



**Academic Affairs**  
UNIVERSITY of ALASKA ANCHORAGE

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Date: April 4, 2022

To: Paul Layer, Vice President of Academics, Students, and Research

Through: Sean Parnell, Chancellor DocuSigned by:  
Sean Parnell  
1418A9D135514F7...

From: Denise Runge, Provost and Vice Chancellor for Academic Affairs DocuSigned by:  
Denise K. Runge  
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Subject: Proposed BA in Communication

In response to student interest as well as input from local employers, the Community and Technical College is proposing a Bachelor of Arts in Communication. The degree offers a comprehensive study of human communication, with a special focus on communication in the workplace. Students will develop skills including critical thinking, collaborative problem solving, intercultural communication, and conflict management. Communication is one of the top majors nationwide, and effective communication is a key employability skill, sought after by current employers of UAA graduates. Effective Communication is also one of UAA's core learning competencies.

The degree builds on UAA's robust minor in Communication and on faculty expertise from across UAA's campuses. Students will be able to earn the degree through in-person classes, or by distance, which will allow flexibility to those students wishing to remain local.

The program has some features in common with the BA Communication offered at the University of Alaska Fairbanks. However, the success of the UAA minor, the unique areas of UAA faculty research and teaching expertise, and the fact that the courses are already being offered at UAA suggest that UAA will be able to sustain the degree and that it will complement the UAF degree. The UAA faculty are also exploring a cross-university accelerated master's program with the UAF MA Communication, Professional.

Existing funding is sufficient for this program, which is supported by current faculty and coursework already in place.

The program proposal has been approved by the program faculty, dean, appropriate UAA curriculum committees, Faculty Senate, provost and chancellor.

**Attachments:**

- BOR Program Action Request
- Prospectus
- Catalog Copy
- Letters of Support



**Board of Regents Program Action Request**  
**Proposal to Add or Change a Program of Study**  
 University of Alaska

| <b>1a. UA University</b><br>University of Alaska Anchorage   | <b>1b. School or College</b><br>Community and Technical College | <b>1c. Department or Program</b><br>Communications                              |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
|--|---|---|---------------------|--|--------------|-----|------------------------|---------------|------------------------|------|--------------------------|------|-------------------|--|------------------|------|--------------------------|------|-----------------------|----------------------|--|-------------------------------------|--|---|---------------|-------------------------------------|-------------|----------------------------|----------------------|--|--|--------|------|--------|------|--------|------|--------|------|
| <b>2. Complete Program Title:</b> Bachelors of Arts in Communication   |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| <b>3. Type of Program:</b>   |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Undergraduate Certificate <input type="checkbox"/>   | Associate <input type="checkbox"/>                              | Baccalaureate <input checked="" type="checkbox"/>                               |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Master's <input type="checkbox"/>  | Doctorate <input type="checkbox"/>                              | Post-Baccalaureate Certificate <input type="checkbox"/>                         |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| <b>4. Type of Action:</b> <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change  |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Implementation Semester: Fall Year: 2022   |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| <b>6. Projected Revenue and Expenditure Summary:</b>   |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Provide information for the 5 <sup>th</sup> year after program change approval if a baccalaureate or doctoral degree program; for the 3 <sup>rd</sup> year after program approval if a master's or associate degree program; or for the 2 <sup>nd</sup> year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify ( ) and explain in the program summary attached. Note that revenues and expenditures are not always entirely new; some may be current (see 7d.)   |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Projected Annual Revenues in FY</th> </tr> </thead> <tbody> <tr> <td><b>Unrestricted</b></td> <td></td> </tr> <tr> <td>General Fund</td> <td align="right">\$0</td> </tr> <tr> <td>Student Tuition &amp; Fees</td> <td align="right">\$ 966,398.00</td> </tr> <tr> <td>Indirect Cost Recovery</td> <td align="right">\$ -</td> </tr> <tr> <td>TVEP or Other (specify):</td> <td align="right">\$ -</td> </tr> <tr> <td><b>Restricted</b></td> <td></td> </tr> <tr> <td>Federal Receipts</td> <td align="right">\$ -</td> </tr> <tr> <td>TVEP or Other (specify):</td> <td align="right">\$ -</td> </tr> <tr> <td><b>TOTAL REVENUES</b></td> <td align="right"><b>\$ 966,398.00</b></td> </tr> </tbody> </table> | Projected Annual Revenues in FY                                 |   | <b>Unrestricted</b> |  | General Fund | \$0 | Student Tuition & Fees | \$ 966,398.00 | Indirect Cost Recovery | \$ - | TVEP or Other (specify): | \$ - | <b>Restricted</b> |  | Federal Receipts | \$ - | TVEP or Other (specify): | \$ - | <b>TOTAL REVENUES</b> | <b>\$ 966,398.00</b> | <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Projected Annual Expenditures in FY</th> </tr> </thead> <tbody> <tr> <td>Salaries &amp; benefits (faculty and staff)</td> <td align="right">\$ 828,617.00</td> </tr> <tr> <td>Other (commodities, services, etc.)</td> <td align="right">\$ 1,565.00</td> </tr> <tr> <td><b>TOTAL EXPENDITURES:</b></td> <td align="right"><b>\$ 830,182.00</b></td> </tr> <tr> <td colspan="2">One-time Expenditures to Initiate Program (if &gt;\$250,000)<br/>(These are costs in addition to the annual costs, above.)</td> </tr> <tr> <td>Year 1</td> <td align="right">\$ -</td> </tr> <tr> <td>Year 2</td> <td align="right">\$ -</td> </tr> <tr> <td>Year 3</td> <td align="right">\$ -</td> </tr> <tr> <td>Year 4</td> <td align="right">\$ -</td> </tr> </tbody> </table> | Projected Annual Expenditures in FY |  | Salaries & benefits (faculty and staff) | \$ 828,617.00 | Other (commodities, services, etc.) | \$ 1,565.00 | <b>TOTAL EXPENDITURES:</b> | <b>\$ 830,182.00</b> | One-time Expenditures to Initiate Program (if >\$250,000)<br>(These are costs in addition to the annual costs, above.) |  | Year 1 | \$ - | Year 2 | \$ - | Year 3 | \$ - | Year 4 | \$ - |
| Projected Annual Revenues in FY  |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| <b>Unrestricted</b>  |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| General Fund   | \$0   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Student Tuition & Fees   | \$ 966,398.00   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Indirect Cost Recovery   | \$ -  |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| TVEP or Other (specify):   | \$ -  |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| <b>Restricted</b>  |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Federal Receipts   | \$ -  |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| TVEP or Other (specify):   | \$ -  |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| <b>TOTAL REVENUES</b>  | <b>\$ 966,398.00</b>  |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Projected Annual Expenditures in FY  |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Salaries & benefits (faculty and staff)  | \$ 828,617.00   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Other (commodities, services, etc.)  | \$ 1,565.00   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| <b>TOTAL EXPENDITURES:</b>   | <b>\$ 830,182.00</b>  |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| One-time Expenditures to Initiate Program (if >\$250,000)<br>(These are costs in addition to the annual costs, above.)   |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Year 1   | \$ -  |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Year 2   | \$ -  |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Year 3   | \$ -  |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Year 4   | \$ -  |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Page # of attached summary where the budget is discussed, including initial phase-in: 6  |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| <b>7. Budget Status. Items a., b., and c. indicate the source(s) of the general fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program indicate amount anticipated and expiration date, if applicable.</b>   |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| <b>Revenue source</b>  | <b>Continuing</b>   | <b>One-Time</b>   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| a. In current legislative budget request   | \$ -  | \$ -  |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| b. Additional appropriation required   | \$ -  | \$ -  |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| c. Funded through new internal UA university redistribution  | \$ -  | \$ -  |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| d. Funds currently committed to the program[1]   | \$ 966,398.00   | \$ -  |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| e. Funded all or in part by external funds, expiration date  | \$ -  | \$ -  |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| f. Other funding source (specify type):  |   | \$ -  |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| <b>8. Facilities. New or substantially (&gt;\$25,000 cost) renovated facilities will be required.</b>  | <input type="checkbox"/> Yes                                    | <input checked="" type="checkbox"/> No  |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.   |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| <b>9. Projected Enrollments (headcount of majors). If this is a program discontinuation request, project the teach-out enrollments.</b>  |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Year 1: <input type="text" value="5"/>   | Year 2: <input type="text" value="15"/>                         | Year 3: <input type="text" value="30"/> Year 4: <input type="text" value="50"/> |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |
| Page number of attached summary where demand for this program is discussed: 5  |   |   |                     |  |              |     |                        |               |                        |      |                          |      |                   |  |                  |      |                          |      |                       |                      |  |                                     |  |   |               |                                     |             |                            |                      |  |  |        |      |        |      |        |      |        |      |



