MEMORANDUM

TO: Faculty Senate

FROM: Daniel J. Bernardo, Executive Vice President and Provost

SUBJECT: New Degree Program, MA in Health Communication and Promotion

DATE: March 19, 2018

The attached proposal for creating a Master of Arts in Health Communication and Promotion degree, to be offered through the Global Campus, has been reviewed by the Provost’s Office review committee. A few issues arose with the original proposal.

- Differentiation of the degree from the existing online in MA in Strategic Communication: The two degrees have a common core, and originally also shared a number of elective credits. The latter aspect has been corrected.
- Plan for handling high demand: The original proposal was vague on contingency plans if demand for the degree exceeds capacity. This has been addressed.
- Partnerships: There are now plans to solidify no-cost partnerships with Nursing, Pharmacy, and Vet Med to offer Health Comm courses to students in those programs and vice versa.

These changes satisfy us that the proposal is ready for Senate review. Delivery of this proposal to the Senate was delayed due to an oversight on our part, and we ask that the Senate consider giving the proposal priority consideration as the business year ends.
# Proposal to Offer a New Degree Program

Re-submitted Nov 13, 2017 by Rebecca Cooney, Stacey Hust and Jessica Willoughby (v2.0)

<table>
<thead>
<tr>
<th>Degree Title:</th>
<th>Master of Arts</th>
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<tbody>
<tr>
<td>Academic Program:</td>
<td>Health Communication and Promotion</td>
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<tr>
<td>Academic Plan:</td>
<td></td>
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<tr>
<td>Number of Credits:</td>
<td>30 credits</td>
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<tr>
<td>Department(s) or Program(s):</td>
<td>Strategic Communication</td>
</tr>
<tr>
<td>College(s):</td>
<td>The Edward R. Murrow College of Communication</td>
</tr>
<tr>
<td>Campus(es):</td>
<td>Online, Global Campus</td>
</tr>
<tr>
<td>Method of Instruction Delivery:</td>
<td>Online only</td>
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<table>
<thead>
<tr>
<th>Contact Name:</th>
<th>Stacey J. Hust</th>
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<tbody>
<tr>
<td>Email Address:</td>
<td><a href="mailto:sjhust@wsu.edu">sjhust@wsu.edu</a></td>
</tr>
<tr>
<td>Contact Phone:</td>
<td>(509) 335-3696</td>
</tr>
<tr>
<td><em>Proposed start date:</em></td>
<td>Fall 2018</td>
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*Proposed Start Date: Approval must be received from the Northwest Commission on Colleges and Universities before the program may be advertised or recruited for. Financial aid may not be available until the program has been approved by the Department of Education subsequent to NWCCU approval.

The names typed below certify that the relevant academic and campus officials have reviewed and approved this proposal:

<table>
<thead>
<tr>
<th>Chair Name:</th>
<th>Stacey J. Hust</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Everett Chancellor:</td>
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<td>Spokane Chancellor:</td>
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<td>Tri-Cities VCAA:</td>
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<td>Dean:</td>
<td>Bruce Pinkleton</td>
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<tr>
<td>VP Global Campus:</td>
<td>Rebecca Van de Vord</td>
<td>Date:</td>
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</tbody>
</table>
Send completed form to: provost.deg.changes@wsu.edu

This template asks you to answer the array of questions about your proposed program that are important to your department, your college, the Faculty Senate, the State of Washington, accreditors and other external stakeholders.

By placing all proposals in a similar format, this template provides a common standard for comparison, ensuring that all potential programs can be evaluated in an equitable fashion. It can be used to determine whether or not a program is feasible within the university’s academic and financial situation, and if it will have the resources to further the University’s objective of providing high quality education and scholarship.

This template is also a framework to think about the viability of your ideas. It can thus be a tool for strengthening both your proposal and the resulting program itself, since a program that is starved for either students or resources from its inception is not likely to become a high quality program.

Here are some of the things to consider as you complete the template:

- What are the aspirations for the reputation of this program – local, regional, national? What will it take to make that a reality?
- Who are you trying to attract with this new program? Will it bring new students to the university, better meet the needs of current students in the department, or draw students away from other departments?
- How strong is the demand for education of this kind, and in what specific careers will someone who receives such an education find meaningful employment?
- How many students do you need to attract to break even, and can both the market and WSU’s capacity support this number?

Providing good answers to hard questions maximizes the likelihood that a new program will not just win acceptance by the Faculty Senate and administration, but will ultimately be successful in attracting students and placing graduates. The analyses in the Demand, Financial and Library workbooks will assist you in creating a persuasive proposal. The findings in each area, and their basis or justification, should be summarized in the proposal itself.
Proposal

Mission and Core Themes (Strategic Goals):

Provide a clear statement of the nature and purposes of the new degree in the context of WSU’s mission and core themes (strategic plan).

Health communication and promotion is a major emphasis in the Murrow College of Communication, with the Murrow Center for Media and Health Promotion Research housed within the College. More than a dozen faculty members in the Murrow college study, publish and teach in areas related to health communication and promotion. This proposed online MA in Health Communication and Promotion meets WSU’s grand challenge related to sustaining health, and supports WSU’s commitment to offering health education to Eastern Washington residents and students worldwide.

Health communication specialists work to ensure select audiences and the general public understands information about medical treatment options, healthy lifestyle choices, disease prevention and public health risks. Health communication specialists analyze information, design communication strategies, programs, and initiatives, and evaluate health promotion efforts. They create awareness campaigns, social media engagement strategies and create marketing materials in earned, owned and paid channels. A strong health communication professional is effective, confident, organized, and informed (Careers in Public Health, n.d.).

Design of the new online professional masters degree was informed by industry growth potential and expressed interest by relevant WSU units (i.e. College of Nursing, College of Medicine, College of Pharmacy) and health organizations within the state (i.e. Washington State Department of Health).

Educational Offerings:

Describe the degree program, including the total number of credits required. Provide the four-year degree plan (undergraduate) or appropriate plan of study (graduate and professional). Please note that all courses for the degree must be approved before the degree will be reviewed by the Catalog Subcommittee.

The Online MA in Health Communication and Promotion will provide a solid core curriculum, consisting of classes in multimedia content creation, crisis communication, professional ethics, and research methods. In specialized courses in health communication students will learn health behavior change theories relevant for prevention messaging, message creation and design for effective information distribution, and techniques for effectively communicating health information with specialized populations. The program is designed so that each course builds towards a capstone experience that ties together all of the skills accumulated by the student throughout the program. While moving through the program, students build portfolios that provide evidence of professionally-relevant experiences from each class. Capstone deliverables are a demonstration of the student’s mastery of core MA Health Communication and Promotion concepts through a comprehensive exam and professional online portfolio. The comprehensive exam includes prompts for students to respond to five (5) questions, case studies or creative activities all related to health communication and promotion topics.

