analysts, and researchers in government, industry, universities, and other regional and international organizations; (3) be able to develop, analyze, and evaluate communication strategies for corporate problem-solving and decision-making including corporate development and for corporate contact with investors, customers, and employees; and (4) be able to track and assist the development of organizational and managerial communication in a high-technology, high-speed management, information society.

The proposed interdisciplinary program is consistent with Communication Departments nationwide which are developing cross-disciplinary graduate programs but unique in that it draws upon personnel and resources from the Schools of Business, Technology, and Arts and Sciences. In a 1985 survey of the graduates of the bachelor's program in Communication from Central, 31 out of 78 respondents said they would apply for admissions here to earn such a degree, 22 said they would take individual courses, and 29 would suggest the program or courses to others. By the third year operation of the program, the enrollees are expected to be one-third full-time and two-thirds part-time. Many will be persons who are already employed in managerial positions.

The MSOM/Organizational and Managerial Communication (COM) option is a 36 semester hour program. A required core of 15 semester hours is oriented toward the managerial process. Of the remaining 21 semester hours, at least three will be in theory, and three in research methodology. The remaining courses will be directed electives, with the option of choosing three credit hours from a related area of student interest. Programs will be designed jointly by the Departmental advisors and the students to provide the greatest educational and career opportunities. All students will write a comprehensive examination.

| DO NOT FILL IN | LICENSURE ACTION | ACCREDITATION ACTION |
|---|--------------------------------------|--------------------------------------|
| These items will be completed by the BHE staff. | SCA _____ PAAC _____ BHE _____ | SCA _____ PAAC _____ BHE _____ |

* Note: Code to be selected from the CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (as provided by HEGIS).



Program Course Requirements

Core Requirements 15 credit hours

- OMC 500 The Role of Management in Contemporary Society
- OMC 501 Simulation of Management Systems
- OMC 502 Human Relations and Behavior in Complex Organizations
- OMC 510 Accounting and Control
- OMC 525 Managerial Economics

Restricted Electives 6 credit hours

- COM 501 Theories of Human Communication Within an Organizational Context
- COM 502 Theories of Communication and Information Management
- COM 503 Research Methods in Communication
- COM 504 Organizational Communication Audits

Directed Electives 15 credit hours

- COM 512 Communication and Change
- COM 521 Organizational Systems and Communication
- COM 522 Corporate Communication
- COM 541 Communication Environments for Organizations
- COM 542 Issues in Communication Law
- COM 543 Intercultural Communication
- COM 544 Strategies in Negotiation and Conflict Resolution
- COM 551 Policy Issues in Organizational and Managerial Communication
- COM 562 Communication and High-Speed Management
- COM 581 Organizational and Managerial Communication Seminar
- COM 585 Special Topics: Organizational and Managerial Communication

Total Program 36 credit hours



BR 87-49

BOARD OF GOVERNORS FOR HIGHER EDUCATION

PROGRAM SUMMARY

61 WOODLAND STREET
HARTFORD, CONNECTICUT 06106

DESCRIPTION OF PROPOSED ACADEMIC PROGRAM OR DEGREE

| | |
|--|---|
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|--|---|

| |
|---|
| TITLE OF DEGREE (and abbreviation) MSOM (Master of Science in Organization and Management) |
|---|

| | |
|-----------------------------------|---|
| * PROGRAM CODE NO. 0:6:1:5:0:1 | TITLE CIP Title: Organizational Behavior |
|-----------------------------------|---|

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|--|
| DEPARTMENT AND SCHOOL OR COLLEGE Department of Communication, School of Arts and Sciences |
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| | |
|---|--|
| APPLICANT INSTITUTION Central Connecticut State University | PROPOSED INITIATION DATE September 1988 |
|---|--|

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| GEOGRAPHIC LOCATION OF PROGRAM New Britain, Connecticut |
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|---|--|-----------------------|
| INSTITUTIONAL LIAISON PERSON Dr. Richard L. Pattenau | TITLE Vice-President for Academic Affairs | TELEPHONE 827-7288 |
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|---|
| BOARD OF TRUSTEES STAFF LIAISON (if applicable) Dr. Thomas A. Porter, Vice-President for Academic Affairs and Research, The Connecticut State University |
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The goal of the MSOM in Organizational and Managerial Communication is to serve a student clientele that is not served currently by a comparable graduate program in Connecticut. The major objective is to prepare students for creative leadership in business and industry by providing experiences which enable them to (1) expand the body of theory and practice in communication in organizations; (2) meet needs for high quality communication managers, policy analysts, and researchers in government, industry, universities, and other regional and international organizations; (3) be able to develop, analyze, and evaluate communication strategies for corporate problem-solving and decision-making including corporate development and for corporate contact with investors, customers, and employees; and (4) be able to track and assist the development of organizational and managerial communication in a high-technology, high-speed management, information society.

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| DO NOT FILL IN | LICENSURE ACTION | ACCREDITATION ACTION |
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| These items will be completed by the BHE staff. | SCA _____ | SCA _____ |
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Total Program 36 credit hours



CONNECTICUT BOARD OF HIGHER EDUCATION
QUESTIONNAIRE FOR LICENSURE OF A PROGRAM IN HIGHER EDUCATION

MARCH 17, 1987

CENTRAL CONNECTICUT STATE UNIVERSITY

MASTER OF SCIENCE IN ORGANIZATION AND MANAGEMENT

(ORGANIZATIONAL AND MANAGERIAL COMMUNICATION OPTION)

1. Purposes and Objectives (see 10a-34-10)

- a. State the purpose and objectives of this program in relation to the goals and objectives of the institution.**

"The Connecticut State University exists to serve the life and career preparation needs of Connecticut citizens and must change and adapt its program offerings and shift resources to meet these needs." Central Connecticut State University, as one of the four regional universities comprising the Connecticut State University system, embraces this mission statement and continues to take initiatives to provide higher education appropriate to the educational needs and demands of its constituency.

Within this mission there is the commitment to ensure a (a) "broad range of instructional programs which are responsive to the changing educational needs of the citizens and dynamic economy of the State,"; (b) to engage in basic and applied research which will "expand knowledge and develop new forms of creativity" for faculty, students, and the citizens of Connecticut; (c) and to engage in public service which reinforces and complements the instruction and

Central Connecticut State University
Master of Science in Organization and Management
(Organizational and Managerial Communication Option)

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research functions of the University by serving as an educational resource center and by aiding economic and social advancement through continuing education programs, consulting and voluntary service in the State and region.

The development of the Organizational and Managerial Communication option of the Master of Science in Organization and Management combines these three commitments and in addition--

1. is consistent with the mission of the University to provide additional quality education to meet the demands of the community and student and to change and adopt its program offerings to meet these needs;
2. involves the cooperation of three schools--Business, Technology, and Arts and Sciences--furthering the aim of the University system to foster interdisciplinary programs which utilize our resources in innovative ways to meet the needs of the student, faculty, and society;
3. is the appropriate new direction for the Department of Communication in its development.

This interdisciplinary graduate program cuts across and integrates appropriate resources from the Departments and Schools involved, capitalizing on what is already available at Central Connecticut State University. Approximately one-half of the total degree program will be a series of required interdisciplinary core courses. Supplementing these common core courses will be additional courses directly related to an individual student's particular interests and needs. This structure is in keeping with the existing options in the MSOM and insures that all participating students in the Organizational and Managerial Communication option have an opportunity to become acquainted with the concept of interrelatedness and to develop integrated decision-making

processes in their chosen area of study.

The increasing need for persons aware and well trained in the interrelatedness of organization, management, and communication in all segments of our economy in Connecticut, was emphasized by the October 12, 1986 issue of the Northeast section of the Hartford Courant, the "Personal Finance" issue, in which such training was discussed. Positive and tangible benefits to employees from academic work taken by employees was highlighted by one source who approved particularly of any program or course related to communication. Central Connecticut is uniquely qualified to offer such an interdisciplinary graduate program because of its direct experiences with its long-established, well-organized, quality undergraduate degree programs in Business Education, Industrial Technology, Industrial Arts Education, Vocational-Technical Education, Computer Science, Psychology, and Communication. In the development and implementation of this proposed option to the existing MSOM degree, the resources of these related undergraduate programs and others in the School of Arts and Sciences will be utilized.

Especially significant to the development of the Organizational and Managerial Communication option to the MSOM is the existing Bachelor of Arts Degree Program in Communication at Central Connecticut State University. This undergraduate Communication program is a fully developed, comprehensive program with a special emphasis in five areas of Communication studies--organizational communication, mass media, public relations, interpersonal, and political communication. This undergraduate Communication program is one of the largest such programs in Connecticut and was ranked as one of the most progressive among the four regional universities of the CSU system by Dr. Thomas Donohue a

Central Connecticut State University
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(Organizational and Managerial Communication Option)

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consultant from Boston University, who conducted a review of all four regional university programs at the request of CSU administration in November 1985.

On the graduate level, there does not exist in Connecticut a program with the same degree of interrelatedness among Business, Industry, Technology, and Communication as the MSOM at Central would have with its three options. The program is best described under CIP code 06.1501. This program is designed to complement the now existing graduate program in Organization and Management with its two existing options of Industrial Technical Management and General Business Management by offering this third option in Organizational and Managerial Communication. Both in concept and in content, the major objective of this program is to prepare students for creative leadership in business and industry by providing experiences enabling the graduate

1. to expand and develop the body of theory and practice of communication in organizations;
2. to meet local, national, and international needs for high quality communication managers, policy analysts, and researchers in government, industry, universities, and other regional and international organizations;
3. to be able to develop, analyze, and evaluate communication strategies for corporate problem-solving and decision-making including corporate development and for corporate contact with investors, customers, and employees;
4. to be able to track and assist the development of organizational and managerial communication in a high-technology, high-speed management, information society.

-
- b. State why this program is considered to be an appropriate offering for this institution at this time. Include reference to supporting information such as an institutional master plan.
-

Central Connecticut State University serves the people of Connecticut through its diversity of course offerings, its convenient location, and the quality of its faculty, staff, and physical resources. It has always responded to the educational needs of the people of Connecticut, introducing new programs that address the new demands of business and industry. When a new need arises Central has moved to address it, providing the education necessary for students to pursue this new opportunity.

The initial proposal for the MSOM program cited two areas in which the university was growing to meet the needs of Connecticut. The first was a diversification of academic courses, designed to parallel the diversification of industry and business in Connecticut and the changing needs of students. The second was Operation Outreach, a program designed to expand Central's influences from its immediate sphere into the community of the rest of the state. The original MSOM program complemented these objectives very well, bringing a well-diversified program to the university on the one hand and outreach to the citizens of Connecticut on the other. In achieving these two goals, the MSOM program also proved to be cost-effective; it has been a first rate success.

The Organizational and Managerial Communication option will continue these traditions of diversification and outreach. Organizational communication is one of the fastest growing areas of study and research in the country, in large

part due to demands from industry for highly trained communication specialists. Scholars and lay-economists alike have pointed out that the economy of the United States is becoming, increasingly, an "information economy." Toffler, Naisbitt, Hawken and others have pointed out that the control of information is becoming one of the most important factors in Western industrial development. Corporations, from traditional manufacturers to designers of high-technology, having recognized the value of Toffler's and Naisbitt's arguments, are moving Western economics into the information arena.

It is the stated mission of the Connecticut State Universities to promote the development of programs like the Organizational and Managerial Communication option. According to PA 77-573, Sec. 10-325 c., "the Board of Trustees of the state colleges shall have...authority for providing liberal arts and career programs at the bachelors, masters, and sixth year level." It is within the jurisdiction of Central's Board of Trustees to establish an Organizational and Managerial Communication option to the MSOM.

Page 16 of the Five Year Institutional Plan for Central approved by the CSU Board of Trustees on September 13, 1985 included references to the plan to add new options to the MSOM and to extending our degree offerings in Communication to the graduate level.

The original MSOM proposal pointed out several ways in which that program fulfilled the mission of Central Connecticut State University. In addition to providing high quality learning at a relatively low cost, the proposal stated that the MSOM "fills a gap on the graduate level, results in effective and efficient use of professional personnel, and provides appropriate program/project flexibility to respond to individual students." The Organizational and

Central Connecticut State University
Master of Science in Organization and Management
(Organizational and Managerial Communication Option)

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Managerial Communication option continues in fulfilling these goals of CCSU by bringing an Arts and Sciences perspective into the program, by utilizing the excellent faculty and facilities of the Communication Department and the School of Arts and Sciences, and by addressing a new need for graduate education.

The Organizational and Managerial Communication option of the MSOM will fulfill the University's stated goals of improved campus diversity, community outreach, and a strong, balanced graduate program. The program is necessary for Central to continue fulfilling its educational charge.

In November 1985, Dr. Thomas R. Donohue, Professor at Boston University, in his report, "An Evaluation of the Communication Programs: The Connecticut State University System" was given this charge--

to determine the specific character and focus of communication related offerings at the . . . three universities for purposes of assessing the extent to which each program was unique, duplication of efforts was prevalent and to assess the quality and adequacy of support for each of the programs.

His report, prepared at the request of the Connecticut Office Administration of the Connecticut State University, was particularly positive about the present CCSU program, and many of his recommendations are included in our proposal. (The entire report is available for review). Sections of Dr. Donohue's report including his responses to two of the questions posed to him are included here:

Q.1: Please comment on the curricular design of our programs. Are we offering the right selection of courses for the majors and options within the major?

Surprisingly, the design of each of the programs is unique. The essence and evolution of which I will attempt to capture with the following brief description:

Central. While Central has had traditional mass media courses for some time, during the last two years they have begun to emphasize

organizational and managerial communication with specific regard to how information flow is affected by a human/technological interface and a person to person interface. Within each of the segments one can find theory courses, skills courses and the impact of human and mediated communication on systems and institutions courses. The balance between humanistic concerns and social scientific method seems proper and warranted. As one follows the catalogue's possible course options four years of study, the list of courses is concise, tight and focused. I was particularly taken with the level at which theory and practice are given an equal emphasis. The current evolution of Central's curriculum is particularly timely especially given its proximity to Hartford and the fertile organizational research and employment ground that has gone largely untilled. The most impressive aspect of Central's program, is that the chairman has introduced research and scholarship into the program and in a relatively short time she has created enthusiasm among students and faculty for becoming involved in scholarly and professional activity. In fact, Central has the best opportunity of providing a traditional research environment and the faculty should be encouraged to continue to move in that direction. It is a start that should be supported both in a conceptual and financial manner. (Pages 1 & 2)

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Q.6: What kinds of Master's degree programs are most useful in today's job market?