|  |                                |   |                                   |
|--|--------------------------------|---|-----------------------------------|
| <b>10. Number<sup>2</sup> of new TA or faculty hires anticipated (or number of positions eliminated if a program discontinuation):</b> |                                | <b>11. Number<sup>2</sup> of TAs or faculty to be reassigned:</b> |                                   |
| Graduate TA  | <input type="text" value="0"/> | Graduate TA   | <input type="text" value="N/A"/>  |
| Adjunct  | <input type="text" value="0"/> | Adjunct   | <input type="text" value="N/A"/>  |
| Term   | <input type="text" value="0"/> | Term  | <input type="text" value="N/A"/>  |
| Tenure track   | <input type="text" value="0"/> | Tenure track  | <input type="text" value="N/A"/>  |
|  |                                | Former assignment of any reassigned faculty:                      |                                   |
|  |                                | For more information see attached summary page:                   | <input type="text" value="6-10"/> |

| <b>12. Other programs affected by the proposed action, including those at other campuses (please list):</b> |   |
|---|---|
| Program Affected  | Anticipated Effect  |
| UAA Minor in Communication  | The proposed BA builds off enrollments in the minor in Communication, drawing from the existing pipeline of students.   |
| UAA BA in Journalism and Public Communications  | The proposed BA complements the existing BA in Journalism and Public Communications.  |
| UAF BA Communication  | While there is some overlap in the two programs, the UAA program focuses on communication in the workplace more broadly. UAA and UAF faculty are exploring an accelerated master's into the UAF MA Communication, Professional. |

Page number of attached summary where effects on other programs are discussed: 3-4

|  |  |
|--|--|
| <b>13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none':</b> | <b>14. Aligns with University or campus mission, goals, core themes, and objectives (list):</b>  |
| None   | UA Goals: Contribute to economic development, skilled workforce, and engaged citizenship; foster academic excellence for student success; grow our world-class research; operate cost effectively. |
|  | UAA: Directly supports the mission and follows UAA 2025 aspirations 1, 2, and 5. Supports UAA <i>Effective Communication</i> Core Competency.  |
|  | Page in attached summary where alignment is discussed: <input type="text" value="1-3"/>  |

|  |  |
|--|--|
| <b>15. State needs met by this program (list):</b>   | <b>16. Program is initially planned to be: (check all that apply)</b>                    |
| Meets critical state needs in a range of fields. Responds to employers of UAA alumni regarding the skills and knowledge they need from UAA graduates. (p. 5) | Available to students attending classes at campuses <input checked="" type="checkbox"/>  |
|  | Available to students via e-Learning <input checked="" type="checkbox"/>                 |
|  | Partially available to students via e-Learning <input checked="" type="checkbox"/>       |
|  | Page # in attached summary where e-Learning is discussed: <input type="text" value="3"/> |

