

Assurance of Student Learning Reflection 2024-2025

<i>PCAL</i>	<i>School of Media & Communication</i>
<i>M.A. in Organizational Communication #0012</i>	
<i>Kumi Ishii</i>	
Is this an online program? ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome	Demonstrate mastery in research
Evaluation	Our M.A. in organizational communication program (0012) has a total of five SLOs; we have been assessing three SLOS alternating every year. For example, in 2021-2022, we have assessed SLOs 1, 2, and 4; in 2022-2023, we have assessed SLOs 2, 3, and 5. In 2023-2024, we have assessed SLOs 1, 2, & 4. Thus, SLO 1 was assessed in 2021-2022 & 2023-2024. This learning outcome had been relevant to the program. It is verified by reporting 100% of program achievement by a total of 10 students in the assessed years. Our master's program will be significantly changed to applied contexts starting Fall 2025. Accordingly, the current five SLOS will be revised (please see the new SLOs in the plan section below).
Measurement Instruments	In the past three years, the measurement worked well to assess this outcome. For the thesis option, students complete original research and successfully defend their thesis. A thesis typically focuses on answering a specialized question(s) in communication research. In their first semester of thesis work, students prepare a prospectus, which includes a rationale, literature review, methodology sections, and a timeline for thesis completion. When they successfully defend their prospectus, they then proceed with the rest of the research project to collect, analyze data, and then write up the findings and implications in their second semester of the thesis work. Completion of a thesis depends on student demonstrating mastery in written communication. For the non-thesis option, students must take the comprehensive exam for their degree completion. The exam is composed of three questions to assess each of the following: theoretical knowledge, methodological mastery, and application of theories and concepts to specific context. The design of the exam and the questions written by faculty take into account the learning outcomes. Students must demonstrate mastery in written communication to convey their knowledge, critical thinking, and application skills.

	For the new program, we will be shifting the artifacts from a capstone project of thesis or comprehensive exam option to portfolio, in which we will assess the outcomes for the selected three SLOs alternating every year. We will develop the rubric based on the existing one in order to fit well into the new SLOS.
Criteria & Targets	In the case of the thesis option, students should successfully defend their thesis. In the case of the non-thesis option, the student must “Pass” their comprehensive exam for each of the areas tested. Student exam paper is evaluated by a set of rubrics adapted from the Widener University Doctor of Education Program (see attachment). The first rubric for the theory answer assesses for concept mastery, foundational content, literature use, organization, and language. The second rubric for the method answer assesses for the link of problem to design, research design, method, measurement, procedures, data analysis, and quality of writing. The third rubric for the application answer assesses concepts, application to problem/case, literature use, organization, and language.
Results & Conclusion	Results: All students have successfully passed their comprehensive exam and defended their thesis in their first attempt. Conclusions: The 100% achievement indicates that there is good alignment between the capstone experience and the program learning outcome. Accordingly, no modifications are required to enhance the program at this point.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	In 2025-2026, we plan to assess the artifacts of the capstone project (either the thesis option or comprehensive exam option) using the same measurement for SLOs 2,3, and 5 for students who have enrolled in the current M.A. in Organizational Communication program. We plan to assess the artifact from COMM 598: Applied Communication Portfolio course (one credit) for students who will enroll in our master’s program in Applied Communication (0012) starting in Fall 2025. The new SLOs are: 1. Demonstrate ability to apply communication concepts in organizational contexts. 2. Apply communication principles to develop communication strategies for diverse audiences. 3. Evaluate communication messages, assessing their effectiveness in achieving desired outcomes in diverse contexts. 4. Demonstrate communication skills appropriate to professional contexts. We expect to start the assessment of the new program in 2026-2027. As in previous years, we will rotate the SLOs by selecting three each year. The measurement will be newly developed based on the existing one by Spring 2026 so that we will be able to assess the student outcomes well aligned with the new SLOs. In 2025-2026 we will also review and reconstruct the curriculum map.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Demonstrate mastery in written communication
Evaluation	Our M.A. in organizational communication program (0012) has a total of five SLOs; we have been assessing three SLOS alternating every year. For example, in 2021-2022, we have assessed SLOs 1, 2, and 4; in 2022-2023, we have assessed SLOs 2, 3, and 5. In 2023-2024, we have assessed SLOs 1, 2, & 4. Thus, SLO 2 was assessed in the previous three years (2021-2022, 2022-2023, & 2023-2024). This learning outcome had been relevant to the program. It is verified by reporting 100% of program achievement by a total of 11 students in the assessed years. Our master’s program will be significantly changed to applied contexts starting Fall 2025. Accordingly, the current five SLOS will be revised (please see the new SLOs in the plan section below).