A multidisciplinary approach:

- Offers expertise in new and traditional media
• Teaches students how to gather and analyze information and use those findings in creating health
and public awareness campaigns
• Furthers skills in analyzing information and designing health communication strategies, programs,
and initiatives
• Advances student knowledge in communication monitoring, metrics and reporting effectiveness of
outreach efforts
• Trains students, in the tradition of Edward R. Murrow, to create messages that are both strategic
and responsible
• Includes weekly online instructor office hours, frequent student self-assessment tools, ongoing
interaction with other students, and a cohort structure in which students go through the program
with the same group

Summary of Requirements:
• 30 credits (10 courses)
• Students select one, two or three-year tracks
• Courses are 100% online
• Applications deadlines are Aug 1, Dec 1 and April 15 for fall, spring and summer enrollment
• Prospective students are asked to complete a general application with WSU Graduate School
• For admission consideration, prospects must have bachelor’s degree and the following:
  ○ $75 application fee (nonrefundable)
  ○ GPA over 3.0
  ○ Unofficial transcripts from all undergraduate institutions
  ○ Names of three references
  ○ International students submit TOEFL
  ○ Current professional resume
  ○ Statement of Purpose articulating student’s perspectives, contributions, qualifications, and
talents

Curriculum:
The following courses will be required for a total of 30 credits. Additional elective courses may be offered
as the program develops. No courses from other departments or colleges will be offered.

Most students enrolled in the MA Health Communication and Promotion will complete the program in five
semesters (1.5 years). Students are able to complete the program in one year (three semesters) if they
are ambitious and aggressive in completing their course of study. We do not recommend an accelerated
pace. The slowest a student would move through the program (at approximately one course per
semester) would be three years (nine semesters).

PROFESSIONAL CORE COURSES [12 credits]

COM 561: Professional Multimedia Content Creation
COM 562: Crisis Communication in Global Contexts
COM 563: Ethics for Professionals
COM 564: Research Methods for Professionals
HEALTH COMMUNICATION AND PROMOTION CORE COURSES [15 credits]

COMHLTH 570: Health Communication and Behavior Change
COMHLTH 571: Communicating Health in Practice
COMHLTH 572: Communicating Health to Specialized Populations
COMHLTH 573: Communicating Health in a Digital Landscape
COMHLTH 574: Health Message Design and Effectiveness

CAPSTONE COURSE [3 credits]
COMSTRAT 701 Capstone Project

Provide descriptive information regarding (the) method(s) of instructional delivery (percent face-to-face, hybrid, distance, and/or competency-based).

All courses for the degree will be delivered online, asynchronously through WSU’s Learning Management System.

Assessment of Student Learning and Student Achievement
* For graduate programs, please contact the Graduate School before completing this section.

Please provide a list and description of expected student learning outcomes.

There are two primary objectives for the Online MA Health Communication and Promotion program. These include 1) producing quality students who possess the theoretical foundation and practical knowledge to succeed in their chosen fields and; 2) training individuals who will perform at the highest level of both professional and ethical standards.

According to Harvard’s School of Public Health, “a health communication background is a necessity and advantage to one’s career within the continually evolving field of public health.” Health communication professionals possess the following core competencies (Harvard School of Public Health, n.d.)

- Independent research and scholarly contribution in the advancement of health communication science
- Design of effective behavior change communication strategies
- Public health communication with service to state and federal agencies through the design, delivery and measurement of public health campaigns
- Risk communication expertise
- Crisis communication expertise
- Professional communication for nonprofit health agencies
- Skills in advertising, digital communications, community relations, and health marketing
- Media relations with emphasis in public health matters

Learning Outcomes
• **SLO1**: Demonstrate knowledge of health communication and promotion theories and practices that will guide program development, message design, and education to communicate health to diverse audiences.
• **SLO2**: Ability to gather and assess health-related information using analyses and research.
• **SLO3**: Evidence of professional skills to develop health communication and promotion campaign materials and implementation of campaigns through administration and management, planning, leadership, teamwork, and patient/population relations.
• **SLO4**: Demonstrate the ability to ethically communicate health information to diverse audiences

*See attached* for complete Draft Assessment Plan for the Online MA Health and Promotion program

For undergraduate programs, provide the department's plan for assessing student learning outcomes. Describe briefly how information on student learning will be collected and incorporated into existing processes for evaluating student learning in the department. Please attach the plan and a curriculum matrix.

n/a

Please indicate as appropriate:

- [ ] Assessment of this program will be incorporated into the existing assessment plan for __________________. Please attach a copy of the existing plan.
- [x] A draft assessment plan is attached.
- [ ] A curriculum matrix is attached.

**Planning:**

Describe plans and include descriptions which provide evidence of:

1. The need for the change

The online MA in Health Communication and Promotion will allow graduates to benefit from the Murrow College of Communication's extensive experience with undergraduate-level training in communication professions, and its strong record of graduate level training in health communication research. The College proposes to translate this experience into graduate-level professional training in health communication and promotion.

The program will allow place-bound graduates the chance to earn an MA designed for the needs of working professionals and adult learners. The program is designed for graduates working in communication fields and health sciences who wish to refresh and update their skills or specialize in health communication and promotion, for graduates seeking to enter the health communication and promotion profession with the skills needed to change careers, and offers all the opportunity to raising their credentials to Murrow College standards for ethics, integrity, and leadership within health communication fields.

Design of the new program was informed by industry growth potential and expressed interest.

*Industry Growth:*
According to the U.S. Bureau of Labor Statistics, in 2016 there were approximately 115,700 health educators and community health workers nationwide. The predicted industry growth by the year 2024 is 13 percent or 15,600 new jobs. The average salary is noted as $45,000-$62,000/year. (Bureau of Land Statistics, 2016)

The American Public Health Association (APHA) announced new objectives around building the healthiest nation by 2030 with goals in “changing health infrastructure, reducing barriers to care, providing quality care, increasing economic mobility, and creating more access to healthy food.” Health communication professionals play a significant role in advancing these causes with their expertise in messaging, educating, influencing behavior change and engaging with various audiences and health practitioners. (Mariah, 2016)

Healthy People 2020 specifically includes health communication and health information technology as a goal, specifically stating that the goal is to “use health communication strategies and health information technology to improve population health outcomes and health care quality, and to achieve health equity,” (ODPHP, 2017).

2. The student population to be served
Provide realistic justification for the projected FTE.

How can transfer students articulate smoothly into the program and complete it with approximately the same number of total credits as students who enter WSU as freshmen?

Please describe specific efforts planned to recruit and retain students who are persons of color, disabled, or whose gender is underrepresented in this discipline.

According to market research partner Emsi, currently there are only 14 institutions in the US who have recorded completions in Health Communication in the last 14 years. Couple this low number of opportunities for education with a job growth of 14.3% (2007-2017), and a projected 13% job growth in health educators and community health workers (BLS.gov) from 2014-2024, and the data indicates there is high need for this area of study.