**17. If this program is an addition, would program be eligible for State's Eligible Training Provider List program?**  
 Yes  No  [\(Click here for more information\)](#)

Submitted by: DocuSigned by:  
Denise K. Runge  
Chancellor, Provost April 4, 2022 DocuSigned by:  
Sean Parnell  
1416A9D135514F7... April 4, 2022

Consensus support of AC  Not supported by AC

Recommend approval by VPASR  Date: 4/14/2022

Recommend disapproval by VPASR Date: \_\_\_\_\_

<sup>2</sup>Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments:  Summary of Degree or Certificate Program Proposal  Other (optional)

Updated January 2020

[\[1\] Sometimes the courses required by a new degree or certificate program are already being taught by a UA university, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.](#)

## **BACHELOR OF ARTS IN COMMUNICATION**

### **PROGRAM OVERVIEW**

The Community and Technical College (CTC) is proposing a Bachelor of Arts degree in Communication designed to meet 21st century workforce needs. The degree uses current resources, including existing courses, and it builds upon UAA's successful minor in Communication. The degree will be available to students across UAA's region, with faculty from Anchorage, Kenai Peninsula College, Prince William Sound College, Matanuska-Susitna College, and Kodiak College contributing to the delivery of the degree. The degree will be available in person in Anchorage and by distance, with some courses also delivered in person on the community campuses.

The UAA Department of Communication already offers a robust minor in Communication with approximately 45 – 60 students in the minor annually. Given the success of the minor, the department has increased its core faculty and expanded its curriculum over time.

The UAA Communication faculty hold expertise particularly in areas focused on communication in the workplace, and the UAA degree reflects this focus. For example, the degree features the following courses: Communication in the Workplace; Collaboration and Group Decision Making; Communication and Conflict; and Communication and Leadership. The Communication faculty intentionally designed the curriculum to align with all four of UAA's Core Competencies: (1) Effective Communication; (2) Creative and Critical Thinking; (3) Intercultural Fluency; and (4) Personal, Professional, and Community Responsibility. UAA faculty, staff, and students selected these four core competencies, partly to ensure UAA graduates have the skills and knowledge requested by local employers of UAA graduates. Finally, faculty at the community campuses design and deliver courses that address local communication needs, such as the course Communication, Recreation, and Tourism delivered at Prince William Sound College.

The curriculum includes a core, which introduces students to the key theories, practices and research methods in the field of communication, and a broad set of Communication elective courses, which students can select based on their individual academic and professional goals. Faculty employ best practices in pedagogy, including the high impact practices of community-engaged learning and undergraduate research, among others.

### **MISSION AND STRATEGIC ALIGNMENT**

#### **University of Alaska System Goals and Measures**

The degree aligns with several UA Goals.

- *Contribute to Alaska's economic development, skilled workforce and engaged citizenship.* Housed in the Community and Technical College, the Department of Communication proposes a major with a focus on workforce skills, as is evident in the curriculum, with courses such as Communication in the Workplace; Collaboration and Group Decision Making; Organizational Communication; and Communication and Leadership. In addition, these courses all approach the curriculum with a pragmatic look at skills that are essential in the workplace, with active student participation and engagement and application of the principles and theories of communication to workforce experience. The department's commitment to the workforce and engaged citizenship is apparent in



its current Communication minor program, where students are assigned projects in which they connect with community and business leaders to understand the Anchorage environment as well as assignments in which they connect with local 501(c)(3) organizations. The proposed BA program is likewise community-driven with the aims to encourage students to engage with local community members with focus on both workforce and citizenship.

- *Foster academic excellence for student success.* Communication faculty engage with their students in community-engaged learning, undergraduate research and other high impact pedagogical practices, and several faculty hold certificates in quality online teaching. Communication faculty publish in areas as far ranging as Health Communication, Intercultural Communication, and Instructional Communication, and have been acknowledged by both the Alaska State Legislature and the Anchorage Chamber of Commerce.
- *Grow our world class research.* The research faculty in the Department of Communication conduct important and relevant research, including research in intercultural communication and health communication as they directly relate to the Alaska Native population. Communication faculty are also actively working on research projects with undergraduates.
- *Operate cost effectively.* The Department of Communication supports the General Education Requirement (GER) in Oral Communication, as well as the Diversity and Inclusion GER and the Social Sciences GER. In addition, the department supports requirements in Mathematics, Applied Technologies Leadership, and Health Sciences. Enrollment in the Department of Communication is robust, supporting the expansion of the faculty and the curriculum.

#### **University of Alaska Anchorage Mission**

The BA Communication aligns with the UAA mission to transform lives through teaching, research, and community engagement in a diverse and inclusive environment.

#### **University of Alaska Anchorage Strategic Plan - UAA 2025**

The BA Communication aligns with UAA's strategic plan.

- *We put students first.* By addressing UAA's four core competencies, the degree intentionally responds to employer needs in a broad range of industries and organizations, serving the communities of Southcentral Alaska and the state, thus setting students up for post-graduation success. The Department of Communication has a Student Success Committee as well as an Outreach Committee, the goals of both of which are to support student success. The work of the committees, for example, has resulted in "Department Office Hours," that are in addition to faculty office hours, and which are designed for the sole purpose of supporting students in the minor. In addition to academic success, the department focuses on post-graduation success, by supporting learning and developing communication skills in both personal and professional relationships.
- *We create a culture of equity and inclusion by embracing our diversity.* Two core courses in the proposed major, Intercultural Communication and Communication and Gender, specifically focus on promoting diversity, equity, and inclusion. These courses include projects that focus on Alaska

issues, such as immigrant adaptation or challenges faced by Alaska Natives moving to urban areas. The faculty are committed to increased access to higher education, and have developed no-cost course materials, such as Open Educational Resources (OERs), which they use in their courses, thus lowering the cost to students. Just as importantly, the faculty designed the OERs to intentionally give voice to diverse students and to enhance underrepresented college students' perceptions of belonging on campus.