Measurement Instruments	In the past three years, the measurement worked well to assess this outcome. For the thesis option, students complete original research and successfully defend their thesis. A thesis typically focuses on answering a specialized question(s) in communication research. In their first semester of thesis work, students prepare a prospectus, which includes a rationale, literature review, methodology sections, and a timeline for thesis completion. When they successfully defend their prospectus, they then proceed with the rest of the research project to collect, analyze data, and then write up the findings and implications in their second semester of the thesis work. Completion of a thesis depends on student demonstrating mastery in written communication. For the non-thesis option, students must take the comprehensive exam for their degree completion. The exam is composed of three questions to assess each of the following: theoretical knowledge, methodological mastery, and application of theories and concepts to specific context. The design of the exam and the questions written by faculty take into account the learning outcomes. Students must demonstrate mastery in written communication to convey their knowledge, critical thinking, and application skills.
Criteria & Targets	In the case of the thesis option, students should successfully defend their thesis. In the case of the non-thesis option, the student must “Pass” their comprehensive exam for each of the areas tested. Student exam paper is evaluated by a set of rubrics adapted from the Widener University Doctor of Education Program (see attachment). The first rubric for the theory answer assesses for concept mastery, foundational content, literature use, organization, and language. The second rubric for the method answer assesses for the link of problem to design, research design, method, measurement, procedures, data analysis, and quality of writing. The third rubric for the application answer assesses concepts, application to problem/case, literature use, organization, and language.
Results & Conclusion	<u>Results:</u> All students have successfully passed their comprehensive exam and defended their thesis in their first attempt. <u>Conclusions:</u> The 100% achievement indicates that there is good alignment between the capstone experience and the program learning outcome. Accordingly, no modifications are required to enhance the program at this point.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	In 2025-2026, we plan to assess the artifacts of the capstone project (either the thesis option or comprehensive exam option) using the same measurement for SLOs 2,3, and 5 for students who have enrolled in the current M.A. in Organizational Communication program. We plan to assess the artifact from COMM 598: Applied Communication Portfolio course (one credit) for students who will enroll in our master’s program in Applied Communication (0012) starting in Fall 2025. The new SLOs are: 1. Demonstrate ability to apply communication concepts in organizational contexts. 2. Apply communication principles to develop communication strategies for diverse audiences. 3. Evaluate communication messages, assessing their effectiveness in achieving desired outcomes in diverse contexts. 4. Demonstrate communication skills appropriate to professional contexts. We expect to start the assessment of the new program in 2026-2027. As in previous years, we will rotate the SLOs by selecting three each year. The measurement will be newly developed based on the existing one by Spring 2026 so that we will be able to assess the student outcomes well aligned with the new SLOs. In 2025-2026 we will also review and reconstruct the curriculum map.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Explain theories and concepts