A tough question. There are several types of Master's degree programs that seem useful in the job market:

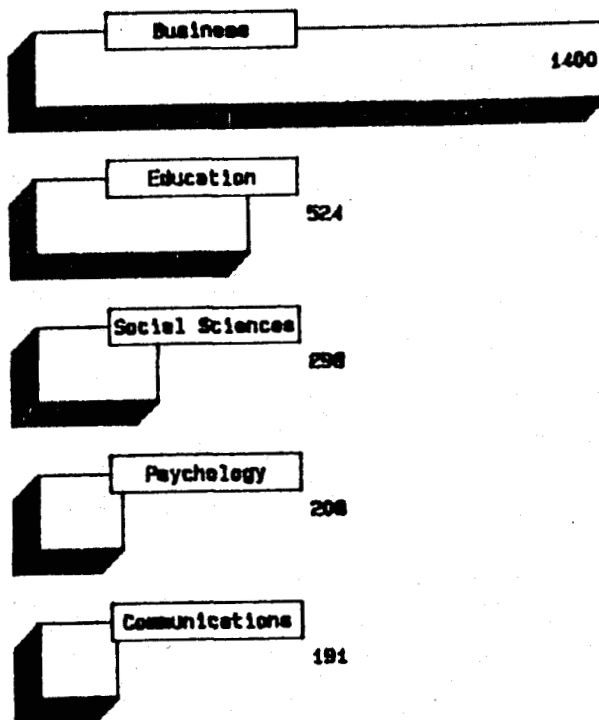
- I. An applied Master's degree where Liberal Arts students can learn skills, participate in internship programs and otherwise acquire job related experience and expertise. The exact nature and character of such a degree program should be determined by faculty expertise and geographical market place demands. A Master's degree in broadcast production is generally not useful.
- II. An organizational/communication research degree is usually considered to be useful by people currently already in the work force who wish to upgrade their positions in public affairs, public relations, employee relations, labor/management relations and mass communication research (page 6).

According to the Center for Statistics, U.S. Department of Education, Communication is one of the fastest growing undergraduate fields of study. From 1973-74 through 1983-84, undergraduate communication majors increased by 137%. This rate of growth was exceeded only by Computer and Information Sciences which, in the same decade, grew by 576%. By contrast, enrollments in

**Central Connecticut State University
Master of Science in Organization and Management
(Organizational and Managerial Communication Option)**

English declined by 39% and majors in the Social Sciences declined by 38%. The growth in Communication majors within the Connecticut State university system has followed this trend with approximately 450 full-time and 30 part-time majors now in the Department of Communication at Central Connecticut State University. Communication as a field of study ranks fifth in the CSU system in number of Bachelor Degrees Conferred in 1985-1986.

CSU
Bachelors Degrees Conferred, 1985/88



Source: Regis Degrees Conferred Report
Prepared by: Jennifer Brown
Date: October 8, 1988

A survey in 1985 of graduates of the bachelor's program in Communication indicated that fifty-nine (59) of the seventy-five (75) respondents thought the Master's program as contemplated was a very good idea, ten were uncertain, and six preferred another approach. Thirty-one said they would apply for admittance here to earn a degree, twenty-two would take individual courses, and twenty-nine would suggest the program or courses to others. Forty-two of the Department of Communication alumni were considering graduate work, six were now in graduate programs, and three had graduate degrees.

The overall structure of this proposed graduate program was designed to bring corporate strategy to fruition through the integration of corporate structure, management resources, human resources, and corporate culture. The decision-making involved would be designed to bring about a fit between the internal and external environment--between structure, resources, management, culture, and the external world. These strategies involve communication and coordination or more specifically, communication for coordination. The program is consistent with Departments of Communication across the country which are developing graduate programs to cross disciplinary lines, combining in many cases Business and Communication. The program described in this document is unique in that it combines Business, Technology, and Communication in the Arts and Sciences. It has been described as "an optimal balance between theory, method, and application," "state of art understanding of the field," "innovative and powerful," and "an excellent model" by colleagues in the field (see attached letters from Dr. Kathleen Jamieson, Chair, Speech Communication Department, The University of Texas at Austin; Dr. Gustav W. Friedrich, Chair, Department of Communication, The University of Oklahoma; and Dr. Ted Smith III,

Director of Graduate Studies, University of Virginia, Appendix 1.)

c. Describe the clientele(s) to be served by the program (students, employers, professional groups etc.)

The goal of the MSOM in Organizational and Managerial Communication is to serve a clientele that is not currently being served by a comparable graduate program in Connecticut. The students who will be served by this program will have two dominant characteristics. One characteristic will be that they will come out of an educational background which prepares them for graduate work in the area of communication management. While many of these students will come from communication undergraduate degrees, the program will not be restricted to them; other students from liberal arts and business backgrounds will no doubt be attracted to the program as well. Many of the CCSU Communication Department's own undergraduate population have expressed an interest in such a program, pointing out that existing graduate programs do not place enough emphasis on communication for their professional needs. A second characteristic of the students served by the proposed program is that they will probably, although not necessarily, represent the same general demographics shared by most CCSU students: they will probably come from middle or lower income backgrounds; they will probably live in Central Connecticut; many of them will probably divide their time between work and school. While this is the most likely socio-economic description of the student clientele for this program, it is unique enough that it will also attract students not usually associated with CCSU: full-time students not only from New England but

nationally as well. During the early years of the program, this latter group is not expected to be a major component of the student clientele.

Connecticut employers are another clientele to be served by the program. The U.S. economy is shifting from industry to information, and this graduate program keeps pace by training communication and information managers. This means that all industry will feel a greater need for the type of skilled professional that this program will produce. Certain industries, however, have a particularly acute need for this type of management, industries that must communicate information very quickly and effectively. These are represented by high-technology manufacturers and service industries, two of the fastest growing components of the U.S. economy, who as they grow will need more information managers. The backbone of the Connecticut economy is in this technology/service sector: technology developers, insurance companies, and defense contractors have made Connecticut's economy one of the strongest in the nation. Companies of this sort have the greatest need for managing communications, and consequently have the greatest need for communication managers. The proposed MSOM in Organizational and Managerial Communication will fill the need that Connecticut industry has now and anticipates the increasing need industry will have for such management in the future.

2. Administration (see 10-330-12)

- a. How were the program plans developed and approved? Give the dates of approval by the institution and the governing board.**

As a result of discussions regarding curriculum development with

Central Connecticut State University
Master of Science in Organization and Management
(Organizational and Managerial Communication Option)

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Communication students concerned with career and professional development and interested in graduate level programs which would be consonant with their interests and affordable, the faculty of the Department of Communication began discussions with the Administration about appropriate future directions for the Department. The visit from an outside consultant in the Fall of 1985 confirmed that a Masters degree in Communication with an emphasis in Organizational and Managerial Communication would be an appropriate direction for the Department in a graduate degree. The Department had anticipated this direction in its undergraduate degree based on the responses of career positions being sought and obtained by students enrolled in the program and by those students who had graduated.

Next to Computer Science, Communication is the fastest growing academic area in the Arts and Sciences in the United States. It has the majors, has an increased enrollment, and has developed an interdisciplinary relationship with other Departments and with other Schools with CCSU. Progress in our program is consistent with the development of graduate programs in other Departments of Communication across the United States. It is unique in that it is to be part of the current MSOM program that has been designed to meet the needs of Central Connecticut State University students. The Department of Communication shares a common core of courses with the other divisions of this degree with both directed and restricted electives which emphasize the Communication direction of this option.

The Communication courses for this program were designed after an examination of existing graduate courses at other Universities. These Universities included the Annenberg School of Communication, SUNY-Albany,

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(Organizational and Managerial Communication Option)**

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University of Oklahoma, University of Hawaii, University of Kansas, Syracuse University, Rutgers University, and Temple University. We have taken the best of these programs and the best of what we know about our field combined with an examination of the MSOM as it is presently constituted to develop the program now proposed.

The initial formal planning for the program began in October 1985 with a memo from Dr. Charles Gervase, Acting Vice President for Academic Affairs to Dr. Thomas Porter, Vice President for Academic and Student Affairs, responding to a letter of intent from Dean George Clarke, School of Arts and Sciences, for the development of the advanced degree in Organizational and Managerial Communication. Dr. Porter's response was that he concurred with Dr. Dallas Beal, that such a track in the MSOM program would be appropriate for Central.

The proposal for the Organizational and Managerial Communication option in the MSOM degree was submitted September 3, 1986, to the Curriculum Committee of Central Connecticut State University with signatures of approval from Dean George Clarke, School of Arts and Sciences; Dean Larry Short, School of Business; Dean Joseph Duffy, School of Technology; Dean Karen Beyard, School of Graduate Studies; Associate Dean Alfred Boulden, Director of MSOM, School of Business; Associate Dean Rowland Baughman, School of Business; Professor Edward Astarita, Chair, Department of Marketing; Dr. Robert Fricasso, Chair, Department of Finance and Law; Professor David Loss, Chair, Department of Accounting; and Dr. Patricia Sanders, Chair, Department of Management and Organization. Since the proposal involved three schools--Arts and Sciences, Business, and Technology--and could have an impact on the undergraduate programs as well--the proposal was submitted for review to the area

subcommittees and to the Graduate Studies Committee for action. The schedule was as follows--

Subcommittees

| | |
|---|--------------------|
| School of Technology Curriculum | September 10, 1986 |
| School of Arts and Sciences | September 17, 1986 |
| Graduate Studies Curriculum (Passed) | September 18, 1986 |
| School of Business | September 22, 1986 |
| (Committee voted to submit a statement of support for the program proposal) | |
| Graduate Studies Committee | September 25, 1986 |
| (Passed MSOM/COM as amended) | |
| Curriculum Committee | October 1, 1986 |
| (Passed MSOM/COM as amended) | |
| Faculty Senate | October 20, 1986 |
| (Passed MSOM/COM as amended) | |

b. Who is directly responsible for the administration of the program and supervision of its faculty?

The effective administration of any interdisciplinary program is especially essential to its successful implementation, to the offering and teaching of the most appropriate courses, and to the counseling of individual students in the program. Accordingly, while the Dean of the Graduate School will be ultimately responsible for overall administration, she will be assisted by the Deans of Schools involved in any direct ways. These Deans will be primarily concerned

with the courses and faculty members from their respective Schools of Arts and Sciences, Business, and Technology.

Administrative Organization

Overall Administration

Karen Beyard, Ph.D., Arizona State University, Dean of the Graduate School

Specific Administrative Areas (Assist Dean of the Graduate School)

George A. Clarke, Ph.D., Pennsylvania State University; Dean of the School of Arts and Sciences

Joseph W. Duffy, Ph.D., New York University; Dean of the School of Technology

Larry Short, DBA, University of Colorado; Dean of the School of Business

-
- c. List (1) any accrediting agencies which already have accredited the institution and (2) any accrediting agency to which you plan to apply for program accreditation.
-

Central Connecticut State University offers programs leading to three undergraduate degrees: Bachelor of Science, Bachelor of Arts, and Bachelor of Fine Arts. The degrees are granted by the four schools of the University: Arts and Sciences, Business, Education and Professional Studies, and Technology. The University also offers programs leading to three graduate degrees: Master of Arts, Master of Sciences, and Master of Science in Organizational Management.

These programs are fully accredited by the New England Association of Schools and Colleges, which is the accrediting agency for this region. Central

Connecticut State University was last reaccredited by them in 1978.

The University does not plan to apply for program accreditation for this leg of the MSOM through any accrediting agency other than the Connecticut Board of Governors for Higher Education. The same is true of the other two legs of the MSOM degree. This accreditation process will follow the licensure period and will be conducted through the regularly required BOGH procedures.

3. Finance (see 10-330-13)

- a. Describe the amount of financial support committed to the program by the administration and trustees. Indicate the date(s) these funds will be available.**

The resources of the entire institution will be available for this program. Of special significance are the Elihu Burritt Library with its 400,542 volumes, which includes 253,173 volumes of books, 78,872 government documents, and 68,497 bound volumes of periodicals. There are also 2,027 titles of current subscriptions, 219,037 microforms, and 6,824 audiovisual materials.

The computer facilities of the institution constitute another important resource to support the program. These facilities are described in Section 6.

The geographic location of Central Connecticut State University is a definite asset. It has enabled the University to draw upon the region's supply of outstanding managerial leaders from both the business and industrial committees to serve on advisory boards for various programs within the University. As part of our undergraduate service offerings made possible by funds from the Extension College fees, we have been able for the last three years to develop a Lecture Series in Communication which has brought nationally

and internationally known scholars to our campus to give lectures and to talk with our students. These resources are invaluable for bringing our faculty and students in touch with what is happening in the field of Communication and for bringing to the field of Communication information about what is happening in Communication at Central Connecticut State University.

The resources are available. The limited enrollment and the individual counseling of participating students will bring students and resources together in a way which will enhance the proposed program's ability to serve students most effectively.

Please see the attached "Proposed New Academic Program Impact Statement." This statement contains specific cost figures for the first three years as the program gets underway. Since the interdisciplinary nature of the program will cause many of the existing college resources to be utilized, it is difficult to separate cost items related to this program only. This program will share a common core of courses and a limited number of electives with the options of General Business Management and Industrial Technology Management in the Master of Science in Organization and Management. The pre-existing commitments to the existing two options of the MSOM permit the addition of a third option with little significant expenditure except for the instructional cost of discrete courses in the Organizational and Managerial Communication option. However, a knowledge of the new expenditures caused directly by the implementation and operation of the program can place what additional cost there is into a meaningful perspective.

- b. Complete a Fiscal Statement form provided and make it available to staff and the Board.

Please see attached Fiscal Statement form.

- c. If resources to operate the program are to be provided totally or in part through reallocation of existing resources, identify the resources to be employed and explain how existing programs will be affected.

The resources for this program in the initial stages of its development will be provided through reallocation of existing resources.

The number of courses added at the graduate level with this new program will average three to five per semester. In Fall 1986, a faculty line was reallocated by the University to the Department of Communication, bringing the number of full-time faculty to ten. This new faculty member alone compensates in load for the new courses added. In order to accommodate the new hire and to enhance the program both for full- and part-time students in Fall 1986, the Department had two full-time faculty scheduled to teach in the evening program of courses where before we utilized only part-time faculty for this purpose. This same arrangement can and will occur when the need arises. In addition the Department has a number of faculty with reduced loads for a variety of reasons, including AAUP appointments, internship and independent study advising, etc. who can be brought into the graduate program. The Department of Communication in Spring 1987 offered in total 36 different courses for undergraduates, providing flexibility for majors and in some courses having additional space

indicating room for expansion. In short, in the Fall of 1986 and again in the Spring of 1987, the Department of Communication offered a broad, flexible, and expansive undergraduate program for their majors with room for additional students. No unusual effects of the new MSOM/COM program are anticipated to impact upon the existing undergraduate program. Restricted enrollment and prerequisites to program participation can reduce any effects which might result.

The Department has submitted to the Computer Facilities Committee and to the Dean of Arts and Sciences an indication of the number of students and amount of time which will be required for access to word processing and data analysis programs by MSOM/COM enrollees and majors. According to the Director of the current Computer Lab at Central Connecticut State University, additional student load cumulative each semester could be handled as expanded facilities are anticipated.

Combined with Business and Technology offerings, the library holdings for this program in its initial stages are adequate. A list of Communication holdings can be found under section 6, Resources Centers and Libraries. New books are being ordered, and additional journal offerings have been suggested for future additions to the Central Connecticut State University Library.

4. Faculty (See 10-330-14) *

- a. List the name, title and qualifications for each person involved in the program, including degrees with areas of specialization, institutions at which degrees were earned, pertinent experience, and professional publications. Include the following additional information for each faculty member listed: full-time or part-time status as a faculty member of the institution and responsibilities in the proposed program.