- *We accelerate excellence through continuous improvement.* The Communication Teaching Committee schedules and facilitates regular meetings devoted to shared teaching principles and strategies, with the goal of continuous improvement. The department similarly works with the other general education departments in the college to develop innovative and future-oriented curriculum.

### **Community and Technical College Mission, Vision and Values**

The mission of UAA's Community & Technical College is to build Alaska's workforce and foster student success through quality education and technical training. The BA Communication directly contributes to these goals, with the program's intentional focus on communication in the workplace, as well as on adaptability in response to social and employment changes, and diversity and inclusion.

### **PROGRAM ACCREDITATION AND SPECIAL CERTIFICATIONS**

There are no specialized program accreditations or other external program certifications needed or anticipated for this program. This program will not affect existing accredited programs.

### **E-LEARNING OPTIONS, IF APPLICABLE**

The BA Communication will be available by distance. Of the 23 courses currently offered, 21 courses (90%) will be delivered online. All required major courses will be available online every year. In addition, the department will offer a minimum of four other online courses each academic year, making it possible for fully online students to complete the major requirements within three years.

### **AFFECTED PROGRAMS**

**General Education:** The Department of Communication delivers UAA's Tier 1 GER courses in Communication. The ability of the department to provide those courses will be unaffected by the proposed new program.

**Pathway from Two-Year to Four-Year Degree:** Given that the BA will be available online and that faculty from all community campuses will contribute to the delivery of courses for the major, the program will provide a unique opportunity for students at the community campuses. In particular, the program builds directly off the Associate of Arts degree, delivered at each community campus, thus providing a direct path from a two-year degree earned locally, and allowing students to remain local and move forward in a four-year degree.

**Four-Year Degrees Requiring Communication Courses:** Both the UAA Bachelor of Arts in Mathematics and the UAA Bachelor of Science in Applied Technologies Leadership require upper-division Communication courses. The proposed BA Communication will not negatively affect the availability of these courses. With time, the department might even be able to offer additional upper-division courses,



which will provide more opportunities and options for students in the Mathematics and Applied Technologies Leadership programs.

**UAA Journalism and Public Communications:** The UAA faculty intentionally designed the BA Communication to complement the existing UAA BA in Journalism and Public Communications. The chair of the UAA Department of Journalism and Public Communications (JPC) fully supports this proposal. The proposed program has no overlap with the BA in Journalism and Public Communications, with the exception of one course that will be taught by JPC faculty, and which is included as a cross-listed elective in the BA Communication. The faculty consider this a positive for the students, who will benefit from the additional expertise of the JPC faculty in this course.

**UAF Degrees in Communication:** The University of Alaska Fairbanks (UAF) currently offers a BA Communication. While there is some overlap between the two programs, the UAF degree includes some courses on media and the news, while the UAA degree is more focused on communication in the workplace more broadly defined. UAF also offers an MA Communication, Professional. The UAA faculty and the UAF faculty are in discussion about a cross-university accelerated master's degree, where UAA students would complete some of their coursework for the UAF master's during their final year in the UAA BA Communication. Because the UAA degree builds off enrollments in the UAA minor in Communication, it will draw from the existing pipeline of students. It is not anticipated that the UAA degree will have an impact one way or the other on enrollment in the UAF degree.

The proposed degree enjoys the full support of UAA's community campus directors, as well as the dean of the Community and Technical College.

#### STUDENT OPPORTUNITIES AND STUDENT SUCCESS

Opportunities for students majoring in Communication abound.

The *Princeton Review* states that Communication is one of the top 10 most popular college majors (and is [ranked](#) as the second best college major based on job prospects, alumni salaries and popularity). *College Factual* also states that Communication is one of the top 10 most popular college majors ([ranked as #9](#)).

The [UAA Final Report for the 2019-2020 NWCCU Mission Fulfillment Project](#), which surveyed Anchorage and other Alaska employers, demonstrates an interest in and need for communication skills. The popular website for job postings, *Indeed*, stated in March 2021 that Communication is one of the top 25 most popular college majors for job postings ([ranked as #8](#)). The *Anchorage Economic Development Corporation Real-Time Jobs Intelligence Report* (2019) stated that the top 10 sought-after human relations skills include: (1) communications [verbal and written]; (2) customer service; (3) cooperative/team player; (7) supervision/management; and (10) interpersonal relationships/maintain relationships. Finally, the Bureau of Labor Statistics projects that jobs for graduates with communication degrees will continue to increase through 2029.

Communication faculty employ a number of innovative teaching methods, including high impact practices such as team-based learning, community-based learning, Transparency in Learning and Teaching (TILT), group practices, concept mapping, and collaborative assignments. Communication faculty are also utilizing Open Educational Resources textbooks in most courses. These Communication texts provide current theoretical and practical skills across the communication curriculum. Students can access these texts without cost, which significantly promotes student engagement with course

materials, leads to improved academic achievement, and fosters student retention towards a degree. Communication faculty also include undergraduate students in research projects and community engaged teaching projects.

Students in the BA Communication could choose to pursue participation in UAA’s highly successful Seawolf Debate Program. Since its founding in 1972, the team has gained regional, national, and international acclaim while representing UAA in competitive speaking tournaments. Two goals guide the program: excellence in competitive intercollegiate debating and the promotion of public discourse. To achieve these goals, the program operates as a competitive team and has a robust service agenda open to any UAA student that provides mentorship for middle and high school students, campus volunteer activities, and a series of public debates for the Anchorage community.