Evaluation	Our M.A. in organizational communication program (0012) has a total of five SLOs; we have been assessing three SLOS alternating every year. For example, in 2021-2022, we have assessed SLOs 1, 2, and 4; in 2022-2023, we have assessed SLOs 2, 3, and 5. In 2023-2024, we have assessed SLOs 1, 2, & 4. Thus, SLO 3 was assessed in 2022-2023 in the previous three years. This learning outcome had been relevant to the program. It is verified by reporting 100% of program achievement by the student (N = 1 in 2022-2023) in the assessed year. Our master's program will be significantly changed to applied contexts starting Fall 2025. Accordingly, the current five SLOS will be revised (please see the new SLOs in the plan section below).
Measurement Instruments	In the past three years, the measurement worked well to assess this outcome. For the thesis option, students complete original research and successfully defend their thesis. A thesis typically focuses on answering a specialized question(s) in communication research. In their first semester of thesis work, students prepare a prospectus, which includes a rationale, literature review, methodology sections, and a timeline for thesis completion. When they successfully defend their prospectus, they then proceed with the rest of the research project to collect, analyze data, and then write up the findings and implications in their second semester of the thesis work. Completion of a thesis depends on student demonstrating mastery in written communication. For the non-thesis option, students must take the comprehensive exam for their degree completion. The exam is composed of three questions to assess each of the following: theoretical knowledge, methodological mastery, and application of theories and concepts to specific context. The design of the exam and the questions written by faculty take into account the learning outcomes. Students must demonstrate mastery in written communication to convey their knowledge, critical thinking, and application skills.
Criteria & Targets	The student in 2022-2023 selected the thesis option. The student successfully completed and defended their original research study explaining the selected theory and concept incorporated into their research study.
Results & Conclusion	<u>Results:</u> The student has successfully defended their thesis in their first attempt. <u>Conclusions:</u> Despite the limited number of subject (artifact), the successful achievement indicates that there is good alignment between the capstone experience and the program learning outcome. Accordingly, no modifications are required to enhance the program at this point.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	In 2025-2026, we plan to assess the artifacts of the capstone project (either the thesis option or comprehensive exam option) using the same measurement for SLOs 2,3, and 5 for students who have enrolled in the current M.A. in Organizational Communication program. We plan to assess the artifact from COMM 598: Applied Communication Portfolio course (one credit) for students who will enroll in our master's program in Applied Communication (0012) starting in Fall 2025. The new SLOs are: 1. Demonstrate ability to apply communication concepts in organizational contexts. 2. Apply communication principles to develop communication strategies for diverse audiences. 3. Evaluate communication messages, assessing their effectiveness in achieving desired outcomes in diverse contexts. 4. Demonstrate communication skills appropriate to professional contexts. We expect to start the assessment of the new program in 2026-2027. As in previous years, we will rotate the SLOs by selecting three each year. The measurement will be newly developed based on the existing one by Spring 2026 so that we will be able to assess the student outcomes well aligned with the new SLOs. In 2025-2026 we will also review and reconstruct the curriculum map.

Program Student Learning Outcome 4	
Program Student Learning Outcome	Identify distinct communication practices of culturally diverse groups
Evaluation	Our M.A. in organizational communication program (0012) has a total of five SLOs; we have been assessing three SLOS alternating every year. For example, in 2021-2022, we have assessed SLOs 1, 2, and 4; in 2022-2023, we have assessed SLOs 2, 3, and 5. In 2023-2024, we have assessed SLOs 1, 2, & 4. Thus, SLO 4 was assessed in 2021-2022 and in 2023-2024 in the previous three years. This learning outcome had been relevant to the program. It is verified by reporting 100% of program achievement by a total of 10 students in the assessed years. Our master's program will be significantly changed to applied contexts starting Fall 2025. Accordingly, the current five SLOS will be revised (please see the new SLOs in the plan section below).
Measurement Instruments	In the past three years, the measurement worked well to assess this outcome. For the thesis option, students complete original research and successfully defend their thesis. A thesis typically focuses on answering a specialized question(s) in communication research. In their first semester of thesis work, students prepare a prospectus, which includes a rationale, literature review, methodology sections, and a timeline for thesis completion. When they successfully defend their prospectus, they then proceed with the rest of the research project to collect, analyze data, and then write up the findings and implications in their second semester of the thesis work. Completion of a thesis depends on student demonstrating mastery in written communication. For the non-thesis option, students must take the comprehensive exam for their degree completion. The exam is composed of three questions to assess each of the following: theoretical knowledge, methodological mastery, and application of theories and concepts to specific context. The design of the exam and the questions written by faculty take into account the learning outcomes. Students must demonstrate mastery in written communication to convey their knowledge, critical thinking, and application skills.
Criteria & Targets	In the case of the thesis option, students should successfully defend their thesis. In the case of the non-thesis option, the student must "Pass" their comprehensive exam for each of the areas tested. Student exam paper is evaluated by a set of rubrics adapted from the Widener University Doctor of Education Program (see attachment). The first rubric for the theory answer assesses for concept mastery, foundational content, literature use, organization, and language. The second rubric for the method answer assesses for the link of problem to design, research design, method, measurement, procedures, data analysis, and quality of writing. The third rubric for the application answer assesses concepts, application to problem/case, literature use, organization, and language.
Results & Conclusion	<u>Results:</u> All students have successfully passed their comprehensive exam and defended their thesis in their first attempt. <u>Conclusions:</u> The 100% achievement indicates that there is good alignment between the capstone experience and the program learning outcome. Accordingly, no modifications are required to enhance the program at this point.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	In 2025-2026, we plan to assess the artifacts of the capstone project (either the thesis option or comprehensive exam option) using the same measurement for SLOs 2,3, and 5 for students who have enrolled in the current M.A. in Organizational Communication program. We plan to assess the artifact from COMM 598: Applied Communication Portfolio course (one credit) for students who will enroll in our master's program in Applied Communication (0012) starting in Fall 2025. The new SLOs are: 1. Demonstrate ability to apply communication concepts in organizational contexts. 2. Apply communication principles to develop communication strategies for diverse audiences. 3. Evaluate communication messages, assessing their effectiveness in achieving desired outcomes in diverse contexts.