FISCAL STATEMENT

Proposed New Academic Program: MSOM: Option in Organizational and
Managerial Communication
Institution: Central Connecticut State University

| | Year 1 19 <u>88</u> -89 | Year 2 19 <u>89</u> -90 | First Year of Full Operatic- 19 <u>91</u> |
|---|------------------------------|--------------------------------|---|
| <u>Estimated New Expenditure (private institutions list expenditures on General Fund Lines)</u> | | | |
| Personnel (Faculty and Support) ¹ | | | |
| Full-Time positions | | | |
| Number | 0 | 0 | 1 |
| Salaries - General Fund | 0 | 0 | \$40,000 |
| Salaries - Extension Fund | 0 | 0 | 0 |
| Part-time positons | | | |
| Number | .5 | .5 | .5 |
| Salaries - General Fund | 0 | 0 | 0 |
| Salaries - Extension Fund | \$6,000 | \$6,000 | \$6,000 |
| Other Expenses ² | | | |
| General Fund | 0 | 0 | 0 |
| Extension Fund | 0 | 0 | 0 |
| Equipment (incl. Library Books) ³ | | | |
| General Fund | 0 | 0 | 0 |
| Extension Fund | 0 | 0 | 0 |
| TOTAL NEW EXPENDITURES | GENERAL FUND 0 \$6,000 | EXTENSION FUND 0 \$6,000 | \$40,000 \$ 6,000 |

¹Faculty, professional, managerial, clerical, and other persons employed by the institution in support of the proposed new academic program.

²Compensation for services secured by contract with firms or individuals not employed by the institution and purchases of supplies, materials, and equipment not normally regarded as capital items.

³Items of equipment with a normal useful life of three years or more and a value of \$100 or more or, if the useful life is less than three years, a value of \$250 or more.

Board of Higher Education
61 Woodland Street
Hartford, Connecticut 06105

FISCAL STATEMENT

Proposed New Academic Program: MSOM: Option in Organizational and Managerial Communication
 Institution: Central Connecticut State University

| | Year 1 1988-89 | Year 2 1989-90 | First Year of Full Operation 1991 |
|--|-------------------|-------------------|---|
| <u>Estimated Revenue and Enrollment</u> | | | |
| Projected Enrollment (Headcount)* | | | |
| Full-time Students | 10 | 20 | 30 |
| Part-time Students | 20 | 40 | 60 |
| Income from Students | | | |
| Tuition | \$10,000 | \$20,000 | \$ 30,000 |
| Extension Fund Fees | 16,000 | 32,000 | 48,000 |
| Funds Available from Other Sources (Federal, Private, Corporate, Foundation, etc.) | 0 | 0 | 0 |

*Indicate what portion of projected enrollment, if any, represents students transferring from other programs. Tuition and fee revenue should be based upon new enrollments only.

*Only new and continuing students were used to compute tuition and fee revenue.

Use of Current Resources: Identify, describe, and estimate cost (prorated) of existing personnel and other resources which will be used in connection with this program. If existing personnel and resources are to be reallocated from other programs, indicate from where the resources will be diverted and what impact this action will have on any other activity within the institution.

Salaries: \$20,000 \$23,000 \$25,000
 (1988-89) (1989-90) (1991)

The salaries in 1988 through 1990 are for one-half of the position reallocated to us in 1986 in anticipation of our participation in this program and for one-fourth of the salary of another faculty member for administration in the program. This should not impact in any way but to enhance that which already exists.

| | Year 1 1988-89 | Year 2 1989-90 | First Year of Full Operation 1991 |
|----------------------------|-------------------|-------------------|---|
| <u>Cost Summary</u> | | | |
| New Expenditures | \$ 6,000 | \$ 6,000 | \$ 46,000 |
| Cost of Existing Resources | 20,000 | 23,000 | 25,000 |
| Total Program Cost | 26,000 | 29,000 | 71,000 |

Signature of Institutional Fiscal Officer

Title

Date

Signature of Chief Fiscal Officer (for system, if different than above)

Title

Date

CENTRAL CONNECTICUT STATE UNIVERSITY
STAFFING PLAN FOR THE
MASTER OF SCIENCE IN ORGANIZATION AND MANAGEMENT
(ORGANIZATIONAL AND MANAGERIAL COMMUNICATION OPTION)

The basic curriculum of the Master of Science in Organization and Management at Central can be taught by part-time lecturers holding appropriate qualifications, by full-time faculty who would be replaced by part-time faculty for a portion of their teaching assignment, or a combination of the two. Although every effort will be made to find appropriate qualified faculty on a part-time basis from the world of business and industry, it can be shown that Central at present possesses full-time faculty who are eminently capable of teaching the basic core courses in the curriculum and the restricted and directed electives in the Organizational and Managerial Communication option (COM). In addition, a number of part-time faculty now teaching in the program at Central are highly recognized in the field of Communication and should be included in these considerations.

Instructional Staff For Organizational and Managerial
Communication (COM)

- COM 501: Theories of Human Communication Within an Organizational Context
Cheng Kuo, Ph.D., University of Michigan; Assistant Professor of
Communication, (full-time) or
Scott Olson, Ph.D., Northwestern University; Assistant Professor of
Communication, (full-time) or
Sarah S. King, Ph.D., University of Southern California; Professor of
Communication, (full-time)
- COM 502: Theories of Communication and Information Management
Sarah S. King, Ph.D., University of Southern California; Professor of

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Communication, (full-time) or
Andrew Moemeka, Ph.D., SUNY-Albany; Assistant Professor of
Communication, (full-time) or
Donald P. Cushman, Ph.D., University of Wisconsin; Professor of
Communication at SUNY-Albany (part-time)

COM 503: Research Methods in Communication

Cheng Kuo, Ph.D., University of Michigan; Assistant Professor of
Communication, (full-time) or
Robert M. Fischbach, Ph.D., Ohio State University; Assistant
Professor of Communication, (full-time) or
Scott Olson, Ph.D., Northwestern University; Assistant Professor of
Communication, (full-time)

COM 504: Organizational Communication Audits

Sarah S. King, Ph.D., University of Southern California; Professor of
Communication, (full-time) or
Paul Wenger, Ph.D., University of Iowa; Professor of Communication,
(full-time) or
Donald P. Cushman, Ph.D., University of Wisconsin; Professor of
Communication at SUNY-Albany (part-time)

COM 512: Communication and Change

Sarah S. King, Ph.D., University of Southern California; Professor of
Communication, (full-time) or
Andrew Moemeka, Ph.D., SUNY-Albany; Assistant Professor of
Communication, (full-time) or
Lawrence A. Loomis, M.A., Fairfield University, Training and
Development Consultant, Loomis Associates, (part-time)

COM 521: Organizational Systems and Communication

Paul Wenger, Ph.D., University of Iowa; Professor of Communication,
(full-time) or
Scott Olson, Ph.D., Northwestern University; Assistant Professor of
Communication, (full-time) or
Sarah S. King, Ph.D., University of Southern California; Professor of
Communication (full-time)

COM 522: Corporate Communication

Douglas O. Wardwell, Ed.D., Nova University; Associate Professor of
Communication, (full-time) or
Scott Olson, Ph.D., Northwestern University; Assistant Professor of
Communication, (full-time) or
James F. Malerba, M.A., University of New Haven, Northeast Utilities
Public Relations (part-time)

COM 541: Communication Environments For Organizations

Paul Wenger, Ph.D., University of Iowa; Professor of Communication,
(full-time) or
Scott Olson, Ph.D., Northwestern University; Assistant Professor of

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Communication, (full-time) or
Zane G. Saunders, Ph.D., Kent State University, Director of Speech
and Hearing Center, Newington Children's Hospital (part-time)

COM 542: Issues in Communication Law

Scott Olson, Ph.D., Northwestern University; Assistant Professor of
Communication, (full-time) or
Douglas O. Wardwell, Ed.D., Nova University; Associate Professor of
Communication, (full-time) or
Paul Wenger, Ph.D., University of Iowa, Professor of Communication
(full-time)

COM 543: Intercultural Communication

Paul Wenger, Ph.D., University of Iowa, Professor of Communication
(full-time) or
Robert Weinberg, Ed.D., Boston University, Associate Professor of
Communication, (full-time) or
Donald P. Cushman, Ph.D., University of Wisconsin; Professor of
Communication at SUNY-Albany (part-time)

COM 544: Strategies in Negotiation and Conflict Resolution

Paul Wenger, Ph.D., University of Iowa; Professor of Communication,
(full-time) or
Scott Olson, Ph.D., Northwestern University; Assistant Professor of
Communication, (full-time) or
Donald P. Cushman, Ph.D., University of Wisconsin; Professor of
Communication at SUNY-Albany (part-time)

COM 551: Policy Issues in Organizational and Managerial Communication

Scott Olson, Ph.D., Northwestern University; Assistant Professor of
Communication, (full-time) or
Benjamin Sevitch, Ph.D., Indiana University; Associate Professor of
Communication, (full-time) or
Donald P. Cushman, Ph.D., University of Wisconsin; Professor of
Communication at SUNY-Albany (part-time)

COM 562: Communication and High-Speed Management

Sarah S. King, Ph.D., University of Southern California; Professor of
Communication, (full-time) or
Paul Wenger, Ph.D., University of Iowa; Professor of Communication,
(full-time) or
Donald P. Cushman, Ph.D., University of Wisconsin; Professor of
Communication at SUNY-Albany (part-time)

COM 581: Organizational and Managerial Communication Seminar

Hal A. Dorsey, Ph.D., Pennsylvania State University; Professor of
Communication, (full-time) or
Douglas O. Wardwell, Ed.D., Nova University; Associate Professor of
Communication, (full-time) or
Scott Olson, Ph.D., Northwestern University; Assistant Professor of

Communication (full-time)

COM 585: Special Topics: Organizational and Managerial Communication
Faculty, Visiting Faculty, Exchange Professors, Fulbright Scholars

- b. For each vacant or proposed position, provide title, position, qualifications and proposed date of appointment.**
-

Communication has been designated as a critical area by Central Connecticut State University and will be in line within the next three years for at least one if not two new positions.

In Fall 1986 a new faculty position was reallocated to the Department of Communication, bringing the total to ten faculty members. In addition, two new part-time faculty were added to the Extension College offerings. The one full-time position alone which was added to the Department compensates for the additional courses which will be added during the first year for the new MSOM option in Organizational and Managerial Communication. It is anticipated that there will be a need for another full-time faculty member in three years and the commitment for a new faculty member for three years running after that. During the first two years, the program will be able to function effectively with the current faculty but additional resources would help immensely in the current load produced by advising the large number of undergraduate majors presently serviced and the new graduate majors who will need individual attention.

- c. Describe the procedures and criteria, including minimum qualifications, for employing adjunct faculty.**

Part-time faculty appointments for the Extension College, Summer Session, and Part-time day program are recommended by the Chairperson of the Department and reviewed by the Dean of the Extension College (if applicable), the Dean of Graduate Studies (if applicable), and the Dean of Arts and Sciences, after which they are forwarded to the Vice President for Academic Affairs.

The minimum qualifications in the Department of Communication for all positions are a Ph.D. degree in Communication or a related field, University or College teaching experience, and an academic or practical background in the subject to be taught. Significant professional experience in the area of instruction may be considered in lieu of a Ph.D.

The guidelines and procedures for filling full- and part-time positions in the School of Arts and Sciences are included in Appendix 2.

5. Curricula and Instruction (see 10-330-15 and the Statement on Crediting Experiential Learning)

- a. (1) Give the number, title and a narrative description for each course in the proposed program, noting which courses are new. Include sufficient detail in course descriptions so that content and level are clear, or attach appropriate and referenced excerpts from the catalog.

The proposed interdisciplinary program draws upon personnel and expertise from the School of Business, Technology, and Arts and Sciences. The following courses have been organized into a 36 semester hour graduate program leading to a Master of Science in Organization and Management (MSOM) with an option in Organizational and Managerial Communication (COM).

A common core of 15 semester hours will be required of all students in the

program. This core is oriented toward the managerial process. The remaining 21 semester hours will be prescribed by each student's advisor, who will be a full-time member of the faculty of the Department of Communication. At least three of these hours will be in theory and three in research methodology, with the option for the student of electing six hours in each--theory and research--should he or she at some later date wish to pursue a higher degree. The remaining courses will be drawn from the 400 or 500 level courses in the directed elective category, with the option of choosing three of these credit hours to strengthen a related area of the student's interest subject to the approval of the student's adviser. A student's program will be structured so as to provide the greatest educational and career opportunities for the individual student. All of the 500 level courses in Communication are new to the program, approved October 20, 1986, by the Central Connecticut State University Faculty Senate for its curriculum offerings.

MSOM: Curriculum

Core Courses (15 semester hours)

- OMC 500: The Role of Management in Contemporary Society
The Study of American industry in its social and political environment. Topics include the structural characteristics and philosophical foundations, ethics, and issues of social responsibility in American business and industry. Fall
- OMC 501: Simulation of Management Systems
Prereq.: Introductory Statistics or Computer Science. Systems approaches to operations and production planning, production control, forecasting, and inventory and quality control. Fall
- OMC 502: Human Relations and Behavior in Complex Organizations
Prereq.: Principles of Management. Analysis of human relations in industrial organizations, including motivation, corporate processes, communication, and power. Fall
- OMC 510: Accounting and Control
Prereq.: Principles of Accounting or equivalent. The utilization of

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accounting data in the determination of management alternatives.
Topics include analysis of financial reports and budgeting. Spring

OMC 525: Managerial Economics

Prereq.: Principles of Economics or equivalent. The application of economic analysis to business and industrial problems and management policy. Topics include the application of various economic theories and the role of modern business and industry in the contemporary economy. Fall

Restricted Electives: (Two of the following must be completed, one in theory and one in methods for a total of six credits)

COM 501: Theories of Human Communication Within an Organizational Context

Critical review of theoretical traditions in Communication and Information Sciences with emphasis on major causal, systems, and rules approaches to the study of organizational and managerial communication. An examination of human communication from the perspective of the social and behavioral sciences, the natural sciences, and the humanistic traditions. Fall.

COM 502: Theories of Communication and Information Management

Focus on the study of relationships among the manager, the organization, and the information environment. Consideration of the psychological, sociological, organizational, and technological factors affecting the manager's use of information with emphasis on the major communication theories involved in matching people to computerized systems. Spring.

COM 503: Research Methods in Communication

A study of research methods unique to the investigation of communication processes in organizations such as communication diaries, content analysis, network analysis, interaction profiles, and penetration analysis to explore how people interact in the work environment and how that interaction affects organizational performance. Fall.

COM 504: Organizational Communication Audits

The study of information/communication flow and patterns, and formal/informal networks. Case studies of relational, environmental, and structural communication problems form a basis for discussion. Spring.

Directed Electives: At least five courses (15 credits) from the following must be completed. With permission, three credit hours may be taken in a related 400/500 level course approved by Dean, Advisor, and Department chair involved.