In terms of student support and student success, students in the new major will have access to the regular advising and student support structures already in place in the college and the department. The Department of Communication has a dedicated Student Success Committee, which has developed Student Success Roadmaps for students in the minor and which ensures that each student currently in the minor has access to individual advising sessions. The department has developed a four-year course rotation, and it will put forward a sample pathway through the new degree, which will be published in the catalog.

**STUDENT DEMAND AND STATE NEEDS**

The University of Alaska Anchorage recently interviewed several top employers of UAA graduates and found that communication is among the top skills sought by these employers. The BA Communication focuses on specific communication skills that employers seek in the workplace, including the ability to work effectively in teams, the ability to work productively with people from a wide range of backgrounds, and the ability to listen to and effectively process critical feedback. Typically, graduates in the Communication field find jobs in business, human resources, public relations and advertising, media, education, and many other fields. The department will establish ongoing outreach and consultation with local organizations and agencies to ensure the degree remains current and responsive to local employers’ needs.

Ongoing student queries coupled with solid enrollments in the Communication minor provide evidence of the level of student interest in a degree in Communication at UAA. Moreover, UAA students express interest in having both in-person and online classes, allowing for flexibility, but also for a strong connection to their local campus.

**Enrollment Projections**

Based on current enrollment in the Communication minor, frequent requests for a major in Communication from UAA students, and national trends, the proposed program is expected to have immediate enrollment, estimated at 10% of the current Communication minors. Further, based on national data, the major is expected to more than double in Year 2 and to continue to grow quickly in the following years.

|                  | Year 1   | Year 2    | Year 3    | Year 4    | Year 5    |
|------------------|----------|-----------|-----------|-----------|-----------|
| <b>Headcount</b> | <b>5</b> | <b>15</b> | <b>30</b> | <b>50</b> | <b>70</b> |



## **RESOURCE IMPLICATIONS**

Because the program draws upon currently offered courses, the overall impact on current and future resources will be minimal.

The Department of Communication offers several General Education Requirement courses, which generate significant credit hours. These general education courses comprise 50% of the core of the proposed program and are also part of the electives in the major requirements. Enrollment in these courses has historically been at 90% or higher capacity.

The department also offers two upper-division courses that are required by the BS Applied Technologies Leadership degree. These courses have a history of substantial enrollment, as do several additional upper-division Communication courses including Communication and Gender; Collaboration and Group Decision Making; and Persuasion. The department also offers a relatively new upper-division course required by the Health Sciences bachelor's degree, and enrollment in that course is expected to continue to grow.

Current faculty numbers are adequate to deliver this degree. In Anchorage, the department currently has four tenured or tenure-track faculty members, two full-time term faculty members, and a reliable pool of adjunct faculty. Moreover, the department maintains strong connections with Communication faculty across the community campuses, including the new-to-UAA tenure-track faculty member at Kenai Peninsula College.

The current faculty and the faculty connections across campuses, as well as the current course offerings, will allow the BA to be delivered without additional cost to the college or the university. This degree will have a positive impact on enrollment at the community campuses, with enhanced opportunities for Communication faculty members on the campuses to deliver upper-division courses as part of the online delivery of the major.

## **FACULTY AND STAFF**

No additional faculty or staff are required. The department already offers the courses on a regular basis, and student advising will happen within the current advising and student success structures within the department and the college.

The below details full-time faculty and their expertise.

**Dr. Teresa Barton, PhD** has been the instructor in the Department of Communication at UAA's Prince William Sound College since 2017. Dr. Barton is also the Regional Director of Adult Education for the Valdez/Cordova region. She has a BA in Advertising & Public Relations, an MA in Rhetoric and Philosophy of Communication, and a PhD in Cultural and Educational Policy Studies. Dr. Barton teaches Fundamentals of Oral Communication, Small Group Communication, and is currently developing a communication course that focuses on tourism and recreation. Her teaching strategies focus on bringing the "real world" into the classroom through guest speakers, community outreach and partnerships, storytelling, and group problem solving and presentations. Dr. Barton has also taught courses at Loyola University in Chicago, DePaul University in Chicago, and Dong-Eui University in Busan, South Korea. Her research interests focus on adult learner motivation, adult education policy, and curriculum development.

**Professor Mark Bruner** has been a faculty member in the Department of Communication for the past 25 years. Professor Bruner has a BA in Rhetoric and Communication and an MA in Communication from the University of California, Davis. Throughout his career at UAA he has taught Interpersonal Communication; Fundamentals of Oral Communication; Collaboration and Group Decision Making; and Small Group Communication courses. Professor Bruner's courses are structured to provide a dynamic classroom environment with active student participation and engagement. Class time is spent presenting and exploring communication theory and principles in a manner that encourages students to apply the principles to their own group and interpersonal environments. Professor Bruner is also actively involved in supporting students within the communication minor program as chair of the Student Success Committee. Throughout the year he is responsible for keeping communication minors informed of developments within the department and is also working closely with other communication department committees to increase participation and involvement of the minors within the department.

**Dr. Tzu-Chiao Chen, PhD** has been an Assistant Professor of Communication at UAA since 2019. Dr. Chen's research and teaching area mainly focus on intercultural communication, especially in intercultural friendship development and maintenance. He joined the research project "Untapped Talents" investigating the immigrants' experiences in the Anchorage area. The research team consists of Dr. Sara Buckingham (Psychology), Dr. Amana Mbise (Social Work), Nyabony Gat (South Central Area Health Education Center, SCAHEC) and Shannon Kuhn. This project was supported by Welcoming Anchorage, which was part of the Municipality of Anchorage at the time "Untapped Talents" was initiated. While conducting this project, the research team also connected with local community organizations and leaders, such as SCAHEC and local churches. Dr. Chen has presented the preliminary results to community members multiple times in the past two years. The final report is to be presented to the city government, local health care organizations, Anchorage School District, and several immigrant groups.