	4. Demonstrate communication skills appropriate to professional contexts. We expect to start the assessment of the new program in 2026-2027. As in previous years, we will rotate the SLOs by selecting three each year. The measurement will be newly developed based on the existing one by Spring 2026 so that we will be able to assess the student outcomes well aligned with the new SLOs. In 2025-2026 we will also review and reconstruct the curriculum map.
--	---

Program Student Learning Outcome 5	
Program Student Learning Outcome	Demonstrate ability to apply communication concepts in organizational contexts
Evaluation	Our M.A. in organizational communication program (0012) has a total of five SLOs; we have been assessing three SLOS alternating every year. For example, in 2021-2022, we have assessed SLOs 1, 2, and 4; in 2022-2023, we have assessed SLOs 2, 3, and 5. In 2023-2024, we have assessed SLOs 1, 2, & 4. Thus, SLO 5 was assessed in 2022-2023 in the previous three years. This learning outcome had been relevant to the program. It is verified by reporting 100% of program achievement by the student (N = 1 in 2022-2023) in the assessed year. Our master's program will be significantly changed to applied contexts starting Fall 2025. Accordingly, the current five SLOS will be revised (please see the new SLOs in the plan section below).
Measurement Instruments	In the past three years, the measurement worked well to assess this outcome. For the thesis option, students complete original research and successfully defend their thesis. A thesis typically focuses on answering a specialized question(s) in communication research. In their first semester of thesis work, students prepare a prospectus, which includes a rationale, literature review, methodology sections, and a timeline for thesis completion. When they successfully defend their prospectus, they then proceed with the rest of the research project to collect, analyze data, and then write up the findings and implications in their second semester of the thesis work. Completion of a thesis depends on student demonstrating mastery in written communication. For the non-thesis option, students must take the comprehensive exam for their degree completion. The exam is composed of three questions to assess each of the following: theoretical knowledge, methodological mastery, and application of theories and concepts to specific context. The design of the exam and the questions written by faculty take into account the learning outcomes. Students must demonstrate mastery in written communication to convey their knowledge, critical thinking, and application skills.
Criteria & Targets	The student in 2022-2023 selected the thesis option. The student successfully completed and defended their original research study explaining the selected theory and concept incorporated into their research study.
Results & Conclusion	<u>Results:</u> The student has successfully defended their thesis in their first attempt. <u>Conclusions:</u> Despite the limited number of subject (artifact), the successful achievement indicates that there is good alignment between the capstone experience and the program learning outcome. Accordingly, no modifications are required to enhance the program at this point.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	In 2025-2026, we plan to assess the artifacts of the capstone project (either the thesis option or comprehensive exam option) using the same measurement for SLOs 2,3, and 5 for students who have enrolled in the current M.A. in Organizational Communication program.

	We plan to assess the artifact from COMM 598: Applied Communication Portfolio course (one credit) for students who will enroll in our master's program in Applied Communication (0012) starting in Fall 2025. The new SLOs are: 1. Demonstrate ability to apply communication concepts in organizational contexts. 2. Apply communication principles to develop communication strategies for diverse audiences. 3. Evaluate communication messages, assessing their effectiveness in achieving desired outcomes in diverse contexts. 4. Demonstrate communication skills appropriate to professional contexts. We expect to start the assessment of the new program in 2026-2027. As in previous years, we will rotate the SLOs by selecting three each year. The measurement will be newly developed based on the existing one by Spring 2026 so that we will be able to assess the student outcomes well aligned with the new SLOs. In 2025-2026 we will also review and reconstruct the curriculum map. will be newly developed based on the existing one so that we will be able assess the student outcomes well aligned with the new SLOs.
--	---