Additionally, market research partner EAB recently noted Public Health, Health Informatics, and Health Care Administration among the 30 degrees with most potential for success as online degrees through the WSU Global Campus. This degree imparts skills that are relevant to all three programs.

Emsi identifies the following hard skills as being among the 20 most relevant for students seeking work as a health educator, all of which are competencies that are imparted through the degree that the Murrow College of Communication is offering.

- Public Relations
- Journalism
- Press Releases
- Health Education
- Marketing Communications
- Corporate Communications
- Branding
- Health Promotion
- Internal Communications

Students seeking an online Master’s in Health Communication and Promotion will be:
A. Graduates of programs unrelated to communication or health communication who are seeking a profession with better job prospects than their current field
B. Individuals currently working in communication-related fields or the health sciences who are being paid by their employer or who are self-funding graduate education to update their skills or specialize in health communication by earning a professional Master’s degree.
C. Individuals who are working in communication-related fields, such as public relations or public information, but who desire to transition to fields in which they can leverage their skills into jobs with higher pay, better benefits, and more reliable hours.

Competitor Review
We conducted a review of competitive online master’s degree programs in health communication and related emphases. It was determined that no accredited university in the Pacific Northwest or Inland Northwest offer an online Master of Arts in Health Communication and Promotion. Portland State University offers an in-person MA in Health Education, and Oregon Health and Science University offers an online MS in Health Care Informatics. Otherwise, all online masters degrees in health communication and related emphases are outside the region. A complete list of competitors can be viewed in the attached “Competitor Overview” document. Here is a summary of our findings:

- 23 universities were identified as accredited in online Master of Science in Public Health
- 25 universities were identified that offer an online Master of Science in Health Care Informatics
- 19 universities were identified that offer an online Master of Communication (not health-specific)
- 15 universities were identified that offer other health communication-related in-person or online degrees including
  - (2) Master of Arts in Health Education
  - (5) Master of Public Health in Health Promotion (and Education)
  - (1) Graduate Certificate in Health Communication
  - (2) Master of Science in Health Education and Promotion
  - (2) Master of Arts in Health Promotion
  - (1) Master of Education in Health Education
  - (1) Master of Health Promotion

Recruitment Plan
The Online MA Health Communication and Promotion program coordinator will be the primary source of promotional efforts on behalf of the program with additional support provided by the Murrow College communications manager. We will also work with the marketing and enrollment management arm of WSU Online to ensure that outreach efforts are in line with global strategies and consistent in message and brand.

The marketing plan will include media that are likely to be consumed by underrepresented groups. The majority of the marketing effort will be within the WSU Online Web site. Online education is often viewed as a means of delivering education to underrepresented populations. The online environment lends itself to mitigating racial, gender, age and cultural stereotypes in community building.

Key Promotion Timelines:

Fall
- App deadline for Fall admission: Aug 1
- Prime recruitment and promo time period: mid-April thru late July
Spring
App deadline for Spring admission: Dec 1
Prime recruitment and promo time period: mid-August thru November

Summer
App deadline for Summer admission: April 15
Prime recruitment and promo time period: early January thru early April

Recruitment Outreach & Activities:
This is the standard rotation of promotional activities for fall, spring and summer recruitment:

- Interactive info sessions (webinars) administered by Global Campus held 1-2x/mo
- Facebook Ads with link to Online MA Health Communication and Promotion website or signing up for Info Sessions
- Organic Facebook posts promoting program overall, featuring current students and alumni or promoting upcoming info sessions
- Organic Twitter posts promoting program overall, featuring current students and alumni or promoting upcoming info sessions
- Ads in PRSA Smart Brief digital newsletter
- PRSA-Spokane sponsorship(s) when available and appropriate
- Rotating Murrow home page features highlighting student projects, stories, alumni and other work related to the program or success
- Regular touch point emails for prospective students who have expressed interest but have not applied
- Series of emails to Murrow alumni
- Series of emails to select WSU alumni identified as prospects for the program
- Earned media opportunities for op-ed or coverage of the program (e.g. trade pubs, blogs, online magazines, newsletters, NWPR programming)
- If budget permits, advertising on LinkedIn, select podcasts and Washington State Magazine

Word-of-Mouth Outreach:
The Murrow College Professional Advisory Board and alumni includes several influential individuals working within advertising, public relations, event promotion, health communication, and corporate communications fields. Those individuals will be invited to help promote our degree through their industry contacts.

Murrow College alumni working in strategic communication, health communication, risk management, crisis communication and science communication fields will be asked to help promote the program and to refer prospects to our program.

We will work with partners within WSU Colleges of Nursing, Medicine, Pharmacy and Veterinary Medicine to develop communications plans appropriate for alumni of their programs that would be interested in earning additional credential in the area of health communication and promotion.

The program coordinator and relevant faculty will make presentations about our program to local chapters of professional groups in Seattle, Tacoma, Everett, and Vancouver such as the Public Relations Society of America, Women in Communication, Advertising Federation in Spokane, and International
Communication Association. We will also build relationships and seek promotional opportunities with national membership organizations such as Society for Health Communication, National Public Health Information Coalition, Society for Healthcare Strategy and Market Development, and National Communication Association Health Communication Division.

WSU Online has a number of mailing lists that they use to target potential graduate students. We would work with their marketing coordinator to narrow and expand that list to include specific Washington employers with employees who would benefit from an online MA in Health Communication and Promotion such as, Schweitzer Engineering Labs (SEL), Boeing, Microsoft, Group Health, as well as Washington state agencies such as, Department of Agriculture, Polyclinic, Providence Health and Services, Extension Service, Department of Health, Office of State Human Resources Director, Department of Natural Resources, and the Department of Social and Health Services.

3. Procedures used in arriving at the decision to change (e.g., consultation with advisory boards, input from industry or employers, commissioned studies, faculty task force, etc.).

Based on the 2017 rankings from the Communication Institute for Online Scholarship, the Murrow College was ranked Tier 1 for Advertising (effects on health), Tier 1 for Drugs (substance abuse prevention), Tier 1 for Literacy (media literacy), Tier 3 for Sexuality (media and sexual health decision-making), and Tier 4 for Children (adolescent health).

Other relevant rankings:

- Ranked as a top ten research program in 21 of 99 research areas by Communication Institute for Online Scholarship (CIOS)
- Ranked within the top 2% (12/539) of communication programs for higher education research and development expenditures, according to the 2015 NSF Higher Education Research & Development (HERD) Report
- Ranked in the top one-third of communication programs for number of citations of articles by faculty members (Allen, Maier, & Grimes, 2012)
- The National Research Council Assessment of Research-Doctorate Programs (2010) indicates the Murrow doctorate program is #20 of 83 communication programs in research output and #15 of 83 programs in student diversity.