- COM 512: Communication and Change
A study of how communication systems can be reoriented to facilitate organizational change over time. Critical examination of communication strategies for coping with important organizational changes such as automating, centralizing, decentralizing, reorganizing, retrenchment, and rapid organizational growth. Fall. (0).
- COM 521: Organizational Systems and Communication
Explicit procedures and formal patterns of communication involved in controlling socialization processes, and their effect on corporate performance will be explored. Fall. (0).
- COM 522: Corporate Communication
Communication of an organization with its investors, customers, and employees. Interpersonal communication, media campaigns, and training programs are among the strategies examined. Focus will be on the use of media in public relations and corporate advertising processes and related theoretic and empirical research. Fall. (E).
- COM 541: Communication Environments For Organizations
A study of the specific communication patterns unique to various organizational environments. Emphasis will be on the impact of interests, technologies, legal challenges, and political influences in these environments. Spring. (0).
- COM 542: Issues in Communication Law
A study of the specific issues which arise from the Federal, State, and local efforts to regulate the use of communication technologies. Emphasis on practical management information about telecommunications law, international communication law, and issues of privacy that arise from the use of new communication technology. Spring (E).
- COM 543: Intercultural Communication
A study and critical examination of theories regarding how communication in and between multi-national organizations must be modified to cope with cross-cultural differences. Such cross-cultural differences as those involved in conflict resolution, motivation and managerial styles, and their communication implications may be considered. Fall. (0).
- COM 544: Strategies in Negotiation and Conflict Resolution
A study of the theories and empirical research regarding negotiation and conflict resolution strategies, the appropriate communication patterns unique to each approach, and their impact on an organization's effectiveness. Fall (E).
- COM 551: Policy Issues in Organizational and Managerial Communication
An examination of persistent ethical issues in organizational and managerial communication and their impact on policy making and

planning. Included is a survey of the literature on ethics and a focus on potential problem areas and resources useful in their resolutions as well as alternative perspectives in decision-making. Particular attention to the formulation and execution of organizational policy. Spring. (E).

- COM 562: Communication and High-Speed Management
Study of theory and empirical research which delineates the communication patterns necessary for the effective use of new high-speed management tools. Complex coordination patterns peculiar to processes of communication among managers and employees resulting from the application of these tools will be examined. Spring. (O).
- COM 581: Organizational and Managerial Communication Seminar
This seminar is the forum which includes an analysis and integration of theoretical and practical experiences in which the students have been involved. Spring.
- COM 585: Special Topics: Organizational and Managerial Communication
Study of selected topics in Organizational and Managerial Communication. May be repeated once with different topic. On request.

5. a. (2) Describe the course numbering system.

All of the courses designed specifically for the MSOM Organizational and Managerial Communication option are assigned a 500-level designation. Ascending numbers represent increasing degrees of proficiency and specialization.

The courses within the 500-509 numbering sequence cover the restricted electives, the most basic classes in the option. These classes are:

- 501 - Theories of Human Communication Within an Organizational Context
- 502 - Theories of Communication and Information Management
- 503 - Research Methods in Communication

504 - Organizational Communication Audits

The courses within the 510-519 number sequence represent a slightly higher level of specialization and expertise. These are communication theory courses:

512 - Communication and Change

The courses within the 520-529 sequence are organizational communication application and practice courses. They are:

521 - Organizational Systems and Communication

522 - Corporate Communication

The 500-529 number sequence is considered to be the "core" of the Organizational and Managerial Communication option. These classes are considered to be the most integral, hence their lower numbering. The 530-539 sequence is reserved should more "integral" courses be introduced to the program in the future.

The 540-579 number sequence is considered to be of a more specific nature. Courses in this sequence represent a further specialization of communication skills into the areas of communication environments, policy and ethics, and communication and technology.

The courses listed in the 540-549 sequence are communication environment courses. They examine the social, legal, and cultural environments in which communication management must operate. They are:

541 - Communication Environments for Organizations

542 - Issues in Communication Law

543 - Intercultural Communication

544 - Strategies in Negotiation and Conflict Resolution

The course within the 550-559 number sequence is a policy and ethics

courses.

551 - Policy Issues in Organizational and Managerial Communication

The course within the 560-569 number sequence examines the relationship between technology, manufacturing, management and the coordination of these three components.

562 - Communication and High Speed Management

The 570-579 number sequence is reserved for future courses that similarly reflect the higher level of specialization and knowledge.

The 580-599 number sequence is reserved for courses of a variable nature. These courses change from term to term or rely heavily on student-directed study. These courses are given higher numbers because they represent advanced study.

The courses within the 580-589 number sequence are special topics and seminar courses. They are:

581 - Organizational and Managerial Communication Seminar

585 - Special Topics: Organizational and Managerial Communication

The 582-584 sequence is reserved should other seminars be introduced.

The courses within the 590-599 sequence are research courses (such as Independent Study courses). No such classes are being offered at this time; the sequence is reserved for future use.

The course numbering system at Central Connecticut State University has been developed to identify course level and the eligibility of students to enroll in such courses.

| <u>Course Numbers</u> | <u>Course Level</u> | <u>Student Eligibility</u> |
|-----------------------|---------------------|----------------------------|
| 1-99 | Non-credit Courses | As appropriate |

**Central Connecticut State University
 Master of Science in Organization and Management
 (Organizational and Managerial Communication Option)**

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|---------|----------------|--|
| 100 | Search Courses | Open only to undergraduate students eligible for the new General Education Program |
| 101-199 | Freshman | Normally open to freshmen; and, in general, to all undergraduates |
| 200-299 | Sophomore | Normally open to sophomores; and, in general, to all undergraduates |
| 300-399 | Junior | Normally open to juniors; and, in general, to all undergraduates |
| 400-499 | Senior | Normally open to all seniors; and, in general, to juniors, seniors, and graduate students. Graduate students enrolling in such courses are required to complete additional course work emphasizing required projects in research and writing |
| 500-599 | Graduate | Exclusively for graduate students |
| 600-699 | Graduate | Exclusively for graduate students |

5. a. (3) Describe each major component of the program, including the core or major area of specialization; the general education component (for undergraduate programs); cognate courses; and electives. Include a list of courses applicable to each of these requirements.

(Please see previous pages for course descriptions)

| | |
|--|------------|
| Core Courses - Five courses required | 15 credits |
| Restricted Electives - Two courses required | 6 credits |
| Directed Electives - Faculty Advisor will assist in selecting five courses as appropriate to student's undergraduate background and his/her career goals | 15 credits |

Program Total 36 credits

The culminating experience for students in the program will consist of a comprehensive examination given in the last semester of their coursework. Sections of this exam may be repeated twice only but must be successfully completed for the degree to be awarded.

The Master of Science Degree in Organization and Management--whether it is intended for students in General Business Management, Industrial Management, or Organizational and Managerial Communication--is predicated still on the premise that good management principles are essentially the same in business, industry, education and public service. The core curriculum therefore is appropriate for all three options in this program.

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- b. How do the institution's policies regarding transfer of credit, credit by examination or crediting experiential learning and noncollegiate sponsored instruction apply to this program?
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The statement below describes the transfer credit policy for graduate students in this and all other graduate programs at Central Connecticut State University (taken from pp. 16-17 of the 1986-1988 Graduate Catalog).

Applicants who have taken graduate-level coursework prior to admission, whether at Central or elsewhere, do so with no guarantee that such coursework will be counted toward their Degree or Certification program. A student wishing to transfer to Central from another accredited institution of higher learning must fill out an application for admission and submit official transcripts as specified.

All credit presented for transfer must show an earned grade of B or better, be related to the student's planned program of study, and be completed within a six-year period immediately preceding program completion. Guidelines for transfer of credit upon application and within Degree programs are as follows;

- * Up to 21 credits may be transferred from another Connecticut State University only. Regardless of the

number transferred from another Connecticut State University, no fewer than 15 credits to complete the student's Degree program MUST be taken at Central with 6 or more of the 15 credits taken in the student's area of specialization.

Transfer of credits from other accredited institutions is limited to a total of 9 credits. Any combination of Connecticut State University and other accredited institution coursework is also limited to a total of 9 credits.

After admission to a graduate program, a student must obtain prior written approval from the academic adviser for courses to be transferred from other accredited institutions. Forms for requesting the transfer of credit are available in the Graduate Office. Upon completion of coursework intended for transfer, the student is responsible for providing the Dean of Graduate Studies with an official transcript from the other institution.

At the present time, there is no means by which a student can obtain credit for courses in this program on the basis of credit by examination or by crediting experiential learning and noncollegiate sponsored instruction.

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- c. Indicate any requirements and arrangements for clinical affiliation, internships, and practice or work experience. Describe how these will be administered and furnish the following assurances:
- (1) The courses of the program, and the related clinical or work experience, have been articulated with appropriate credit assigned.
 - (2) The institution has or will have a qualified staff coordinator for the program before its inception.
 - (3) The institution will provide appropriate arrangements for student work experience.
 - (4) The work activities of the students will be structured by the college as an educational experience with supervision, teaching and evaluation under the control of the college.
 - (5) Agreements or contracts exist between the college and the agency in which the students will receive their practical experience.
 - (6) Appropriate procedures have been established which the college will use for the evaluation of students.
-

Internships and practice or work experience are not a required part of this program. However, since many of the students will be employees in area firms, efforts will be made in all program activities, classes, study projects, etc. to demonstrate direct relationships between these and the student's own experiences in the "world-of-work." Any off-campus experiences will be considered supplementary and not carry any course credit. The student's faculty advisor will provide professional direction to any such supplementary activities. It is agreed, however, that considering the background and needs of individual students, a capstone experience requiring some degree of independent study should be part of the curriculum. Such an experience should give the student an opportunity to formulate an implementable action plan for dealing with a particular organizational problem appropriate to his or her specific curriculum under the MSOM for Communications option. The Communication 581 course listed with the directed electives will provide this opportunity.

6. Resource Centers and Libraries (see 10-330-16)

- a. What Library and other learning resources are available at the institution or elsewhere which support the program? Describe the accommodations in terms of study space, professional assistance and time schedule of availability.**

As stated previously, the resources of the entire institution will be available for this program. Of special significance are the Elihu Burritt Library with its 400,542 volumes, which includes 253,173 volumes of books, 78,872 government documents, and 68,497 bound volumes of periodicals. There

are also 2,027 titles of current subscriptions, 219,037 microforms, and 6,824 audiovisual materials.

The computer facilities of the institution constitute another important resource to support the program.

***Computer Facilities**

The university has more than adequate or better computer facilities for instructional purposes appropriate to the degree program. In addition, there are also computer facilities which are available for the use of students to complete their course projects and assignments.

The university's current equipment is as follows:

1. One VAX 11/780 computer. The Information Systems Department is in the process of purchasing a MicroVAX which will run Ultrix-32, the UNIX operating system.
2. The university has access to the University of Connecticut IBM 370-168 by remote batch entry.
3. 16 IBM Pcs, 58 Rainbow microcomputers are available for general student use in campus. The microlab is in the process of expansion. 20 more Zenith (IBM compatible) microcomputers will be placed in the lab.
4. 55 terminals of various kinds are available in general labs for the students to use for course projects.
5. The Department of Communication has 7 Zeniths, 1 IBM PC, and 1 Rainbow microcomputer for faculty and administrative use. It is anticipated that time on these will be allotted to graduate students for project use.

6. 32 software programs (word processing and graphics) are available in the microlab for general student use.

The geographic location of Central Connecticut State University is a definite asset. This program will meet the increasing needs of educating skilled communicators of the business corporations and industries which are located around the great Hartford area. It is expected that most of the students that will be enrolled in the proposed program are likely to have some connections with either the business or the industrial communities. Since a majority of the students will be enrolled as part-time students, these resources should be readily available to them without undue competition from day college students.

The resources are available. The limited enrollment and the individual counseling of participating students will bring students and resources together in a way to enhance the proposed program's ability to serve students most effectively.

b. Report as accurately as practicable the number of volumes, periodicals and other materials, by subject area, which directly support the program.

For 1987-88, the Department of Communication has a library budget of \$3,685.04 which will be devoted to purchasing books in the subject areas defined by the new degree. Organizational and Managerial Communication is a single area of study which draws upon published materials from a variety of fields and in so doing pursues the subject areas listed here.

Number of Books in the Library by Subjects

| | |
|---|-----|
| Theories of Human Communication and Information Management | 453 |
| Research Methodology | 73 |
| Communication Law/Policy and Planning | 60 |
| Communication Environments | 62 |
| Communication and Change | 296 |
| Intercultural Communication | 65 |
| Negotiation and Conflict Resolution | 119 |
| Corporate Communication | 87 |
| High-Speed Management | 126 |

c. Provide a representative listing of periodical literature in the library which will support the program.

The same principle applied to books is applied to periodical literature. There is considerable overlapping as to subject area within these journals but each has been listed only once with the area in which it is considered to be most useful although it may apply to other areas as well.

Theories of Human Communication and Information Management

American Speech
Audio Visual Communication Review
Central States Speech Journal
Columbia Journalism Review
Communication Education
Communication Monographs
Communication Quarterly
Journal of Applied Behavior
Journal of Applied Psychology
Journal of Communication
Journal of Linguistics
Journal of Management Studies
Journalism Quarterly
Language

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Organizational Behavior and Human Performance
Quarterly Journal of Public Speaking
Quarterly Journal of Speech
Quarterly Journal of Speech Education
Television Quarterly
Western Journal of Speech Communication
Wireless World

Research Methodology

American Journal of Sociology
American Sociological Review
Communication Abstracts
Communication Research
Critical Studies in Mass Communication
History and Theory
Human Communication Research
Human Relations
Journal of Business Research
Linguistic Analysis
Linguistic Inquiry
Media and Methods
Personal Psychology
Philosophy and Phenomenological Research
Philosophy of Science
Philosophy of Social Sciences
Philosophy of the Social Sciences
Research in Phenomenology

Communication Law

AFL-CIO American Federalist
Communication and the Law
Connecticut Department Labor Department Monthly Bulletin
Industrial and Labor Relations Review
Labor Law Journal

Communication Environments

Business Marketing
Channels of Communication
Forbes
Fortune
Journal of Marketing
Journal of Marketing Research
Journal of Purchasing and Materials Management
Journal of Retailing
Long Range Planning
Marketing Communications
Promotion
Purchasing
Selling Direct
Stores

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Training

Communication and Change

Administration and Society
Changing Times
Columbia Journal of World Business
Communication News
Consumers' Research Magazine
Educational and Industrial Television
Educational Communication and Technology
IEEE Transactions on Communications
Instructional Innovator
Journal of Broadcasting and Electronic Media
Survey of Current Business
Tech Trends
Venezuela Up-To-Date
Video User
Videography

Intercultural Communication

International Economic Indicators and Competitive Trends
International Marketing Review
Journal of International Business Studies
Management International Review
National Industrial Conference Board
Overseas Business Report
Pacific Sociological Review
Public Relations Journal
Public Relations Quarterly
Soviet Export

Negotiation and Conflict Resolution

Communication Arts
Current Wages Development
Group and Organization Studies
Industrial and Labor Relations Review
Listener
Organizational Dynamics
Personnel Journal
Speech Journal
Speech Monographs
Viewpoint
Vital Speeches of the Day

Policy and Planning

Harvard Business Review
Journal of Business Strategy
Journal of Consumer Policy
Marketing and Media Decisions
Sloan Management Review

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Corporate Communication

Advertising Age
Advertising and Sales Promotion
Advertising East
Display World
Editor and Publisher
Educational Broadcasting Review
Educational Television
Famous Writers Magazine
Journal of Advertising
Journal of Advertising Research
Journal of Business Communication
Journal of Technical Writing and Communication
New England Advertising Week
Photographis
Public Relations Journal
Scholastic Editor
Scholastic Editor Graphics/Communication
Scholastic Editor's Trends in Publications
Specialty Salesman
Student Writer
Writer

High-Speed Management

Academy of Management Journal
Academy of Management Review
Administrative Management
Administrative Science Quarterly
AT & T Bell Laboratories Technical Journal
Behavior and Information Technology
Bell Laboratories Record
Bell System Technical Journal
Business Conditions Digest
Business Horizons
Business Today
Cable Television Business
Direction of Trade
Dun's Review and Modern Industry
Industrial Marketing
International Economic Indicators and Competitive Trends
Journal of Systems Management
MIS Quarterly
New England Business
New England Economic Review
New England Journal of Business and Economics
Production and Inventory Management
Quarterly Review of Economics & Business
Record/AT & T Bell Laboratories
Sales and Marketing Management

Strategic Management Journal
Training
Wall Street Journal

- d. List any new learning materials which will be added for the program. Indicate when they will be available for student and faculty use.
-

The large, spacious, modern on-campus Elihu Burritt Library administered by both a Director and Assistant Director of Library Services who along with a full-time staff of sixteen professionally trained librarians offer direct assistance to all students and faculty associated with this program. The services and materials are available during the day and in the evening. Study stations and duplicating machines are also readily available.