While teaching his Intercultural Communication course, Dr. Chen fulfilled community responsibilities by creating final group projects to investigate various community needs. For instance, in one semester, Dr. Chen required his students to propose projects to help new immigrants adapt to life in Anchorage. In another semester he required his students to investigate the difficulties that Alaska Natives face while moving from their hometown to big cities like Anchorage. These projects were community driven with the aim to encourage students to engage with local community members while promoting diversity and inclusion.

**Dr. Barbara Harville, PhD**, is a professor and the chair of the Department of Communication at UAA and has twice served as President of the UAA Faculty Senate. She has taught at the California State University in Los Angeles and at the University of Oklahoma. Her research interests are in communication in the workplace, and she has published in the areas of conflict, racism and instructional communication. Dr. Harville has been active in the Anchorage community, providing workshops on public speaking, leadership, running meetings, and emotional intelligence in the workplace. She teaches classes in interpersonal communication, workplace communication, and leadership, which involve components of community-based learning.

**Professor Steven Johnson** is an Associate Professor and Director of Debate at UAA. Professor Johnson has been involved in competitive debating for over 30 years and believes fervently in the power of academic debating to change people's lives. He has held a variety of leadership positions in academic debating. He was the first president of the United States' National Parliamentary Debate Association



and served two terms as the chair of the World Universities Debating Council. Professor Johnson has developed debating courses and trained teachers and students around the world in techniques of debating. His book, *Winning Debates: A guide to debating in the style of the World Universities Debating Championships*, has been translated into 6 languages.

**Kodiak College Director Jacelyn Keys** has spent the last 22 years in higher education serving in various positions in academic affairs and student affairs. She has taught and designed college courses as an adjunct instructor for 16 years at various colleges and universities. Her classes have included first year experience courses, service learning, leadership, and a wide range of communication courses. Her academic research topics include men's perceptions of their own attractiveness and body image as influenced by visual media and how that impacts communication as well as sex and romance communication.

Director Keys holds a master's degree in College Student Services Administration from Oregon State University and a master's degree in Communication from Gonzaga University. She currently serves the university as the Kodiak College Director.

**Dr. Doug Parry, PhD**, is a professor of Communication at UAA. His research interest is Communication pedagogy. Dr. Parry has served as chair of the Communication Department, director of the Bachelor of Liberal Studies Program, and director/founder of the UAA Debate Team. He has taught at Alaska Pacific University, Ohio University, and West Virginia University. He has publications in the *Journal of Applied Communication Research*, *Communication Research*, *Human Communication Research*, and *Management Communication Quarterly*. Dr. Parry has presented papers at the International Communication Association, National Communication Association, Central States Communication Association, and Western States Communication Association. Recognitions include National Cross Examination Debate Association Outstanding Debate Coach, Outstanding Achievement in Debate and Forensics by the Alaska State Legislature, UAA's Outstanding Service Award, and Anchorage Chamber of Commerce Award for hosting the Western States Communication Association Anchorage Conference.

**Dr. Peter Praetorius, PhD**, is an Associate Professor of Communication at UAA's Matanuska-Susitna College. He holds a PhD in Rhetoric and Technical Communication from Michigan Technological University. Dr. Praetorius teaches Communication and Writing courses at Mat-Su College and is active in the Mat-Su Valley community. He is a founding board member of the Bright Lights Book Project where he writes grants and wrote and filed the documents for the organization's nonprofit status. The Bright Lights Book Project salvages, cleans, sorts and distributes books to free bookcases in the Mat-Su community as well Alaska villages, schools, and correctional facilities.

**Professor Michelle Scaman** has been an instructor in the Department of Communication at UAA since 2010, and previously taught at UAF's Tanana Valley campus, as well as at the Chugiak-Eagle River Campus. She teaches a range of GER Communication and upper-division courses, including some online sections. Her research and teaching interests include Open Education Resources (OER), e-learning, information literacy, and public speaking. She was a 2019 UAA Technology Fellow and created original OER content that was published on the [OER Commons](#) website. In addition to teaching and committee work, she focuses on professional development and bringing innovations to the classroom. She participates in workshops surrounding cultural responsiveness in e-learning and curated materials on Native Alaskan storytelling.



Professor Scaman has earned two Quality Matters certifications, which focus on applying quality assurance competencies to online teaching design. In 2020 she earned an international peer-reviewed certification in online teaching through Quality Matters. She also earned another Quality Matters certification, *Improving Your Online Teaching*.

Professor Scaman presented her information literacy group research, *Iterative Information Literacy: A Redesign for General Education Communication Courses* at the 2017 Lilly Conference.

Scaman has contributed to the UAA campus community as well as the Anchorage community. She has worked as a speech coach for the UAA commencement speakers, preparing them for the commencement delivery. Scaman has also integrated community connections in her COMM A241: Public Speaking courses by having students choose local 501(c)(3) organizations for their persuasive topics. They interview organization leaders and present to others, motivating them to take action. She applies High Impact Practices in the course through the creation of e-Portfolios. In addition to campus life, Scaman works with the broader community by teaching the Anchorage Museum docents public speaking skills.