In 2016, the Online MA Strategic Communication was selected for the “Best Online Master’s in Communication and Public Relations” award by NonprofitCollegesOnline.com. Affordable Colleges Online recognized the program for having one of the “Best Online Communications Programs in the Nation” (2016, 2017) and listed WSU as one of the “Best Military-Friendly Online Colleges (2017). WSU Global Campus was listed in the top two “Best Online Colleges in Washington” by BestColleges.com (2017) and in the top 25 list for “Marketing Management Master’s Programs” by TopManagementDegrees.com (2016).

Based on a series of meetings, conversations and general inquiries from students, individuals within the field of communication, as well as those outside the discipline in areas such as pharmacy, medicine, nursing, and veterinary medicine, we can surmise demand and value around creating a program of in health communication and promotion. Expressed areas of academic interest include behavior change
communication strategies, public health campaign design and delivery, media advocacy to influence policy, effective patient-doctor communication, and meeting patient needs through communication techniques.

In addition, Murrow College has more than a dozen faculty with practical and theoretical emphasis in health communication and promotion, and is home to the Murrow Center for Media and Health Promotion Research, which includes faculty who conduct both theoretical and applied health communication and health promotion projects that impact the lives of people in and outside Washington state.

4. Organizational arrangements required within the institution to accommodate the change.

In the early stages of delivering the online MA in health communication and promotion, Murrow College does not plan on hiring additional tenure-track or clinical faculty. Adjunct instructors would only be commissioned if all other qualified faculty or instructors were unavailable or unable to teach. With projected growth, it is anticipated that a new assistant professor will be hired in year three with a percentage of time devoted to health communication and promotion.

In the 10-course lineup, the four COM courses are existing and will be modified by assigned faculty to include references, lectures, assignments and discussions centered on health communication and promotion-related topics and trends. All five new COMHLTH courses will be designed and built by existing tenure-track faculty. The COMSTRAT capstone course curriculum model already exists but will be modified by assigned faculty to include prompts (questions, case studies or creative activities) specifically focused on awareness campaigns to influence behavior change, public health communication, media advocacy to influence policy, effective patient-doctor communication and other health communication-related communication techniques and best practices.

The design of the new degree program and completion of required paperwork were spearheaded by a small internal team including Stacey Hust, associate professor and department chair, strategic communication, Jessica Willoughby, assistant professor and specialist in health communication and promotion, and Rebecca Cooney, clinical assistant professor and director of the online MA Strategic Communication program.

Spring/Summer 2018:

- **Faculty and Course Development Impacts**
  - Discussion and mentoring with faculty members assigned to teach COM 561 Professional Multimedia Content Creation and COM 563 Crisis Communications in Global Contexts in fall 2018 to ensure curriculum is adjusted to include health communication and promotion topics and interests

- **Advising and Graduate Coordinator Impacts**
  - Advising and mentoring of prospective students with Fall 2018 start dates
  - Coordination of application process and protocols with WSU Grad School, Financial Aid, Veterans Affairs and Global Campus

- **Recruitment and Outreach Impacts**
  - Marketing and outreach materials for recruitment
- Info sessions, presentations, and meetings to promote the program to internal and external partners including WSU College of Nursing, WSU College of Pharmacy, Professional Science Master’s degree in Molecular Biosciences, and Nursing Health Disparities Research

Fall 2018:

- Faculty and Course Development Impacts
  - Identify one health communication faculty to complete development of new course for spring 2019 launch: COMHLTH 570 Health Communication and Behavior Change
  - Instructional designer support of faculty from WSU Global Campus
  - Discussion and mentoring with faculty member assigned to teach COM 563 Ethics for Professionals in spring 2019 to ensure curriculum is adjusted to include health communication and promotion topics and interests

- Advising and Graduate Coordinator Impacts
  - Advising and mentoring of prospective students
  - Coordination of application process and protocols with WSU Grad School, Financial Aid, Veterans Affairs and Global Campus

- Recruitment and Outreach Impacts
  - Marketing and outreach materials for recruitment
  - Info sessions, presentations, and meetings to promote the program to internal and external partners

Spring 2019:

- Faculty and Course Development Impacts
  - Identify one health communication faculty to complete development of new course for summer 2019 launch: COMHLTH 571 Communicating Health in Practice
  - Instructional designer support of faculty from WSU Global Campus
  - Discussion and mentoring with faculty member assigned to teach COM 564 Research Methods for Professionals in summer 2019 to ensure curriculum is adjusted to include health communication and promotion topics and interests
  - Assign existing faculty member to teach COMHLTH 570

- Advising and Graduate Coordinator Impacts
  - Advising and mentoring of prospective students
  - Coordination of application process and protocols with WSU Grad School, Financial Aid, Veterans Affairs and Global Campus

- Recruitment and Outreach Impacts
  - Marketing and outreach materials for recruitment
  - Info sessions, presentations, and meetings to promote the program to internal and external partners

Summer 2019:

- Faculty and Course Development Impacts
- Identify two health communication faculty to complete development of new courses for fall 2019 launch: COMHLTH 572 Communicating Health to Specialized Populations and COMHLTH 573 Communicating Health in a Digital Landscape
  - Instructional designer support of faculty from WSU Global Campus
  - Assign existing faculty member to teach COMHLTH 571

- Advising and Graduate Coordinator Impacts
  - Advising and mentoring of prospective students
  - Coordination of application process and protocols with WSU Grad School, Financial Aid, Veterans Affairs and Global Campus

- Recruitment and Outreach Impacts
  - Marketing and outreach materials for recruitment
  - Info sessions, presentations, and meetings to promote the program to internal and external partners

Fall 2019:

- Faculty and Course Development Impacts
  - Identify one health communication faculty to complete development of new courses for spring 2020 launch: COMHLTH 574 Health Message Design and Effectiveness
  - Instructional designer support of faculty from WSU Global Campus
  - Discussion and mentoring with faculty member assigned to teach COMSTRAT 701 Capstone in spring 2020 to ensure curriculum is adjusted to include health communication and promotion topics and interests
  - Assign existing faculty members or adjuncts to teach COMHLTH 572 and COMHLTH 573

- Advising and Graduate Coordinator Impacts
  - Advising and mentoring of prospective students
  - Coordination of application process and protocols with WSU Grad School, Financial Aid, Veterans Affairs and Global Campus

- Recruitment and Outreach Impacts
  - Marketing and outreach materials for recruitment
  - Info sessions, presentations, and meetings to promote the program to internal and external partners

Spring 2020:

- Faculty and Course Development Impacts
  - Assign existing faculty members or adjuncts to teach COMHLTH 574 and COMSTRAT 701
  - Prepare to hire new assistant professor with emphasis in health communication a summer or fall 2020 start date

- Advising and Graduate Coordinator Impacts
  - Advising and mentoring of prospective students
  - Coordination of application process and protocols with WSU Grad School, Financial Aid, Veterans Affairs and Global Campus
• Recruitment and Outreach Impacts
  o Marketing and outreach materials for recruitment
  o Info sessions, presentations, and meetings to promote the program to internal and external partners

5. Lay out a three-year timetable for implementation, including hiring plans, partnership contracts if needed, facilities modification, recruiting, and other elements of implementation. Provide dates for each step.