Each fiscal year, specific amounts of funds are designated to the Department of Communication for acquiring books which will ensure continuous growth of the library resources. All the participating faculty members have been and will be involved in the selection process for library resources necessary for implementing the program.

7. Admission, Student Personnel, and Graduation Policies (see 10-330-17)

- a. Describe the admission requirements for the program, the policies and requirements for academic achievement to remain enrolled in good standing, and the requirements for graduation. Note any differences from general institutional policies.
-

Central Connecticut State University is aware that the quality of any graduate program is directly related to the academic abilities, achievements, and potential of those students who are admitted. As with all other graduate

programs at Central, the applicants seeking admission to the MSOM with an option in Organizational and Managerial Communication will be subject to the regulations and procedures found on excerpts from pages 13, 15-16, 23-24, 27-29, and 31 from the 1986-1988 Central Connecticut State University Graduate Catalog. Admission and academic requirements, specifically of the Organizational and Managerial Option of the Master of Science in Organization and Management Degree Program, will be based upon the following principles--

1. General admissions and academic standards as described in the current graduate catalog. Candidates with a 3.0 and better will have first priority for acceptance into the program.
2. Candidates with an undergraduate degree in Communication will be given high priority.
3. Candidates who possess undergraduate degrees in related areas will be accepted into the program if they meet the academic standards and if their employment goals intersect the Organizational and Managerial Communication option either through their current employment or their stated goals for their future employment.

b. What academic and career counseling or other services will be provided for students who may enroll in this program?

Immediately upon admission to this program, a student will be assigned a faculty advisor (full-time faculty member of the Department of Communication) who will be directly responsible for advising the student on academic matters.

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In order to register for courses, the student will have to have his/her advisor's approval and signature. In addition, the Graduate School has a Dean, and Assistant Dean along with a staff who can assist the student with registration of courses, payment of tuition and fees, and other matters related to the administration of a graduate program.

As stated in the earlier proposal establishing the MSOM, "the resources of the entire university will be available for this program." Consequently, the Director of Central's Center for Career Development and Placement and that Center's staff will be available for career counseling, and Central's Counseling Center and its highly trained staff will be available for other forms of counseling as appropriate.

It is expected that the graduate students in the program will be advised individually and regularly by Faculty members. In addition each semester a meeting of all students in the program will be scheduled during which the entire faculty will talk with the students about the options in the program available to them, the activities which can enrich and complement their academic work, and programs of mutual interest. By the introduction of scholars, research opportunities, and persons from business and industry, the students will come in contact with the alternatives available to them as a consequence of their academic pursuits.

c. How many students are expected to enroll in the program? List the Numbers by part-time and full-time.

Experience at Central Connecticut State University with other graduate level

programs has shown that such a program would be most beneficial to students who are already members of the college's distinct clientele and who enroll on a part-time basis. The program should have special appeal to students presently enrolled in other Central graduate programs less relevant to their career needs, recent recipients of Bachelor's Degrees from Central who desire new career opportunities, and persons presently employed in the businesses and industries in close proximity to the university.

There will be an increasing number of students who need and want this program in the future. The average age of graduate students at Central is thirty years. This fact coupled with the population projection made by Dr. Merton Honeyman in his report for the Connecticut State Department of Health that the age group 25-39 will increase by twenty-one percent from 1980-1990 in Connecticut strongly demonstrates the essential role this program could and should play in contributing to the economic well-being of our state and its citizens.

All of the information contained in previous sections of this questionnaire indicate that a large potential student population is desirous of this proposed graduate level program at Central. Student demand is likely to be so heavy that the university can be highly selective in the admissions process. Awareness of the available resources for the program and the need to limit student enrollments to assure high program quality for each and every participating student, lead to the establishment of the following projected enrollment estimates.

| <u>Year</u> | <u>Full-Time</u> | <u>Part-Time</u> | <u>Total</u> |
|-------------|------------------|------------------|--------------|
| 1 | 10 | 20 | 30 |

| | | | |
|---|----|----|----|
| 2 | 20 | 40 | 60 |
| 3 | 30 | 60 | 90 |

The projected enrollment for students in the program would be 90 at any one time until the Department has increased its capacity to counsel and advise more students. It is expected that some students will finish the program in two years, others three, others will take longer, but no student should be in the program more than five years.

8. Student and Alumni Records (see 10-330-18)
How is the program to be evaluated internally? What criteria have been established? Where will the program records be kept?

To provide students with a broad and specialized education in the field of communication, to provide maximum service to the University and surrounding urban community, and to serve as a meeting ground for professionals from other universities of this country and abroad, this department embarked on a program of evaluation several years ago. Goals were redefined and broadened and committees and/or individuals appointed to sharpen the focus needed to reach these goals. A spirit of evaluation--a willingness on the part of the faculty to change, modify, or delete wherever necessary--has continued to be a chief asset to the department. The growth resulting from this careful evaluation has received commendatory notice from both internal and external sources.

The Communication Department intends through committees and appointees already set up to evaluate its program effectiveness as part of the MSOM from both the statistical and qualitative aspects: the increase or decline in number of students choosing this option from semester to semester and from year to

year; physical needs in terms of space and equipment; number, variety, and effectiveness of courses as well as quality instruction for courses; student evaluations; close contact with interns and supervisors, with graduates and employers of graduates for comments and suggestions; and a careful monitoring of the economic viability of the communication option in its service to the University and the State.

For the purpose of directing, coordinating, and implementing evaluation procedures, a graduate committee, composed of the Chair of the Communication Department and members of the graduate teaching staff, will meet and make reports on a scheduled basis. This committee will also serve as an advisory body for a program of research and the handling of grants for research purposes.

Schedule of Evaluation

Year One

October - Analysis of initial student enrollment and estimates for the Spring semester.

April - Analytical review of the status of the first year's students in the program and planning for the second year's operation.

Year Two

October - Analysis of Fall enrollments, estimates for the Spring semester, and determination of student progress in the program.

April - Review of two years of program operation; planning for the third year; evaluation of program effectiveness; including statistics of students' progress in program and graduation. Third year program forecast.

Year Three

Similar to the second year schedule. Follow-up surveys of program graduates and their employers.

All records will be kept and made accessible in the graduate records office of the University.

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- 9. Physical Plant and Facilities (see 10-330-19)**
Describe the physical facilities (classrooms, laboratories, offices) and specialized equipment now available, or which will be provided (including schedule for acquisition) to initiate and maintain the program.

In section 6 of this questionnaire much has been written about the physical facilities and resources now available to the program. No specialized equipment other than that already noted will be needed for the program.

-
- 10. Catalog and Publication (see 10-330-20)**
List and submit copies of any catalog(s), brochure(s) or other publications in which the program is listed or described or will be listed or described.

The program will be listed and described in two places. It will be described in the Central Connecticut State University Graduate Catalog. This catalog is revised, updated, and printed every two years. The program will also be described in the Central Connecticut State University Extension College Bulletin, which is revised, updated, and printed before each semester and summer session.

A sample copy follows of what this program might look like in relationship

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to the other two options in the MSOM.

DEPARTMENT OF COMMUNICATION. Addition of program as follows:

Degree Program: MSOM (Master of Science in Organization and Management)

Curricular Option. Organizational and Managerial Communication (COM)

Catalogue statement: "The MSOM program offers three curricular options: General Business Management, Industrial Technical Management, or Organizational and Managerial Communication for persons currently in or aspiring to managerial positions in business and industry."

Program requirements: Prereq.: Communication 453, Organizational and Managerial Communication. A common core of 15 credits is required. The balance of the program consists of 21 credits of restricted and directed electives at the 400 and 500 level courses as approved by the faculty advisor.

Core requirements: 15 credit hours

- OMC 500 The Role of Management in Contemporary Society
- OMC 501 Simulation and Management Systems
- OMC 502 Human Relations and Behavior in Complex Organizations
- OMC 510 Accounting and Control
- OMC 525 Managerial Economics

Restricted Electives: 6 credit hours

- COM 501 Theories of Human Communication Within an Organizational Context
- COM 502 Theories of Communication and Information Management
- COM 503 Research Methods in Communication
- COM 504 Organizational Communication Audits

Directed Electives: 15 credit hours

- COM 512 Communication and Change
 - COM 521 Organizational Systems and Communication
 - COM 533 Corporate Communication
 - COM 541 Communication Environments for Organizations
 - COM 542 Issues in Communication Law
 - COM 543 Intercultural Communication
 - COM 544 Strategies in Negotiation and Conflict Resolution
 - COM 551 Policy Issues in Organizational and Managerial Communication
 - COM 562 Communication and High-Speed Management
 - COM 581 Organizational and Managerial Communication Seminar
 - COM 585 Special Topics: Organizational and Managerial Communication
-

11. Certification

Provide certification that program and institutional hiring and admission practices are in compliance with all applicable state and federal laws, regulations, and orders; and that the institution will operate under the provisions of approved nondiscrimination plans including consideration for women and minorities and accessibility for the handicapped.

Page 17 of the Graduate Catalog contains the applicable statement about Central's policy of nondiscrimination in institutional hiring, admission practices, and in all its daily operations. The attached assurances provide further certification that Central Connecticut State University is in compliance with all laws and regulations governing nondiscrimination.

12. Time Schedule and Authorizations

- a. Indicate any specialized approval, licensure or accreditation, by any agency other than the Board of Higher Education, to the extent it is related to this program.

None required for this program.

- b. Indicate the earliest date on which students may be expected to complete the program.

It is expected that some students will finish the program within two years of the start-up date, others three, others will take longer, but no student should be in the program more than five years. The anticipated date for the first graduating student in the program is 1992.

13. Educational Planning Statement

Provide the following information:

a. The relationship of the proposed program to other programs and resources in the institution, and any institutional plan.

The Organizational and Managerial Communication option to the MSOM grows out of the undergraduate program in Communication, which currently offers a large number of courses related to organizational communication. This option also grows out of the MSOM degree, which has a core of courses in business and technology. It fits with the other two "legs" of the MSOM degree because together they form three of the most important aspects of business: management, technology, and information. Page 16 of Central's Five Year Institutional Plan approved by CSU Board of Trustees on September 13, 1985, includes references to the plans to add new options to the MSOM and to extending Central's degree job offerings in Communication to the graduate level.

b. Data and commentary to indicate what consideration has been given to similar programs in the geographic area to be served by the proposed program. Identify any similar existing or proposed academic programs or degrees in Connecticut in public, independent or proprietary institutions.

There are no other programs in Connecticut that offer the same sort of graduate study, undergraduate program, or courses in organizational as the proposed MSOM option in Organizational and Managerial Communication.

Most colleges and universities in Connecticut do not offer any program in organizational communication; they often do not even offer classes in it. The following schools do offer an undergraduate program or courses in organizational communication (according to their most recent available catalog).

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The University of Hartford has an undergraduate emphasis in organizational communication, which, unlike Central's, focuses on small group processes and interviewing. Southern Connecticut State University has an organizational communication emphasis, but it has a strong overlap with interpersonal communication, which at Central is a different emphasis. Western Connecticut State University has a 200-level organizational communication class, but no others directly related. The University of Bridgeport offers two courses that utilize an organizational communication approach, but they are part of a public relations emphasis, which at Central is a separate emphasis from Organizational Communication. The University of Connecticut offers two organizational communication courses at the 200-level. In sum, Central's present undergraduate program offers the largest number of specialized organizational communication classes in the state.

The only school in Connecticut that offers a graduate program listed under the same Hegis code number as the one proposed here is Yale University. Several factors distinguish Central's proposed graduate program from Yale's, however. Most importantly, the Organizational and Managerial Communication option at Central finds its home in the Communication department; the methodologies and outlooks come from the communication tradition. Yale does not have a communication department; their orientation uses a psychological approach to management. Their program description from the current Yale graduate catalog reads:

An instructional program that describes the behavior and motivations of individuals functioning in groups, the influence of styles of leadership that may be used by majors, and the means of intervention

that may be used to improve interpersonal relations and team behavior.

A final important difference is the type of communities that Yale and Central serve. Yale is private and downstate and serves a national constituency. Central is public and mid-state and serves primarily Connecticut residents. When factors of cost and location are weighed in, it can be seen that Central's program will be addressing a clientele that essentially is excluded from Yale's program.

Two other area graduate degree programs deserve particular attention--the MBA program at the University of Hartford, and the masters program in management at the Hartford Graduate Center. The University of Hartford offers a traditional MBA program in addition to its undergraduate emphasis in organizational communication. Though our undergraduate programs serve largely different groups, Central's graduate programs are available to qualified persons completing any appropriate undergraduate degrees. The traditional MBA may attract some of the same persons who review our proposed MSOM offerings, but the usual business administration offerings simply are not present in our proposal. Consequently, both because of differences in clients served and the wide disparities in the nature of our offerings, the University of Hartford MBA program and this MSOM proposal will have no noticeable impact on each other. The University of Connecticut also offers an MBA through its Hartford campus which is similarly unrelated to our proposals.

Finally, the Hartford Graduate Center offers a wide range of courses leading to masters degrees in business administration and management. According to the Dean of the School of Management there, Allen F. Chapman, cited in the February 18, 1987 Hartford Courant, specialized programs are being

offered in Fall 1987 in international management and financial services, while a new area of management of technology also is being developed. Our assessment of the Hartford Graduate Center programs is that they have different emphases and suggest more specialized interests than our MSOM program in Communication proposes. While some of the same middle managers drawn toward the Hartford Graduate Center also may review our offerings, the program here will be distinct in focus and requirements from the specialty programs offered there.

c. Data and commentary regarding the relationship of the proposed program to further educational opportunities and current employment trends.