**Associate Vice Provost Shawnalee Whitney** is an Associate Professor of Communication and Associate Vice Provost for Faculty Development and Instructional Support at UAA. A recipient of the Chancellor's Award for Excellence in Teaching, and a former director of UAA's speech and debate program, Professor Whitney has taught a wide range of Communication courses. Her introductory, general education courses, like Interpersonal Communication, are designed to support first- and second-year students in the development of skills that are essential for personal, professional, and community settings. Through upper-division, special topics courses such as Communication in Education and Communication in Travel and Tourism, Professor Whitney challenges students to enrich and apply their communication skills while deepening their understanding of communication theory and research. Professor Whitney has served the department through course and curriculum redesign, textbook selection and OER adoption efforts, as department chair, adjunct coordinator, and assessment coordinator. She has been a member of the College of Arts and Sciences Associate of Arts assessment committee and the institution's General Education Review Committee. Professor Whitney's involvement in assessment, curriculum redesign, and general education has resulted in her participation at national conferences such as the American Association of Colleges and Universities (AAC&U) Conference on General Education, Pedagogy, and Assessment and the AAC&U Institute on High-Impact Practices. She has presented on Communication pedagogy at Lilly Conference on Excellence in Teaching in Higher Education. Her scholarly work in faculty development has resulted in multiple presentations at the Professional and Organizational Development in Higher Education Network conference.

**Dr. Amber K. Worthington, PhD**, has been an Assistant Professor of Communication at UAA since 2019. She has created several innovative and community-engaged projects in the classroom that advance student success. For example, she has an ongoing teaching project with undergraduate students to co-author an Open Educational Resource (OER) to be used in future communication courses. This OER centers diverse student voices in course materials and helps to decrease the cost of course materials for students and enhance underrepresented college students' perceptions of belonging on campus.

Dr. Worthington is currently teaching an honors section of the COMM A111 General Education Requirement, which is also designated as a community-engaged course. The students are working with four different community organizations in Anchorage (Alaska Family Services, Alaska Native Heritage Center, Alaska Community Action on Toxics, and Beans Cafe) to construct public speeches on topics of importance to both students and the community.



**UAA UNIVERSITY of ALASKA ANCHORAGE**  
**New Program Proposal Prospectus**

In addition to these teaching projects, Dr. Worthington is engaged in a variety of important and community-relevant research projects. She recently received recognition from Senator Bill Wielechowski for her interdisciplinary study on the impact of the COVID-19 pandemic on the physical activity and well-being of United States military veterans in Alaska with Dr. Ashley O'Connor in Social Work. She also recently received a National Institutes of Health grant as senior personnel (with Dr. Britteny Howell as principal investigator) to conduct a community-engaged research project to create and deliver a 15-week healthy physical activity and diet program to Alaska Native older adults living in Anchorage. Dr. Worthington has also provided significant service to the community, including her work on an interdisciplinary team of researchers and practitioners from UAA and the broader community, including the Municipality of Anchorage and the Alaska Department of Health and Social Services, to develop and test messages related to COVID-19.

**Dr. Christina Paxman, PhD**, will be an Associate Professor at UAA's Kenai Peninsula College starting in fall semester 2022, where she will also teach courses for the Department of Communication at UAA. Prior to this, Dr. Paxman spent seven years at Minot State University in North Dakota. Some of the courses she has taught include Public Speaking, Interpersonal Communication, Small Group Communication, and Nonverbal Communication.

A significant portion of Dr. Paxman's career has been dedicated to exploring innovative teaching techniques for the communication classroom. In 2018, she and colleagues published an article in the *Journal of Communication Pedagogy* titled "Best Practices for Retaining Public Speaking Students." Dr. Paxman also published a Whitepaper for the National Communication Association titled "eTools: Using Slack in the classroom", which outlines ways that students can use the Slack application to manage group projects. Paxman has presented these and other ideas at national and regional communication conferences.

Dr. Paxman also teaches courses that involve a community component. For example, her fall semester 2020 Small Group Communication students worked with Minot State University stakeholders to design, manage, and evaluate a COVID-19 health campaign. This project allowed students to use their communication expertise to positively impact the campus community and reflect on their small group communication experiences throughout the project (a technique known as participant observation). Other courses that Dr. Paxman has taught have worked with the Minot Homeless Coalition, the Souris Valley Animal Shelter, the Minot YMCA, and the Minot Domestic Violence Crisis Center.

#### **ADEQUACY OF FACILITIES, EQUIPMENT, LIBRARY AND OTHER RESOURCES**

The program will use existing facilities, equipment, and library resources. The current facilities, including library, technical support, and academic support services are adequate to support this program.

#### **SUPPORTING DOCUMENTATION**

The full packet includes several letters of support from the community.

#### **Attachments:**

Board of Regents Program Action Request Form  
Bachelor of Arts Communication Catalog Copy  
Letters of Support

## Bachelor of Arts in Communication Catalog Copy

The Bachelor of Arts (BA) in Communication prepares students to understand the critical role of communication in the diverse contexts of their lives and to apply skills, such as critical thinking, collaborative problem solving, intercultural communication, conflict management, and persuasion in personal and professional contexts.

### Admission Requirements

- Complete the Admission Requirements for Baccalaureate Programs.

### Graduation Requirements

- Complete the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- Complete the following major requirements with a minimum grade of C:

| Course  | Title                              | Credits |
|---|------------------------------------|---------|
| <b>Foundational Courses</b>   |                                    |         |
| Complete one of the following foundational courses:   |                                    | 3       |
| COMM A111   | Fundamentals of Oral Communication |         |
| COMM A235   | Small Group Communication          |         |
| COMM A237   | Interpersonal Communication        |         |
| COMM A241   | Public Speaking                    |         |
| <b>Core Courses</b>   |                                    |         |
| COMM A280   | Communication Theories in Action   | 3       |
| COMM A305 or  | Intercultural Communication        | 3       |
| COMM A345   | Communication and Gender           |         |
| COMM A385   | Communication Research Methods     | 3       |
| COMM A412   | Persuasion                         | 3       |
| <b>Communication Electives</b>  |                                    |         |
| Complete an additional 8 courses from the following, of which at least 5 must be upper division |                                    | 24      |
| COMM A111   | Fundamentals of Oral Communication |         |
| COMM A235   | Small Group Communication          |         |
| COMM A237   | Interpersonal Communication        |         |
| COMM A241   | Public Speaking                    |         |
| COMM A255   | Organizational Communication       |         |