Class of Spring 2020 Online MA Health Communication and Promotion Standard Program Plan
The program plan is based on the most common model of students taking two courses/semester

• Semester 1 (Fall 2018) – COM 561 & COM 562 (existing courses)
• Semester 2 (Spring 2019) – COM 563 & COMHLTH 570 (one new class)
• Semester 3 (Summer 2019) – COM 564 & COMHLTH 571 (one new class)
• Semester 4 (Fall 2019) – COMHLTH 572 & COMHLTH 573 (two new classes)
• Semester 5 (Spring 2020) – COMHLTH 574 & COMSTRAT 701 (one new class)

Year 1 (Fall 2018 – Summer 2019):
• New Course Design: COMHLTH 570: Health Communication and Behavior Change (offered spring 2019) and COMHLTH 571 Communicating Health in Practice (offered summer 2019)
• Hiring Plan: No new hires anticipated
• Partnerships: Solidify partnerships (course offerings as core or electives) with WSU College of Nursing, WSU College of Pharmacy, Professional Science Master’s degree in Molecular Biosciences, and Nursing Health Disparities Research
• Establish new partnerships and collaborations with other WSU health-related units including College of Medicine, as well as health organizations within the state such as Washington State Department of Health.
• Facility Modifications: none
• Recruiting: (see plan above)

Year 2 (Fall 2019 – Summer 2020):
• New Course Design: COMHLTH 572: Communicating Health to Specialized Populations and COMHLTH 573 Communicating Health in a Digital Landscape (offered fall 2019) and COMHLTH 574 Health Message Design and Effectiveness (offered spring 2020)
• Hiring Plan: No new hires anticipated. Adjuncts may be brought in if needed and financially justified.
• Partnerships: Support and evolve existing partnerships with WSU health-related divisions and outside organizations in support of health communication
• Facility Modifications: none
• Recruiting: (see plan above)

Year 3 (Fall 2020-Summer 2021):
• Hiring Plan: Assistant Professor with specialization in health communication
• Partnerships: Support and evolve existing partnerships with WSU health-related divisions and outside organizations in support of health communication
• Facility Modifications: none
• Recruiting: (see plan above)

Budget:

☐ Attach the Financial Worksheet with five-year FTE, revenue and expenditure projections. Fully account for costs such as staff support, training, library, facilities and so on.

Please describe the funding picture narratively, including funding sources, department, college and/or campus commitments, investments already made, one-time costs, facilities costs (labs, classrooms, offices, telecom etc.) and library costs.

The program will be funded using the current WSU Online rate of return for graduate credit through internal reallocation. The Graduate DDP model allocates funding only for student AAFTE served at a distance, in excess of the college baseline. Students dually enrolled in on-campus and on-line are not eligible for funding.

Murrow College intends to make this program available in accordance with other Global Campus degrees and in similar fashion to other Murrow Integrated Strategic Communication degree offerings. Murrow College has an early-start advantage of already having built and managed most of the proposed course offerings online. In coordination with Global Campus and following the existing Murrow College online program development model, this degree requires minimal budget outlay to go online. Students will require fewer funds to participate in this online program, and can apply for financial aid as usual. Tuition will be charged as typical with Global Campus degrees.

If AAFTE exceeds projections, existing resources in student services will be commissioned to support academic advising and student support services. With increased enrollments we will also utilize graduate teaching assistants for classes that exceed 25 students and/or hire adjunct faculty to ensure students are able to fulfill program plans and full time faculty are not over-burdened by course load or class enrollments.

Student Services:

Describe the capacity of student support services to accommodate the change at this location. Include a description of admissions, financial aid, advising, library, tutoring and other services specific to this request.

Once a student is admitted into the Murrow College Online MA Health Communication and Promotion, they will be contacted by the graduate coordinator via email with a prompt to complete their course planning worksheet. They will be added to the Health Communication and Promotion Listserv that is connected to their WSU email. They will also receive communication from the WSU Graduate School and WSU Global Campus with additional information and instructions.
The Murrow College graduate coordinator is the primary contact for all advising and registration needs. Here is a summary of the role of graduate coordinator:

- Manages and advises all online students currently in the program
- Monitors and tracks information about all applicants, admitted students, students who withdraw or disenroll, students with “unknown” status and alumni
- Updates applications report every semester to track number of applicants and number who enroll
- Updates headcount/AAFTE report every semester that outlines number of courses offered, average class size, headcount, credits and AAFTE
- Coordinates and prepares all admission applications for review by program coordinator (20-40/semester)
- Serves as liaison with other graduate advisors, as well as partner departments including Global Campus, International Programs, Financial Aid, Veterans Affairs and WSU Grad School
- Assists leadership in troubleshooting issues and challenges related to student and program success
- Conducts research, prepares reports and completes other duties as needed by leadership
- Advises new and current students (140-175 students/year)
- Participates and support recruitment and retention efforts including attending meetings, preparing reports and facilitation of online info sessions (webinars)
- Monitors and updates individual student program course planning worksheets every semester to ensure students stay on track or make adjustments under guidance
- Misc. student assistance with transcripts, international student application processes and paperwork, financial aid issues, etc.

Describe the implications of the change for services to the rest of the student body.

Other WSU divisions impacted by this new degree program include Global Campus (recruitment, marketing, media services, registrar, instructional design, administration), Financial Aid, WSU Grad School (admissions, assessment, accreditation), Veterans Affairs, Access Center, and WSU Libraries. The anticipated impact to these groups and related services is minimal as the online MA Health Communication and Promotion program will have managed growth and is predominantly facilitated by the Murrow graduate coordinator, program coordinator and strategic communication leadership. Applying the same model used for the online MA Strategic Communication professional master’s degree, the graduate coordinator will serve as the primary liaison to these divisions and ensure communication is efficient and streamlined. The addition of this degree will not negatively impact existing Murrow students but in turn will provide them with a new avenue for specialization in graduate coursework.

Physical Facilities and Equipment:

Outline the provision/s made for physical facilities and equipment at the proposed location that will support the program and its projected growth. Include videoconferencing and other technologies that support course delivery as well as classrooms, labs, and office space.

The program will not require new laboratories, facilities, equipment, or resources because all courses will be delivered online. Students will be asked to purchase the software needed to complete the program, to have access to reliable broadband internet connections, and to have a place to complete their coursework.

Library and Information Resources:
Using the Library Analysis form, describe the availability and adequacy of library and information resources for this degree, degree level, and location. Note plans to address gaps.

No new collections, serials, media, or news sources are required as existing library collections are all adequate for the proposed Online MA in Health Communication and Promotion. Students will have full access to the existing online journals, news sources, and media available through the library. The courses have also been designed to make use of online materials that are either within the public domain or that have been made available for educational purposes.