Organizational communication is one of the fastest growing areas of study and research in the country, in large part due to the demands from industry for highly trained communication specialists.

The role of communication in industry is not limited to technology, though. Even the most traditional businesses need to cope with the new era of information technology and information processing. There are few modern offices not connected to the management of information, even if it is only through such simple ways as teleconferencing and telecommunications. Face-to-face communication is also more important than ever to businesses, who use such traditional forms of communication as interviews and idea-generating sessions to ensure their economic survival. Communication managers are needed to direct all these different aspects of communication.

Education of skilled communicators has not kept up with industry demands, however. Businesses and industries need more and more qualified communication

specialists to manage their communication needs. Connecticut, being a leader in the development of new technology, has a particularly acute need for these specialists. If Connecticut is to remain a leader, its industries, businesses and government need to draw on a ready supply of communication managers; the Organizational and Managerial Communication option to the MSOM degree is well-suited to this challenge.

d. A description of any efforts made to identify student demand for the program and an estimate of enrollments for the first five years.

Informal polls taken during various undergraduate Communication courses at Central indicate a high demand for this type of program. Central students expressed in these polls an overwhelming desire to seek graduate education in business communication, and when the Organizational and Managerial option was described to them they responded enthusiastically. Location, cost and quality were among the most commonly cited reasons for pursuing a graduate degree at Central.

The Communication major at Central is currently one of the largest undergraduate majors at the institution. A graduate degree in Organizational and Managerial Communication would draw on this significant supply of students. Demand for the MSOM program already in place has been significant, showing that the degree also has appeal to non-Communication majors.

First year enrollment is estimated to be about 30 students. Projected enrollment of students in the program would be 90 at any one time until the Department has increased its capacity to counsel and advise more students.

e. A description of program and career articulation noting career

opportunities as applicable (local, regional, state and/or national estimates), according to the nature and goals of the program.

There is a broad range of career opportunities available to students with communication degrees. A 1985 survey of Central Connecticut State University communication alumni career development indicates the following positions held by those who have completed our undergraduate programs in areas other than mass media.

MANAGERIAL, CONSUMER SERVICE

Administrative Assistant
Assistant Manager
Communication Administrator
Customer Service Manager
Customer Service Representative
Message Center Coordinator
Office Manager
Program Director
Store/Department Manager
Supervisor
Title Clerk
Travel Consultant

SALES, PURCHASING

Account/Sales Executive
Manufacturers Representative
Media Buyer
Purchasing Agent/Expeditor
Sales Coordinator
Sales Manager
Sales Representative
Territory Manager

FINANCE, INSURANCE, TECHNICAL

Application Programmer
Claim Representative
Computer Programmer
Credit Associate
Loan Officer
Project Manager/Corporate Officer
Underwriter

PUBLICITY, PROMOTION

Legislative Lobbyist
Media Assistant
Modeling Agent
Promotions Representative
Publicity Assistant
Publicity Director

MARKETING, DEVELOPMENT, ADVERTISING

Advertising Assistant
Advertising Consultant
Development Manager
Marketing Services Director
Marketing Supervisor

Currently, our communication alumni are working in an even broader range of comparable and better positions. The goal of the MSOM-COM is to enable students

to pursue challenging, rewarding careers in the area of organizational development and management. The New England economy needs this type of manager and many who presently hold such positions want this kind of additional educational opportunities. The MSOM-COM option will benefit this group of existing managers, as well as other Central Connecticut State University graduate students and thus serve economic and social development in Connecticut.

According to Bureau of Labor Statistics projections (BLS Bulletin 1918) the ten year growth of employment in this country for the following selected occupations is:

| | |
|-------------------------------|-------|
| Personnel and labor relations | 40.2% |
| Public Relations work | 28.8% |
| Purchasing Agents | 36.5 |
| Sales work | 13.3 |
| Buyers | 37.6% |
| Bank Officers | 38.9% |
| Claim representatives | 21.8% |
| Hotel management | 22.8% |

These figures suggest specific areas of continuing demand for persons with organizational and managerial preparation such as that described in this proposal.

Concluding Statement


All of us at Central associated with the planning, development, and future implementation of the Master of Science Program in Organization and Management--Organizational and Managerial Communication option feel that this completed questionnaire is sufficient to warrant licensure approval by the Connecticut Board of Higher Education immediately.

We wish to thank all those persons who aided our efforts to gain licensure

**Central Connecticut State University
Master of Science in Organization and Management
(Organizational and Managerial Communication Option)**

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for this important program, especially those administrators, faculty, students, alumni, colleagues from other Universities throughout the country, and private citizens who contributed time and effort to the formulation of answers to this questionnaire: the professional staff of the Board of Trustees for the Connecticut State University, and the professional staff of the Connecticut Board of Higher Education. We know that they will join us in looking forward to the many benefits that will accrue to the State of Connecticut and economy once this program is licensed and implemented.



COLLEGE OF COMMUNICATION
THE UNIVERSITY OF TEXAS AT AUSTIN

*Department of Speech Communication · Jesse H. Jones Communication Center
Austin, Texas 78712-1089 · (512) 471-5251*

November 30, 1986

Professor Sarah King
Chair
Dept of Speech Communication
Central Connecticut State Univ
1615 Stanley St.
New Britain, Conn 06050

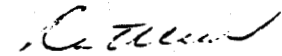
Dear Sarah,

I have read with interest your proposal to institute a masters degree program in the Science of Organization and Management. The proposed program is academically sound and will represent a substantial advantage for those students at your University and in your region. I know of no program as carefully tailored to the specific needs of a specific student body as this one is.

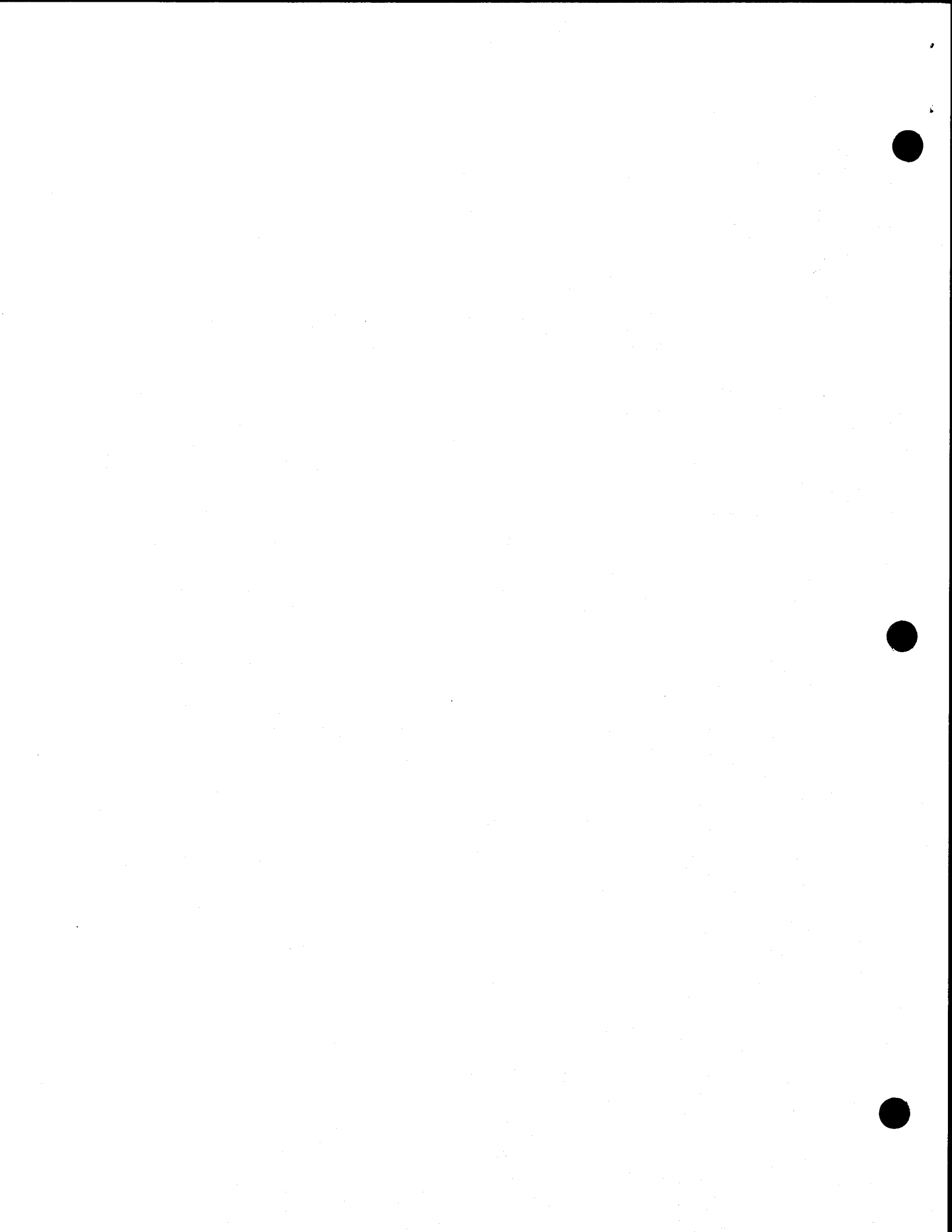
As you know, the University of Texas offers a nationally ranked program in organizational communication at the doctoral level. We would be happy to consider any graduates of your M.A. program for admission here. Their background will stand them in good stead to succeed both in the business world and in the academic community.

Congratulations on an innovative and powerful program which will place your institution at the forefront of M.A. level education in this growing, important academic discipline.

Sincerely,



Kathleen Hall Jamieson, Ph.D.
G.B. Dealey Professor of Communication
Chair, Speech Communication Department





The
University of Oklahoma

DEPARTMENT OF COMMUNICATION
780 Van Vleet Oval, Room 331
Norman, Oklahoma 73019
(405) 325-3111

November 21, 1986

Sarah S. King, Ph.D.
Professor and Chair
Department of Communication
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050

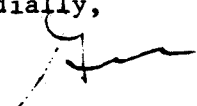
Dear Sarah:

Thank you for sharing the program proposal for the Organizational and Managerial Communication concentration in the Master of Science in Organization and Management degree program. I think you and your department ought to feel very proud of the proposal. As I read through the structure and course descriptions, I was impressed with the excellent blend of theory and practice. Graduates of the program should be able to provide truly creative leadership in business and industry--a leadership that is able to bring about and respond to change.

Unless you object, I would like to share your proposal with others. It's an excellent model--one that is not limited in application to Connecticut. In fact, I hope you will consider writing a brief description of the program for the ACA Bulletin.

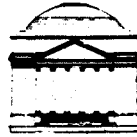
Once again, thanks for sharing. I hope you will keep me informed as the program develops.

Cordially,


Gustav W. Friedrich
Professor and Chair

GWF:jh





UNIVERSITY OF VIRGINIA
Department of Rhetoric and Communication Studies

January 30, 1987

One Dawson's Row
Charlottesville, Va. 22903

Telephone: (804) 924-3120
924-7032

Prof. Sarah S. King
Chair, Department of Communication
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050

Dear Professor King:

Thank you for sending me the materials on your proposed MSOM/COM degree. As we discussed, I am frequently approached by undergraduate majors who are interested in pursuing an organizational communication master's degree in the Northeast. We can't offer them anything and, as you know, there are few good programs available in that part of the country.

Your proposed program is outstanding, the best I have seen by a substantial margin. Three features are particularly impressive. First, the coursework provides an optimal balance among theory, method and application. The application courses (especially 522 and 562) offer useful skills but without degenerating into the kind of shallow vocational training that prepares the student for a few years of work but leaves him without the intellectual resources to adapt to changing circumstances. Second, the conceptual structure underlying the course divisions reflects a state of the art understanding of the field. Third, the emphasis of the program on information processing and rapid (but ethical and humane) adaptation pinpoints the crucial problems facing contemporary organizations.

All in all, it's an exciting program, one to which I could direct our students with confidence. Please keep me posted as it wends its way through your approval process. And congratulations to you and your faculty for the fine work that went into it.

All best wishes,

Ted J. Smith III
Assistant Professor
Director of Graduate Studies



SCHOOL OF ARTS AND SCIENCES
CHECKLIST

Guidelines And Procedures For Filling Full-Time Vacancies
1986/87

1. In a timely manner the department Chair requests (in writing to the Dean) permission to fill a new position, an impending or anticipated vacancy; a statement of justification should be included with this request.
2. If the Dean can justify, he will request (in writing to the Vice President for Academic Affairs) permission to fill the position as described by the Chair.
3. The Vice President will inform the Dean of the disposition of the line. If approval is given, the Dean will notify the department Chair to start the Affirmative Action process for hiring.
4. The department Chair secures from the Affirmative Action Office Forms AAP-1 through AAP-5. (See attached for examples) and forwards completed forms as noted below.
5. Affirmative Action Forms AAP-1 (Job Description and Authorization to Start Search) and AAP-2 (Advertising Recruitment and Screening Plan and Executive/Administrative Positions) must be filled out and signed by department Chair and forwarded to the Dean for signature; once signed they will be forwarded to the Vice President and the Affirmative Action Officer for signatures. The Dean of Personnel Administration must also sign off on Form AAP-2. No other aspect of the search process may be initiated until all of the above-mentioned offices have approved and copies of AAP-1 and AAP-2 have been returned to the department Chair.
6. Soon after the closing date, and after all completed applications have been reviewed and finalists selected by the search committee (and the faculty of the department have been consulted), Form AAP-3 (Affirmative Action Recruitment Efforts) must be filled out and submitted to each office as per routing and approvals listed. The Dean normally reviews the search with the department and search Chairs; concomitantly, vitae for the top five candidates should be made available to the Dean for his files. No candidate shall be interviewed, and candidates meeting the minimum qualifications shall not be rejected until the Affirmative Action Office has reviewed, signed off on Form AAP-3 and returned a copy to the Chair. Once returned, then, and only then, can the finalists be contacted for further evaluation and for interviews (see below) and other members of the pool notified in writing of their final status. **NOTE:** As part of CCSU's new Affirmative Action initiative it is required that



all qualified protected group candidates be offered an interview. (See President F. Don James' letter, attached.)

7. When the top finalists have been selected, contacted, and a schedule worked out to bring them, one at a time, to campus at least three weeks hence (the time we need to find out if the State Comptroller in Hartford will approve repayment of travel expenses), the department Chair immediately notifies the Dean, in writing, of the anticipated travel expenses as confirmed by actual travel plans. The Chair of the Search Committee and the Chair of the department will schedule the candidates to meet with the Search Committee, the faculty of the department, the Dean(s), and where appropriate, have them present a talk before interested faculty and students.

8. When the finalists have been interviewed as above and an order of preference determined by the department faculty, the department Chair must then complete Affirmative Action Forms AAP-4 (Documentation of Screening Process) and Page 1 of AAP-5 (Authorization to Make Offer); page 1 is used for the first offer; page 2 is used for a subsequent offer. The Dean will review the material with the department Chair; when approved the forms will be forwarded to the other offices noted. Only when completed copies of these two forms are returned from the Affirmative Action Office can the Chair make an offer to the candidate(s) of choice as per discussion with the Dean.