Scoring Rubric for Communication Foundations/Theory Question

Candidate Proficiencies	Insufficient 1	Emergent 2	Proficient 3	Distinguished 4
CONCEPT	Misunderstands prompt and/or confuses some significant concepts with regard to theory	Responds adequately to the prompt, may have some factual, interpretative or conceptual errors or irrelevancies with regard to theory.	Responds well to the prompt; analysis goes beyond the obvious and explores the uses and value of theory	Comprehensively responds to the prompt; analysis relevant, sophisticated and original; creates clear linkages between the centrality of theory to research
FOUNDATIONAL CONTENT	Explanation of theory/theories is inaccurate, vague, irrelevant or absent	Explanation of theory/theories is overly general and lacking depth	Explanation of theory/theories is clear, detailed, and accurate	Explanation of theory/theories is grounded, specific, arguable, and complex
LITERATURE	Evidence only narrative or anecdotal, awkwardly or incorrectly incorporated	Provides some evidence but not always relevant, sufficient, or integrated into the response; citations are minimal	Provides sufficient and appropriate evidence (literature in text of response) and makes effort to contextualize it; citations are appropriate	Provides substantial, well-chosen evidence (research and textual citations) establishing a clear foundation and framework; definitions are used to strengthen response; citations are excellent
ORGANIZATION	Arbitrary or no paragraph structure, illogical or no transition, repetitive, wanders	Uneven: paragraphs sometimes effective, but some brief, weakly unified, or undeveloped; some awkward or missing transitions	Distinct units of thought in paragraphs, coherently arranged; some transitions between sentences and paragraphs	Apt, seemingly inevitable sequence of paragraphs; appropriate, clear and adequate transitions between sentences and paragraphs
LANGUAGE	Frequent major and minor grammar problems; frequent imprecise diction; wordiness; awkward syntax; repetitive sentence patterns; problems impede meaning	Occasional major grammar errors (e.g., agreement, tense); frequent minor grammar errors (e.g., prepositions, articles); awkward syntax; wordiness	Some mechanical difficulties; occasional problematic word choices or awkward syntax errors; occasional grammar errors; some wordiness	Scholarly and precise writing, syntactic variety, clear command of the language

*Assessment form and rubrics adapted from Widener University's Doctor of Education Program

Scoring Rubric for Communication Research Methods Question

Candidate Proficiencies	Insufficient 1	Emergent 2	Proficient 3	Distinguished 4
Links Between Research Problem and Design	Provided no evidence to for a rationale of one's choice of research designs	Provided limited evidence of a rationale for one's choice of research designs	Made logical connections between one's chosen research designs and the research problem	Described how specific elements of research designs provide a unique justification for solving a research question
Research Design Links between Sampling Strategy and Research Design	Included no information to justify the sampling strategy	Included limited information to justify the sampling strategy	Included information to justify the sampling strategy	Described how the chosen sampling strategy strengthens decisions about one's choices of research designs
Methods, Measurement, & Procedures	Provided no rationale for the selection/creation of quantitative or qualitative protocols that emphasize validity, reliability, credibility and/or trustworthiness	Provided limited rationale for selection/creation of quantitative or qualitative protocols that emphasize validity, reliability, credibility and/or trustworthiness	Provided clear rationale for selection/creation of quantitative or qualitative protocols that emphasize validity, reliability, credibility and/or trustworthiness	Provided very strong rationale for selection/creation of quantitative or qualitative protocols that emphasize validity, reliability, credibility and/or trustworthiness
Data Analysis	Showed no understanding of appropriate use of the selected method	Showed limited understanding of appropriate use of the selected method	Showed understanding of appropriate use of the selected method	Showed advanced understanding of appropriate use of the selected method
Quality of Writing	Response is mechanically and rhetorically flawed	Response made some mechanical and rhetorical errors	Response is relatively free of mechanical and rhetorical errors	Response is well-written and has a strong rhetorical structure