Emphasis on open access sources and size of classes will place minimal demands on existing staff and would not require additional library staff hires or additional fund allocations to support collection and journals. Library personnel support is responsive and sufficient for the demand that will result from this program. Students accessing the courses from remote locations will have full access to the library materials needed to complete their assignments.

WSU Online students engaging in the online MA program will have access to the online databases in the WSU Libraries collections as well as to the book delivery and other library services available to all WSU Online students. Because the degree is to be offered online, because of the emphasis this MA program places on open access materials, and because of its workplace- and problem-based focus, the anticipation is that the impact on WSU Libraries’ services and personnel would be minimal and that existing personnel and services can support the program.

There may also be some minimal impact on the time of the Librarian for Communication and the WSU Online Librarian when students of the program find themselves with questions about library services and access to library collections. However, because of the availability of the Libraries’ existing online user-education, WSU Online, and Communication tutorials and guides, most students should be able to locate sources from the library collections with very little assistance.

Faculty:

List the educational and professional qualifications of the faculty relative to their individual teaching assignments.

List the anticipated sources or plans to secure qualified faculty and staff.

To ensure quality and buy-in from the faculty, we have drawn from our roster of clinical and tenure-track faculty to develop and administer the new area of emphasis in health communication.

Murrow College has more than a dozen faculty with expertise, practical experience and/or research emphases in health communication. The faculty are tenure-track and clinical professors who are poised to teach the health communication courses. All faculty have experience in the design and/or delivery of online courses. The COM core courses are existing and taught by several existing tenure-track and clinical faculty, and instructors from Murrow College.

The Capstone course is 3-credits and pass/fail. WSU Graduate School policy mandates that each student is assigned to a three-member Graduate Review Committee as part of performance assessment throughout the course. Each committee must be comprised of at least one research faculty in addition to two more who have a master’s degree and teach within Murrow College (instructor or clinical). As primary instructor for the course, the director or program coordinator serves on all committees as one of the three. On average, each faculty member is responsible for assessing the submissions of 6-10
students. As this is a volunteer activity, it is our goal to not ask faculty to serve on a committee more than one time in an academic year.

The faculty in Murrow have research and teaching expertise in the following areas:

**Communicating and promoting health:** Faculty in the Edward R. Murrow College develop and evaluate health campaigns. In addition to traditional mass media campaigns, faculty focus on digital technologies for health promotion, including eHealth and mHealth. Faculty members and the graduate students working with them have created health promotion campaigns for topics spanning mental health, chronic disease, alcohol and casual sex, nutrition, physical activity, among others. Evaluation studies take place in the lab but also in the field, allowing for research that impacts communities in applied settings.

**Examining effects of media on health attitudes and outcomes:** Faculty have completed numerous studies that examine the media’s effect on health attitudes and behaviors. For example, researchers have examined how alcohol and tobacco advertising impact youth’s desire to use such products. Our faculty have also assessed how exposure to music videos, television programs, and social media can impact attitudes and behaviors related to romantic relationships, sexual assault, and interpersonal violence as well as nutrition and physical activity.

**Improving media literacy in health contexts:** Faculty assess how an audience’s understanding of media messages influence health outcomes and behaviors. For example, faculty have worked with youth in the state to draw attention to how media producers create content that impacts health attitudes. Through this work, faculty members have examined the role media literacy can play in providing a protective factor to youth. Faculty also have experience working with underserved populations, examining how risks are perceived, how perceptions impact behaviors, and how communication can address challenges in complex systems.

The following faculty members could teach in the Professional Core or Health Communication and Promotion Core. Those who teach in the Health Communication and Promotion core include faculty who have worked professionally in areas related to health communication, such as hospital communication, public health, and nonprofit health.

**Relevant faculty members:**
- Brett Atwood, clinical associate professor
- Erica Austin, full professor
- Rachel Bailey, assistant professor
- Amanda Boyd, assistant professor
- Porismita Borah, associate professor
- Elizabeth Candello, clinical assistant professor
- Chris Cooney, clinical assistant professor
- Rebecca Cooney, clinical assistant professor
- Doug Hindman, associate professor
- Stacey Hust, associate professor
- Narayanan Iyer, clinical associate professor
- Yoon Joo Lee, assistant professor
- Yujung Nam, assistant professor
- Chelsea Newman, instructor
- Mina Park, assistant professor
- Jeff Peterson, associate professor
Impact on Other Locations/Programs:
Briefly describe any impacts on other WSU programs and locations, and how you came to these conclusions (who was consulted?). If there are potential adverse impacts, describe how these will be addressed. Consider such things as: reallocation of faculty time, reallocation of AMS courses, impact of blended courses, internal competition, “cannibalization” of other programs, curricular effects for other degrees, effects on recruitment markets for other campuses. Indicate how such problems will be addressed for each campus or department affected.

The Global Campus serves different students than the residential and urban campuses, and therefore the impact on enrollments at these other locations should not be impacted by the addition of the degree to the Global Campus. Students seeking a degree online are typically not the same students who would be interested in a degree from one of our physical campuses. Instead, this online degree will serve a new and untapped population who might not have pursued a degree with WSU otherwise. This is expected to serve as a strong extension of the WSU and Murrow College footprint statewide and beyond. Offering this degree creates a unique learning opportunity in a growing market of health communication strategies to those who will strive and thrive in online professional development and higher-learning engagement experience with WSU.

Sustainability
What are the plans for continuing the program past 5 years if the goals for enrollment are not met, or other circumstances prevent the execution of the plan described here?

We will evaluate progress toward enrollment goals each year, and increase marketing and recruiting efforts if enrollment goals are not met. Within five years if the goals for enrollment are not met, faculty will review the existing curriculum and consider whether the program is viable.

External Reviews
If this program is new to the Washington State University system, please provide the names and addresses of 2-3 external experts from similar institutions who could be contacted to provide reviews of this program.

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Information (email, phone, address)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prabu David</td>
<td><a href="mailto:pdavid@msu.edu">pdavid@msu.edu</a>; 404 Wilson Road, Communication Arts and Sciences Building, Michigan State University</td>
</tr>
<tr>
<td>Seth Noar</td>
<td><a href="mailto:noar@email.unc.edu">noar@email.unc.edu</a>; (919) 962-4075; Carroll 382, UNC School of Media and Journalism, University of North Carolina at Chapel Hill</td>
</tr>
<tr>
<td>Linda Aldoory</td>
<td><a href="mailto:laldoory@umd.edu">laldoory@umd.edu</a>; (301) 405-6520; Department of Communication, University of Maryland College Park, MD 20742</td>
</tr>
</tbody>
</table>
Attachments:

- Financial Worksheet
- Four-Year Degree Plan (undergraduate); curriculum overview (graduate and professional)
- Curriculum Map (undergraduate)
- Assessment Plan
- Letters of financial commitment
- Contracts or MOUs if applicable

Send to: provost.deg.changes@wsu.edu
References


Online MA Health Communication and Promotion

Assessment of Student Learning and Student Achievement
Draft Plan submitted by Rebecca Cooney, Stacey Hust and Jessica Willoughby by Oct 1, 2017

Mission Statement: The Edward R. Murrow College of Communication is committed to creating knowledge and facilitating learning about the production and interpretation of messages. Combining programs that integrate fundamental communication domains, we are uniquely positioned to disseminate knowledge in a world where interpersonal and mediated communication converge. Our program mission supports the larger WSU mission of heritage, tradition and service with an emphasis in three areas:

1. Advance knowledge through the pursuit of quality research that respects and is informed by diverse disciplines, perspectives, and methods and strive to contribute knowledge with both theoretical and practical implications.