9. When a finalist verbally accepts the conditions of the offer the department Chair must signify this fact in writing to the Dean along with his/her recommendation that it be accepted; a copy of Form AAP-5, as returned by the Affirmative Action Office, should be appended. The Chair should also forward the candidate's vita, three letters of reference, academic transcripts, and the employee (green) information form.

10. The Dean will forward a supporting recommendation to the Vice President for Academic Affairs (and to the President) and include the department Chair's recommendation and the candidate's file materials. (When the Board of Trustees approves the recommendation, the President will send the candidate a letter of the appointment offer.)

11. Presuming one of the offers has been accepted, all remaining finalist(s) should be notified of the disposition of the search. If the search has not led to an offer being accepted, the remaining finalist(s) should be considered further or the search reopened.



GRADUATE ACADEMIC PROGRAMS

At the graduate level, Central offers programs leading to the Master of Arts degree, Master of Science degrees in Education and in Organization and Management, as well as Sixth Year Programs. A summary of available major areas within these programs follows this section. Elementary and Secondary Teacher Certification programs are also available for qualified college graduates.

Academic programs are offered in the University's five schools: the School of Arts and Sciences, the School of Business, the School of Education and Professional Studies, the School of Technology, and the School of Graduate Studies. Courses applicable to all degree programs are offered in the Summer Session, as well as late in the day and in the evening during regular academic semesters.

The Master of Arts Programs are in Biology, Community Psychology, French Spanish, English, History, and Mathematics.

Master of Science studies in Education endeavor to improve the quality of elementary and secondary teachers as well as to prepare students for careers in Media, in Counselor Education, Special Education, and Supervision and Curriculum Development. The M.S. program also enables students to qualify for Connecticut's Provisional and Standard Teaching Certificates.

The program includes the following areas of specialization: Elementary Education, Art, Biology, Business Education, Computer Science, English, Geography, History, Industrial Education, Mathematics, Modern Languages, (French and Spanish), Reading, Science (Chemistry, Earth Science, General Science, Physics), Social Science, Special Education and Counseling.

In the Master of Science in Education program students will distribute graduate work as follows: Group I—General Electives, Group II—Professional Education, Group III—Area of Specialization.

GENERAL ELECTIVES—(Required or omitted by departmental option) (3-9 credits)

Electives to be chosen outside the area of specialization and professional education. Such courses broaden the student's range of knowledge, add to personal background, aid in understanding our culture, or act as an introduction to various fields.

PROFESSIONAL EDUCATION—(6-9 credits)

Includes materials drawn from human development, social and philosophical foundations of education, evaluation, curriculum development, guidance and similar educational areas to give the student a better understanding of American public education and the problems of the teaching profession. In this group all students are required to include a minimum of six to nine semester hours' work, including Education 500.

FIELD OF SPECIALIZATION—(12-18 credits, must include at least 6 credits of appropriate 600-level courses).

Includes the courses taken in the student's area of specialization or major field of interest. The student should consult the departmental announcements for specific requirements and possible specializations.

RESEARCH—(Plan A or B) (3-6 credits)

The Master of Science in Organization and Management prepares individuals for leadership positions in Business and Industry. The MSOM offers two curricular options, in Business or Industrial Management for persons currently in or aspiring to managerial positions in either area.

A Sixth-Year Certificate Program is offered in Reading, and a planned Sixth Year of study is offered in Elementary and Secondary Education areas, in Administration/Supervision and Curriculum Development, School Counseling and Special Education.

The Certification Program for college graduates is designed to prepare qualified holders of the baccalaureate degree who did not complete an undergraduate certification program for classroom positions in Connecticut's public schools. Individuals selecting this program will need to demonstrate an aptitude for teaching as specified by the State of Connecticut in conjunction with the University's School of Education and Professional Studies. Completion of certification requirements (whether Elementary or Secondary—MUST precede entry into the Masters Program).

ADMISSION

Admission to Central's graduate program may be offered to students who hold the Bachelors degree from an accredited institution of higher education and to international applicants as specified on page 17. In any case, the applicant's undergraduate record must demonstrate clear evidence of ability to undertake and to successfully pursue graduate study.

WHEN, HOW TO APPLY

Applications for Fall admission may be submitted beginning in early January through August 31. Spring semester applicants are encouraged to apply from late September through January 1. Re-entering graduate students who desire to pursue the same program (MA, MS, Certification, etc.) after being withdrawn for an extended period must file a special form available in the Graduate Office. Re-entering students may follow either admission schedule, depending upon the semester in which record reactivation is desired.

Application forms, containing information about the admission process, are available in the Graduate Office and in other campus offices.

After completion, the application must be filed in the Graduate Office. A non-refundable fee of \$10 must accompany each application.

It is the applicant's responsibility to request *official transcripts* from each undergraduate and graduate institution that he or she attended up to the date of application. Failure to list all institutions on the application or to provide transcripts may be considered sufficient reason for refusal of admission or dismissal. Central attendees may have their records retrieved by the Graduate Office. Otherwise, official records must be requested by the applicant.

All credentials submitted by an applicant become part of the student's University permanent record and are not returned. After the application has been reviewed, the Dean of Graduate Studies will notify the applicant of the action taken.



BASIS FOR SELECTION

Admission for graduate study is based on the applicant's undergraduate record. A minimum undergraduate GPA of 2.50 on a 4-point scale or its equivalent is required for admission into a Degree Program or to an Original Certification Program. Any *provisionally certified Connecticut teacher* only with a GPA between 2.00 and 2.49 may be admitted to a Planned Fifth-Year Program. A student admitted to the planned Fifth-Year Program should check with his adviser about requirements.

A student admitted to a Planned Fifth-Year Program who wishes to transfer into a degree program must follow Appeal Procedures specified on page 32.

For Sixth-Year Planned Program applicants, performance at the Masters as well as at the Baccalaureate level will be given appropriate consideration.

If requested by the applicant, a personal interview will be granted for his or her informational purposes only during the application process. Such interviews may be arranged with a Graduate adviser or in the Graduate Office.

GRADUATE TESTING FOR ADMISSION

The GRE (Graduation Record Examination) is not used as a general requirement for students applying for Graduate Admission.

Applicants for the M.A. in Biology, however, are required to submit scores of the Advanced Test of the Graduate Record Examination in Biology with their admission materials.

The Modern Language Department requires students to take the MLA Foreign Language Proficiency Tests (either French or Spanish). Each student will be expected to take the Partial Battery, which consists of tests of Listening Comprehension, Speaking, Reading, and Writing. These tests are given twice a year, in October and March. The department chairman will announce the dates.

Information about the Graduate Record Examination and the MLA Foreign Language Proficiency Tests may be obtained from the Educational Testing Service, Princeton, New Jersey 08540.

Applicants for the Master of Arts in Biology and in Community Psychology are required to submit additional narrative statements and reference materials with the application. Such information on admission documents itemized needed to support the application and official transcript, as well as information regarding departmental prerequisites, is best obtained from the department's chairperson or a graduate adviser.

TRANSFER OF GRADUATE CREDIT

Applicants who have taken graduate-level coursework prior to admission, whether at Central or elsewhere, do so with no guarantee that such coursework will be counted toward their Degree or Certification program. A student wishing to transfer to Central from another accredited institution of higher learning must fill out an application for admission and submit official transcripts as specified.

Policy on Satisfactory Academic Progress

Students receiving financial assistance under the federally supported Title IV Programs must comply with the following set of standards to be eligible for such assistance.

A. Quality of academic performance: Students must be matriculated and must maintain that quality of academic performance required to remain a matriculated graduate student in the University.

B. Speed of completion of the graduate objective, i.e., satisfactory progress:

1. For full-time graduate students, satisfactory progress is defined as the successful completion of a minimum of 18 semester hours of academic work toward completion of a graduate degree or planned program in each 2-semester period of enrollment. Failed courses or audited courses will not be counted. Students will be limited to receipt of financial assistance for up to 4 semesters of full time attendance or until the student is certified for program completion by the University, whichever comes first.

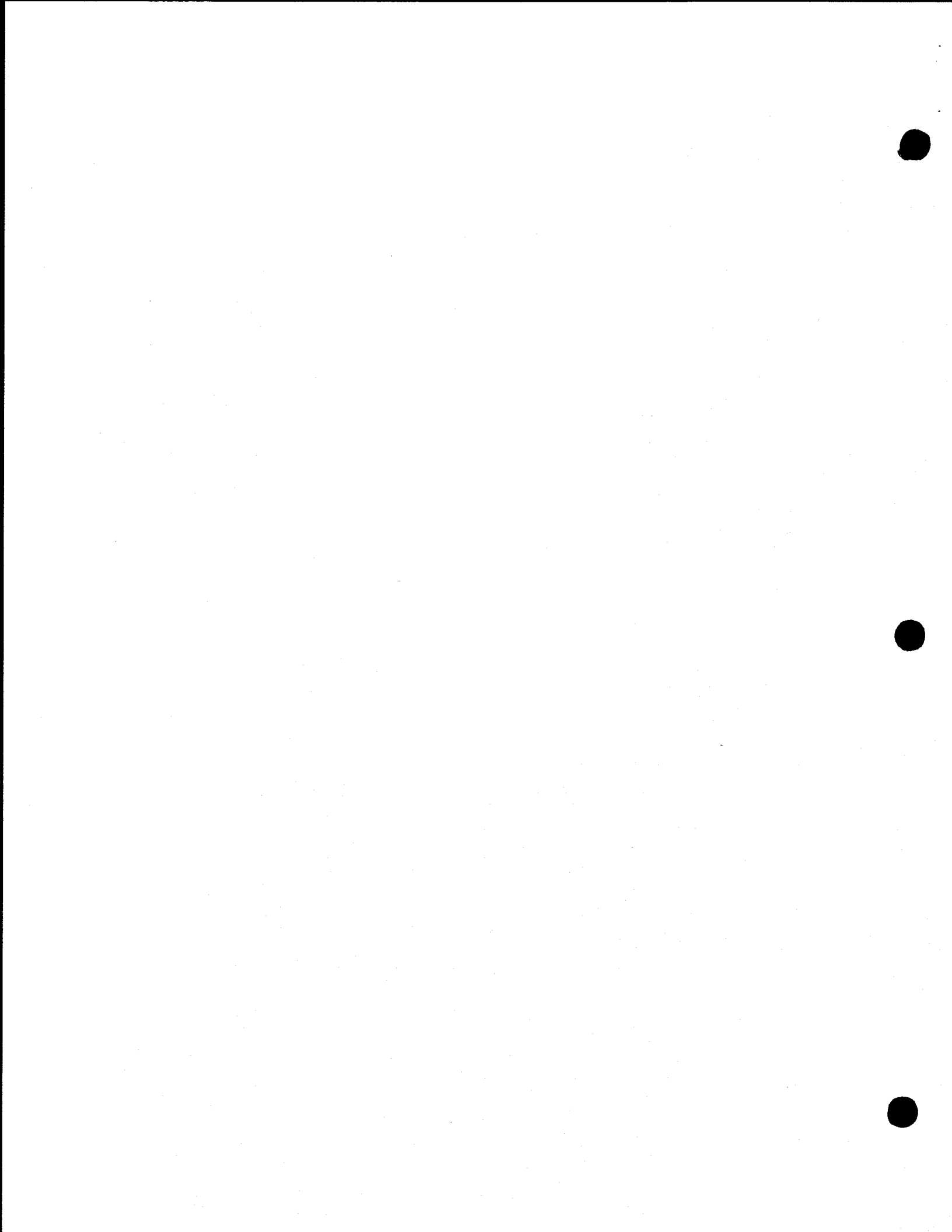
2. For part-time graduate students, satisfactory progress is defined as the successful completion of a minimum of 12 semester hours of academic work toward completion of a graduate degree or a planned program in each 2 semester period of enrollment. Failed courses or audited courses will not be counted. Students will be limited to receipt of financial assistance for up to 8 semesters of part-time attendance or until the student is certified for program completion by the University, whichever comes first.

C. Students who do not attain the above levels of satisfactory progress may complete the needed hours in summer session or during the regular academic year without Title IV financial assistance. Having brought themselves up to the number of hours which would have been required for satisfactory progress at the end of the semester when they lost this status, they will again be eligible to apply for financial aid. Those who do not complete the needed hours in the Summer Session will not be eligible for any Title IV financial assistance for the following academic year.

D. Upon presentation of evidence of medical emergencies or other legitimate personal or family exigencies, students who have been denied financial assistance under this policy may appeal to the campus officer designated by the President.

E. Title IV programs available to graduate students are:

1. Guaranteed Student Loan Program (GSLP)
2. PLUS (Auxiliary) Loan Program (PLUS)
3. College Work-Study Program (CWSP)
4. National Direct Student Loan (NDSL)



Academic Standards, Regulations

Planned Program of Graduate Study

Upon admission, all students must consult with their assigned faculty adviser to establish a planned program of study. This applies to any graduate program, including Certification, Masters Programs, and Sixth-Year Planned Programs. The student is responsible to initiate contact with the adviser for developing the planned program.

Submission of a tentative planned program of study shall occur after the student is notified of admission to the particular graduate program and no more than eight weeks after the first regular semester of graduate work commences. It shall be the adviser's responsibility to see that such planned programs are appropriately approved and submitted to the Dean of Graduate Studies for review and signature.

The Planned Program of Study represents a formal agreement between the Graduate School and the student regarding the specific courses the student will take as part of his/her degree program. Deviations from the Planned Program must be submitted on the appropriate form ("Proposed Change(s) in Planned Program of Graduate Study") and signed by both the student's adviser and the Graduate Dean. All forms are available in the Graduate office.

Changing Plans of Study/Majors

Graduate students who fail to meet requirements of an approved plan of graduate study shall not be allowed to change their option of program study (5th-Year Planned Program, Degree, or 6th-Year Certification, Option: either A or B, or Area of Specialization) more than once, provided that changes made after attempting a Comprehensive Examination or starting a thesis may be vetoed by the student's major department or the Dean of the School of Graduate Study.

To change a major, once declared, a currently matriculated student must fill out a change of major and adviser form in the Graduate Office. If approved, appropriate copies will be submitted to the student and new adviser as necessary. The student then must initiate a new planned program if one is warranted.

Academic Standing

Graduate students must maintain a 3.0 Cumulative Point Average. Students who drop below this average normally receive a warning letter from the Graduate Dean. Students who achieve grades low enough so that, in the judgment of the Graduate Dean, they will not be able to achieve a B average are dismissed from the program. Students who are dismissed for academic reasons may appeal to the Graduate Dean.

Course Levels in Planned Programs

Courses at Central numbered 400 through 599 are appropriate for use in most graduate degree/certification programs with the adviser's approval. 400-level courses are open to

juniors, seniors, and graduate students; 500-level courses are open to graduate students only (undergraduates need the approval of their Department Chairperson and the Dean of Graduate Studies); 600-level courses are restricted to Masters and Sixth Year candidates only.