Scoring Rubric for Communication Application Question

Candidate Proficiencies	Insufficient 1	Emergent 2	Proficient 3	Distinguished 4
CONCEPT	Misunderstands prompt and/or confuses some significant concepts of the case example	Responds adequately to the prompt, may have some factual, interpretive, or conceptual errors or irrelevancies	Responds well to the prompt analysis goes beyond the obvious	Responds comprehensively to the prompt; analysis relevant, sophisticated, and original
APPLICATION TO PROBLEM /CASE	Fails to demonstrate minimal proficiencies to describe, explain, or resolve the case or situation as presented; provides limited evidence of critical thinking and problem-solving	Demonstrates minimal proficiencies to describe, explain, or resolve the case or situation as presented; demonstrates cursory critical thinking and problem-solving	Demonstrates acceptable proficiencies to describe, predict, or resolve the case or situation as presented; demonstrates critical thinking and problem-solving	Demonstrates excellence and proficiency in describing, predicting, or resolving the case or situation as presented; integrates scholarship in a way that demonstrates excellent critical thinking and problem-solving
LITERATURE	Evidence only narrative or anecdotal, awkwardly or incorrectly incorporated	Provides some evidence but not always relevant, sufficient, or integrated into the response; citations are minimal	Provides sufficient and appropriate evidence (literature in text of response) and makes effort to contextualize it; citations are appropriate	Provides substantial, well-chosen evidence (research or textual citations) establishing a clear foundation and framework; definitions are used to strengthen response; citations are excellent
ORGANIZATION	Arbitrary or no paragraph structure, illogical or no transitions, repetitive, wanders	Uneven: paragraphs sometimes effective, but some brief, weakly unified, or undeveloped; some awkward or missing transitions	Distinct units of thought in paragraphs, coherently arranged; some transitions between sentences and paragraphs	Apt, seemingly inevitable sequence of paragraphs; appropriate, clear, and adequate transitions between sentences and paragraphs
LANGUAGE	Frequent major and minor grammar problems; frequent imprecise diction; wordiness; awkward syntax; repetitive sentence patterns; problems impede meaning	Occasional major grammar errors (e.g., agreement, tense); frequent minor grammar errors (e.g., prepositions, articles); occasional imprecise diction; awkward syntax; wordiness	Some mechanical difficulties; occasional problematic word choices or awkward syntax errors; occasional grammar errors; some wordiness	Scholarly and precise use of language, clear command of the language

*Assessment form and rubrics adapted from Widener University's Doctor of Education Program

CURRICULUM MAP TEMPLATE

Program name:	M.A. in Organizational Communication (#0012, Thesis track)
Department:	Communication
College:	PCAL
Contact person:	Dr. Jieyoung Kong
Email:	Jieyoung.Kong@wku.edu

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Learning Outcomes				
			LO1:	LO2:	LO3:	LO4:	LO5
			Demonstrate mastery in research	Demonstrate mastery in written communication	Explain theories and concepts	Identify distinct communication practices of culturally diverse groups	Demonstrate ability to apply communication concepts in organizational contexts
Course Subject	Number	Course Title					
COMM	501	Qualitative Methods in Communication Research	I/R	I/R	I/R	I	I/R
COMM	502	Quantitative Methods in Communication Research	I/R	I/R	I/R	I	I/R
COMM	547	Organizational Communication Theory	I	I/R	I/R	I	I/R
COMM	5xx	(Elective)	R	R/M	R/M	R	R
COMM	5xx	(Elective)	R	R/M	R/M	R	R
COMM	5xx	(Elective)	R	R/M	R/M	R	R
COMM	5xx	(Elective)	R	R/M	R/M	R	R
COMM	5xx	(Elective)	R	R/M	R/M	R	R
COMM	599	Thesis Research/Writing	M/A	M/A	M/A	M/A	M/A
COMM	599	Thesis Research/Writing	M/A	M/A	M/A	M/A	M/A

CURRICULUM MAP TEMPLATE

Program name:	M.A. in Organizational Communication (#0012, Non-thesis track)
Department:	Communication
College:	PCAL
Contact person:	Dr. Jieyoung Kong
Email:	Jieyoung.Kong@wku.edu

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Learning Outcomes				
			LO1:	LO2:	LO3:	LO4:	LO5
			Demonstrate mastery in research	Demonstrate mastery in written communication	Explain theories and concepts	Identify distinct communication practices of culturally diverse groups	Demonstrate ability to apply communication concepts in organizational contexts
Course Subject	Number	Course Title					
COMM	501	Qualitative Methods in Communication Research	I/R	I/R	I/R	I	I/R
COMM	502	Quantitative Methods in Communication Research	I/R	I/R	I/R	I	I/R
COMM	547	Organizational Communication Theory	I	I/R	I/R	I	I/R
COMM	5xx	(Elective)	R	R/M	R/M	R	R
COMM	5xx	(Elective)	R	R/M	R/M	R	R
COMM	5xx	(Elective)	R	R/M	R/M	R	R
COMM	5xx	(Elective)	R	R/M	R/M	R	R
COMM	5xx	(Elective)	R	R/M	R/M	R	R
COMM	5xx	(Elective)	R	R/M	R/M	R	R
COMM	5xx	(Elective)	R	R/M	R/M	R	R
		Comprehensive Exam	M/A	M/A	M/A	M/A	M/A