2. Extend knowledge by sharing our expertise and abilities with the broader community through service activities beyond research and instruction. Such activities are exemplified by faculty outreach to various community and industry groups, and by faculty participation in decision making at all levels of the University.

3. Apply knowledge by seeking an understanding of communication and its role in society, teaching that understanding in the classroom and beyond, and applying our knowledge in the broader community

Program Description: The Online MA in Health Communication and Promotion will provide a solid core curriculum, consisting of classes in multimedia content creation, crisis communication, professional ethics, and research methods. In specialized courses in health communication students will learn health behavior change theories relevant for prevention messaging, message creation and design for effective information distribution, and techniques for effectively communicating health information with specialized populations. The program is designed so that each course builds towards a capstone experience that ties together all of the skills accumulated by the student throughout the program. While moving through the program, students build portfolios that provide evidence of professionally-relevant experiences from each class. Capstone deliverables are a demonstration of the student’s mastery of core MA Health Communication and Promotion concepts through a comprehensive exam and professional online portfolio. The comprehensive exam includes prompts for students to respond to five (5) questions, case studies or activities.

A multidisciplinary approach:

- Offers expertise in new and traditional media
- Teaches students how to gather and analyze information and use those findings in creating health and public awareness campaigns
- Furthers skills in analyzing information and designing health communication strategies, programs, and initiatives
- Advances student knowledge in communication monitoring, metrics and reporting effectiveness of outreach efforts
- Trains students, in the tradition of Edward R. Murrow, to create messages that are both strategic and responsible
• Includes weekly online instructor office hours, frequent student self-assessment tools, ongoing interaction with other students, and a cohort structure in which students go through the program with the same group

Program Objectives: There are two primary objectives for the Online MA Health Communication and Promotion program. These include 1) producing quality students who possess the theoretical foundation and practical knowledge to succeed in their chosen fields and; 2) training individuals who will perform at the highest level of both professional and ethical standards.

According to Harvard’s School of Public Health, “a health communication background is a necessity and advantage to one’s career within the continually evolving field of public health.” Health communication professionals possess the following core competencies (Harvard School of Public Health, n.d.)

• Independent research and scholarly contribution in the advancement of health communication science
• Design of effective behavior change communication strategies
• Public health communication with service to state and federal agencies through the design, delivery and measurement of public health campaigns
• Risk communication expertise
• Crisis communication expertise
• Professional communication for nonprofit health agencies
• Skills in advertising, digital communications, community relations, and health marketing
• Media relations with emphasis in public health matters

Student Learning Outcomes:

• **SLO1**: Demonstrate knowledge of health communication and promotion theories and practices that will guide program development, message design, and education to communicate health to diverse audiences.

• **SLO2**: Ability to gather and assess health-related information using analyses and research.

• **SLO3**: Evidence of professional skills to develop health communication and promotion campaign materials and implementation of campaigns through administration and management, planning, leadership, teamwork, and patient/population relations.

• **SLO4**: Demonstrate the ability to ethically communicate health information to diverse audiences
### Online MA Health Communication and Promotion Outcomes

<table>
<thead>
<tr>
<th>Courses</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 561: Professional Multimedia Content Creation</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>R</td>
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<tr>
<td>COM 562: Crisis Communication in Global Contexts</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>COM 563: Ethics for Professionals</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>COM 564: Research Methods for Professionals</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>COMHLTH 570: Health Communication and Behavior Change</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>M</td>
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<tr>
<td>COMHLTH 571: Communicating Health in Practice</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>M</td>
</tr>
<tr>
<td>COMHLTH 572: Communicating Health to Specialized Populations</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>M</td>
</tr>
<tr>
<td>COMHLTH 573: Communicating Health in a Digital Landscape</td>
<td>R</td>
<td>R</td>
<td>M</td>
<td>M</td>
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<tr>
<td>COMHLTH 574: Health Message Design and Effectiveness</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
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<tr>
<td>COMSTRAT 701 Capstone Project</td>
<td>M</td>
<td>M</td>
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<td>M</td>
</tr>
</tbody>
</table>

**Legend:** I = Introduced, R = Reinforced, M = Mastered

**Methods of Assessment:** Any educational program must have a means for continual review and adjustment. Built into the curriculum is assessment criteria that provides instructors and administrators with data regarding the effectiveness of the curriculum in meeting learning goals, the appropriateness of the assignments, the growth in the professional and ethical competence of the students, and the success of the students in the workplace. The data are used to adjust curriculum goals, course assignments, assignment evaluation methods, and course content. Assessment data results from multiple sources, including: in-course assessment by students, faculty assessment of student achievement of learning goals, and end-of-program assessment of students and portfolios.

Murrow College will coordinate assessment activities that include online students and courses with sufficient sample size and representation to ensure that these activities track to student learning excellence and program integrity within the format Murrow College already employs to conduct assessment and reporting. This online program will be added to that format along with additional questions that measure the online-specific learning experience as a part of that entire evaluation. This
includes the use of Qualtrics, Blackboard Learn, and other polling means to gather data. As students near completion of their professional master’s degree and throughout their instruction, Murrow will collect capstone data for the online degree. Industry professionals who participate, mentor, and evaluate student work provide meaningful feedback as well, which will greatly benefit the evaluation of online course learning. In fact, involving these professionals may prove to be easier for an online program should they like to participate remotely without traveling to physical campuses.

Beyond the classroom, student success can be highlighted for online students just as well as for the campus-based experience, as internships, competitions, excellence awards, and showcase entries will be made available for MA degree-seeking online students.

**Direct Measures of Student Learning**

Direct measures of student learning assessment will be conducted throughout the students’ experience with the online MA Health Communication and Promotion program. With the use of points attached to specific rubrics mean student GPA, individual grades received on course assignments, metrics collected as part of qualitative research methods in select courses and peer, instructor and grad committee review and evaluation will also be used as direct measures of student learning. Program assessment of graduate student work including our data sources, methods for assessment, how often the data is collected and expectations of each of the methods is summarized in Table 1. These sources were chosen because they are required by all online MA Health Communication and Promotion program students and align with our learning outcomes.