| <b>Course</b>  | <b>Title</b>                            | <b>Credits</b> |
|--|---|----------------|
| COMM A300  | Health Communication                    |                |
| COMM A305  | Intercultural Communication             |                |
| COMM A320  | Argumentation and Debate                |                |
| COMM A330  | Collaboration and Group Decision Making |                |
| COMM A335  | Communication and Conflict              |                |
| COMM A340  | Nonverbal Communication                 |                |
| COMM A341  | Advanced Public Speaking                |                |
| COMM A345  | Communication and Gender                |                |
| COMM A350  | Communication in the Workplace          |                |
| COMM A360  | Competitive Debating                    |                |
| COMM A370  | Relational Communication                |                |
| COMM A390  | Selected Topics in Communication        |                |
| COMM A420  | Family Communication                    |                |
| COMM A450  | Communication and Leadership            |                |
| <b>Language Requirement</b>  |   |                |
| Complete two courses in any one language other than English, which may include American Sign Language or Alaska Native Languages |   | <b>8</b>       |
| <b>Total</b>   |   | <b>47</b>      |

A minimum of 120 credits is required for the degree.

### **Program Student Learning Outcomes**

Students graduating with a Bachelor of Arts (BA) in Communication will be able to:

- Explain, synthesize, apply, and critique communication theories, perspectives, principles, and concepts;
- Engage in communication scholarship;
- Create ethical, appropriate, and effective messages for the relationship, audience, purpose, and context;
- Critically analyze and respond to messages;
- Use communication to understand difference.



APCM WEALTH MANAGEMENT  
**FOR INDIVIDUALS**  
Registered Investment Adviser

March 14, 2022

Provost Denise Runge  
University of Alaska Anchorage

Dear Provost Runge:

It has come to my attention that you may consider adding a major in Communication to the curriculum at the University of Alaska Anchorage. As a business owner it was a surprise to me that we didn't already have one. Over half of my workforce are graduates of the UA system. The skill set that we interview for primarily is the student's ability to communicate clearly and effectively.

Please accept this letter as my support in adding the major in Communications to your curriculum. I look forward to the cohorts that apply to work for me with these skills.

Warmly,

Laura Bruce, CFP® ChFC

Director

Alaska Permanent Capital management

907.440.2256



**March 14, 2022**

**Provost Denise Runge**

**University of Alaska Anchorage**

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**Warmly,**

**Laura Bruce, CFP® ChFC**

**Director**

**Alaska Permanent Capital management**

**907.440.2256**



March 15, 2022

Dear University of Alaska Anchorage Provost Denise Runge,

It recently came to our attention at the Anchorage Museum that you are considering adding a Major in Communication to the curriculum at the University of Alaska Anchorage. It is critically important for our employees to have a deep understanding of communication and effective communication skills. Therefore, we would like to express our full support for adding the Major in Communication to UAA.

Sincerely,

A handwritten signature in black ink that reads 'S. Hollis Mickey'.

**S. Hollis Mickey**  
Chief Learning and Access Officer  
Anchorage Museum  
907-929-9268





*With Spirit and Strength*

Dear University of Alaska Anchorage Provost Denise Runge,

It recently came to our attention at the Aleutian Pribilof Islands Association, Employment, Training and Related Services Division, that you are considering adding a Major in Communication to the curriculum at the University of Alaska Anchorage.

While we find that it is critically important for our employees to have a deep understanding of communication and effective communication skills, we also work to support workforce development in the greater Anchorage area and in the Pribilof and Aleutian Island communities.

Our participants in the Tribal Vocational Rehabilitation program, our higher education students, our youth tribal members preparing to go into the workforce, and all of our participants enrolled in workforce development services through APIA find communication skills, emotional intelligence and other soft skill development vital to their job search and employability.

We would like to express our full support for adding the Major in Communication to UAA.

Sincerely,

A handwritten signature in blue ink, which appears to read 'Dimitri Philemonof', is written over a light blue circular stamp.

Dimitri Philemonof, President/CEO

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## Communications Program at UAA

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Stewart Osgood <sosgood@dowl.com>  
To: "uaa\_provost@alaska.edu" <uaa\_provost@alaska.edu>

Thu, Mar 3, 2022 at 9:10 AM

Dear Provost Runge,

It recently came to our attention at DOWL that you are considering adding a Major in Communication to the curriculum at the University of Alaska Anchorage. I understand the budgetary challenges that you face, and I would imagine that the notion of broadening academic offerings receives a great deal of scrutiny. DOWL employees over 100 Alaskans and we recruit heavily from UAA to fill our job openings. I would like to offer that as a full service engineering company that works extensively in the public sector, we believe that communication skills and communication professionals are essential to our ability to serve the public and our clients. In fact, our Public Involvement group at DOWL is one of the things that differentiates us in the marketplace. We believe that it is critically important for our employees to have a deep understanding of communication and effective communication skills. Therefore, we would like to express our full support for adding the Major in Communication to UAA.

Sincerely,

Stewart Osgood, PE  
President and CEO

### **DOWL**

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March 15, 2022

Provost Denise Runge  
University of Alaska Anchorage  
3211 Providence Drive  
Anchorage, AK 99508

Dear Provost Runge,

I have learned that the University is considering a new Major in Communication. I want to express my support for this addition to the UAA curriculum. Strong and effective communication skills are essential for all employees. A Communications Major would be a benefit for Alaska employers across the state.

At Northrim, we are proud to hire UAA graduates and believe that this addition will add to the strength of the education received by UAA students.

Thank you for your consideration of this issue.

Sincerely,

A handwritten signature in blue ink, appearing to read "Joe Schierhorn".

Joe Schierhorn  
Chairman, President & CEO  
Northrim Bank

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