Courses numbered under 400 (through 399) may be taken towards Connecticut Certification in exceptional cases. Such courses will not, however, later be applied toward the Masters Degree or permitted in a Masters-level Planned Program of Study.

Degree Candidacy (Masters Degree Students Only)

Completion of courses after admission has occurred does not guarantee the student's continuation in the graduate program or advancement to Degree Candidacy. To qualify as a degree candidate after admission, the student must:

- submit and have in his graduate file an approved Planned Program of Graduate Study.
- have satisfactorily completed nine (9) semester hours or the equivalent in approved graduate courses that meet the requirements of the planned program of study. At least two of these courses shall be in the student's major area.
- maintain a graduate cumulative point average of at least 3.0
- be recommended for candidacy by the academic adviser.

Forms requesting consideration for Degree Candidacy are available in the Graduate Office. After appropriate submission of such forms, the final decision on candidacy will be made by the Dean of Graduate Studies.

Grading Standards

The grading system -A, B, C, D, F, Inc. -is used to report the quality of credit earned in graduate course. Grades are as follows:

- A. distinction, for work of exceptional quality.
- B. above average achievement, quality expected of a graduate student
- C. minimal achievement, not up to standards of graduate work.
- D. below average achievement, no graduate credit possible.
- F. failure, no credit possible.

I (Incomplete) may be recorded at the discretion of the instructor for a course in which a student, because of circumstances beyond his control, has failed to complete certain work or has been absent from the final examination. An I which is not removed within one calendar year of receipt becomes an F. Responsibility for removing an I within this time limit rests with the student. An exception to the one-year deadline is made for incompletes awarded for thesis requirements.



of the audit option for graduates follow University policy as established by the Registrar (full-time students) or Dean of Extension College (part-time students).

The PASS/FAIL grading option is not available to graduate students.

Non-Credit Courses are offered by the Extension College within its academic and community service programs.

The symbol NC on the transcript will indicate satisfactory completion of a non-credit course. The symbol U will indicate unsatisfactory performance or non-completion of the course.

Course Attendance

Regular attendance in courses is expected of all graduate students. Frequent absences may result in a lowered grade or possible failure for the course.

Graduation Standards/Application

To qualify for the Masters degree, the student's record must reflect no less than a 3.0 or B level cumulative average and completion of the approved planned program. The conferral of Graduate degrees, including the Sixth Year Diploma in Reading only, takes place each Spring. Students who anticipate Spring completion *ONLY* must file an Application for Graduation form in the Graduate Office by March 15 of the year in which degree completion is expected.

Course Substitution

The graduate adviser, upon request, may approve the substitution of one course for another within the student's planned program. The student obtains the appropriate form from the Graduate Office, has it signed by the adviser, and submits the completed form to the Dean of Graduate Studies.

Adding A Course

Students may add courses to their schedules; that is, register for additional courses during the course change period at the beginning of school. Obviously, late registration of this sort can occur only in courses where there is a vacancy or the department chairman approves an additional student.

Dropping Courses

Dropping courses will be allowed up to the mid-point period of the course being attempted. This can be initiated by the student in the Graduate Office or Extension College. Deadlines for dropping courses will be posted by the Registrar's Office and Extension College each semester.

Withdrawal From Courses

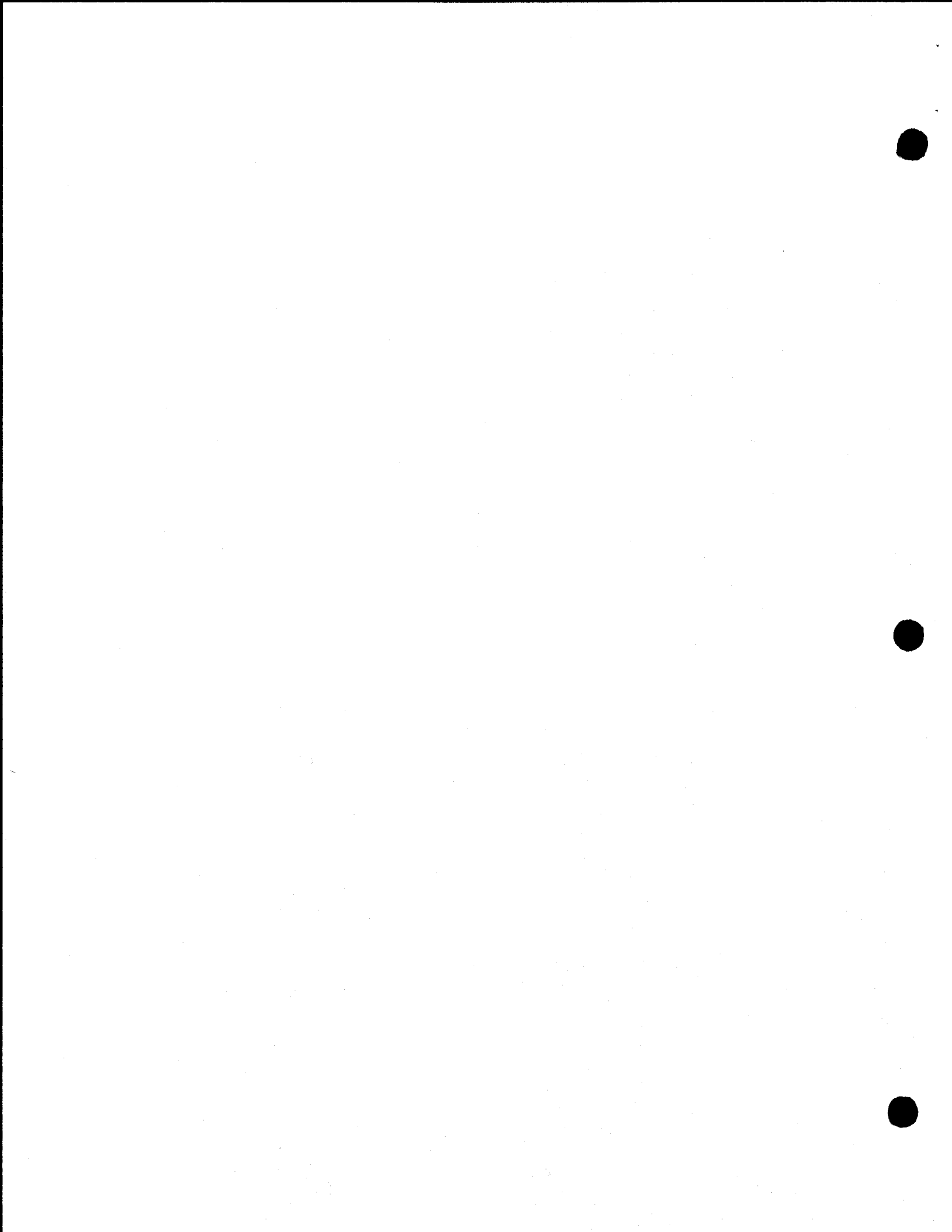
After the deadlines for dropping courses have passed, withdrawal from a course may be granted and recorded on the student's permanent record card as "W" if extenuating circumstances are found to justify withdrawal. Withdrawals are to be initiated in the Graduate Office or Extension College.

Requirements for The Masters Degree

The Masters Degree is conferred upon the student who has completed, subject to faculty approval, 30 credits of approved graduate work either under Plan A which includes a thesis or Plan B which requires a Comprehensive Examination. The Master of Science in Organization and Management, which includes GBM and ITM options, requires a minimum of 36 hours of approved graduate credits. Many departments offering the Master of Science in Education also have adopted a similar 36-hour plan (commonly known as Plan C, no Thesis and no Comprehensive). Students should discuss any options in this area with their faculty adviser.

Each candidate for the Masters degree is expected to demonstrate the ability to present effectively in proper written form the results of his studies as well as the ability to analyze problems related to his area of specialization.

All requirements for the Masters degree, including transfer credit, must be completed within the six-year period immediately preceding the granting of the degree.



CENTRAL CONNECTICUT STATE UNIVERSITY
NEW BRITAIN, CONNECTICUT 06050

Office of the President

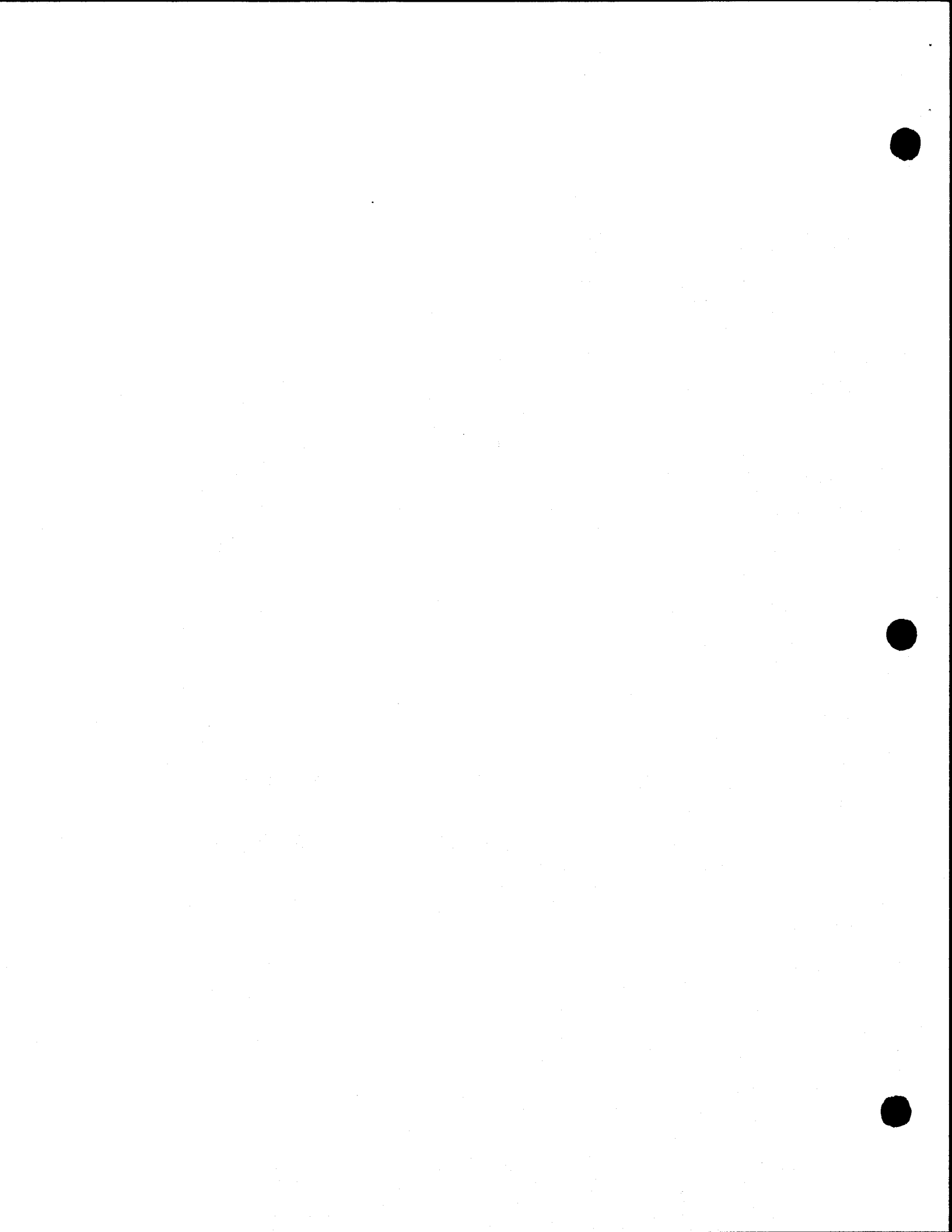
POLICY STATEMENT

It is the intellectual and moral responsibility, but more importantly, the POLICY of the leadership of Central Connecticut State University to advance social justice and equity by exercising affirmative action to remove all discriminatory barriers to equal employment opportunity and upward mobility. Accordingly, the University, through this plan of affirmative action, will, with conviction and effort, undertake positively to overcome the present effects of past practices, policies or barriers to equal employment opportunity, and to achieve the full and fair participation of Blacks, Hispanics, women and any other protected group found to be underutilized in the work force or adversely impacted by system policies or practices.

Equal opportunity, a distinctly different matter, is employment of individuals without consideration of race, color, religion, age, sex, marital status, national origin, ancestry, mental retardation, physical disability or prior conviction of crime, unless the provisions of Sections 46a-60 (b), 46a-80 (b) or 86a-81 (b) of the Connecticut General Statutes are controlling or there is a bona fide occupational qualification excluding persons in one of the above protected groups. Equal employment opportunity is the purpose and goal of affirmative action under Sections 46a-68-31 through 46a-68-74.

Attached hereto and incorporated herein, are listed federal and state constitutional provisions, laws, regulations, guidelines and executive orders prohibiting or outlawing discrimination, identifying classes of persons protected based on race, color, religion, age, sex, marital status, national origin, ancestry, present or past history of mental disorder, mental retardation and physical disability limited to blindness, except for bona fide occupational qualification.

Affirmative Action recruitment involves contacting agencies that work with Blacks, Hispanics, women and other protected groups. The University advertises in publications that attract protected group members such as the Affirmative Action Register and The Hartford Inquirer. Refer to External Communication Section 46a-68-35.



Affirmative action interviewing involves using uniform questions for all candidates. In the affirmative action promotion process, incumbents are not promoted by race or sex, but are promoted on the basis of their performance, and/or seniority or reclassification. Clearly, Affirmative Action and Equal Employment Opportunity are immediate and necessary agency objectives for Central Connecticut State University. We shall affirmatively provide services and programs in a fair and impartial manner. We also recognize the hiring difficulties experienced by the physically disabled and many older persons, and will undertake measures to overcome the present effects of past discrimination, if any, to achieve the full and fair utilization of such persons in the work force.

This policy of non-discrimination will not be limited to employment practices but will extend, as well, as to services and programs provided by the University.

All executive, administrative, and supervisory personnel are expected to discharge their affirmative action responsibilities, in word and deed, consistent with this agency's objective of establishing and implementing Affirmative Action and Equal Employment Opportunity.

As President of Central Connecticut State University, I pledge to make every good faith effort to realize our goals within the timetables set forth in this plan and as required by pertinent state and federal legislation, detailed in the pages which follow.

The Affirmative Action Officer responsible for overseeing Affirmative Action and Equal Employment Opportunity is Mrs. Natalie Stimpson-Byers, Administration Building, Room No. 214, Central Connecticut State University, New Britain, Connecticut 06050, Telephone No. 827-7495.

December 23 1956
Date

F. Don James
F. Don James, President



Central Connecticut State University
Master of Science in Organization and Management
(Organizational and Managerial Communication)

22 August 1977

CENTRAL CONNECTICUT STATE COLLEGE
New Britain, Connecticut 06050

Notice of Compliance

Regarding

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706

Central Connecticut State College does not discriminate in admission or access to, or treatment or employment in, its programs and activities of qualified handicapped persons defined under the provisions of the Rehabilitation Act above referred.

In accordance with Section 84.7, sub part (a), Central Connecticut State College has designated Dr. Richard L. Judd as the Compliance Officer for coordination of institutional efforts in meeting the requirements set forth in the rules and regulations.