Students will be evaluated by course requirements each semester with the expectation of scoring a grade of “B” or above for related assignments as specified in rubrics.

<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
<th>DATA SOURCE</th>
<th>METHOD(S) OF ASSESSMENT</th>
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</thead>
<tbody>
<tr>
<td>SLO1: Demonstrate knowledge of health communication and promotion theories and practices that will guide program development, message design, and education to communicate health to diverse audiences.</td>
<td>Projects produced in coursework (COMHLTH 570, 571, 572, 573, 574) and Capstone</td>
<td>Instructor, peer and graduate committee review of projects presented in a student’s portfolio</td>
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<td></td>
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<td>Online metrics, such as site traffic and likes on Facebook as required in select courses</td>
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<td></td>
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<td>Target market evaluation of campaign tactics</td>
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<td></td>
<td>Rubric-based scores on assignments</td>
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<tr>
<td>SLO2: Ability to gather and assess health-related information using analyses and research.</td>
<td>Performance in coursework (COM 562, 564) and (COMHLTH 570, 571, 572, 574) and Capstone</td>
<td>GPA in coursework</td>
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<tr>
<td>SLO3: Evidence of professional skills to develop health communication and promotion campaign materials and implementation of campaigns through administration and management, planning, leadership, teamwork, and patient/population relations.</td>
<td>Performance in coursework COM 564, (COMHLTH 570, 571, 574)</td>
<td>Peer and instructor evaluation of management/leadership skills of individuals</td>
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<tr>
<td></td>
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<td>Instructor evaluation of student’s ability to understand and apply ethical principles to strategic communication problems</td>
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<tr>
<td></td>
<td></td>
<td>Instructor evaluation of brand analysis, advertising strategy, and creative brief</td>
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<td></td>
<td></td>
<td>Peer, client, and target market evaluation of message designs</td>
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<tr>
<td></td>
<td></td>
<td>Rubric-based scores on assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GPA in coursework</td>
</tr>
<tr>
<td></td>
<td>Rubric-based scores on assignments</td>
<td>Metrics from student-designed polls and surveys as part of coursework</td>
</tr>
<tr>
<td>SLO4: Demonstrate the ability to ethically communicate health information to diverse audiences</td>
<td>Performance in coursework (COM 561, 562, 563), (COMHLTH 570, 571, 572, 573, 574) and Capstone</td>
<td>Peer and instructor evaluation of management/leadership skills of individuals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor evaluation of student's ability to understand and apply ethical principles to strategic communication problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer, client, and target market evaluation of message designs</td>
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<tr>
<td></td>
<td></td>
<td>Rubric-based scores on assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GPA in coursework</td>
</tr>
</tbody>
</table>

**Capstone:**

The Capstone (COMSTRAT 701) is the final course in the online MA Health Communication and Promotion. Capstone deliverables are a demonstration of the student's mastery of core MA Health Communication and Promotion concepts through a comprehensive exam and professional online portfolio. Students are assessed in three core attributes: critical thinking, written communication and creativity. The comprehensive exam includes prompts for students to respond to five (5) questions, case studies or activities. Each response is open-book (not proctored) and completed individually (non-collaborative). With these five prompts, students are asked to demonstrate their understanding and proficiency in the following core areas:

- Digital content creation
- Research methods
- Crisis communications
- Professional ethics
- Effects of health communication on behavior change
- Patient-medical practitioner communication
- Communicating health messages in digital channels
- Awareness campaign design, testing and strategy

**Course Learning Goals**
1. **Critical Thinking**: Ability to gather and assess strategically relevant information using analyses and research.

2. **Written Communication**: Evidence of professional skills to develop strategic communication materials using best practices and industry standards presented across the curriculum.

3. **Creativity**: Demonstrate knowledge of strategic, entrepreneurial communication skills such as managing online presence, self and organizational presentation, and collaboration in an increasingly global world.

**Course Deliverables**

1. Completion of five (5) questions, case studies or activities (referred to in this course as “prompts”)
2. Completed Online Portfolio that includes an About Me page, Resume or Work History, Contact page and Portfolio Index showcasing six (6) completed assignments representative across the curriculum.
3. Optional, yet encouraged participation in weekly discussion threads designed to maintain student and instructor connection and add value and insights related to prompts.

**Graduate Review Committee** (aka “Examination Committee”): Although this is a professional degree and absent of a research project or thesis, the WSU Graduate School still requires final examination and balloting. Requirements around “final examination” are accomplished through our prompt design and online portfolio assignment. A committee of at least three faculty members must be assigned to each student. Committees are made up of clinical and research faculty affiliated with The Edward R. Murrow College of Communication and the Online MA Health Communication and Promotion program. Each semester teams of three faculty are formed to serve as the academic review committee for all students enrolled in COMSTRAT 701 Capstone. Each Graduate Review Committee is assigned to 5-8 students. Their primary role is to provide thoughtful review and assessment of each student’s response to prompts – providing analysis and feedback against a pre-determined rubric designated for that prompt. They also review and assess students’ final online portfolio to ensure assignment expectations are met. Students do not interact directly with their review committee. All communication is facilitated by the Capstone instructor who serves as one of the three members of each committee.

**Grading and Final Balloting**: Students are given approximately 10 days to complete each prompt. Graduate Committee members are given 10 days to review and assess. COMSTRAT 701 Capstone is a pass/fail course. Students must complete all five prompts and online portfolio in order to meet minimum criteria for the course. Points are attached to prompts and the online portfolio for the purpose of assessment. Each prompt and the online portfolio is assessed using a set point structure that incorporates a pass/fail threshold based on the grading scale below. “Passing” is defined as scoring a 1 or above.

**Grading Scale**

(0) Deficient: Does not meet course standards (does not meet assignment standards)
(1) Competent: Meets basic course standards (student meets basic requirements of the assignment)

(2) Proficient: Exceeds course standards, approaches professional/academic publication standards (student demonstrates clear proficiency in assignment requirements)

(3) Exemplary: Meets or exceeds professional/academic publication standard (student exceeds assignment requirements and stands as an example to others for how the assignment should be completed)

Indirect Measures of Student Learning

Complementary measures and activities of instruction and student learning to align with program goals. We will use indirect measures to evaluate students' perceived learning, such as entrance, midpoint and exit surveys and course evaluations. Other complimentary measures of instruction and student learning will include peer evaluation as part of curriculum in select courses, faculty development workshops in teaching and learning with special emphasis on success in teaching in the digital space, review of curriculum maps and ongoing assessment and evaluation of policies and procedures.

<table>
<thead>
<tr>
<th>OTHER ASSESSMENT ACTIVITIES</th>
<th>COLLECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance survey (assessment benchmark)</td>
<td>Survey to be developed within the first year of the program offering, to be administered each semester for students who have completed COM 561 and are preparing for other lower core courses.</td>
</tr>
<tr>
<td>Mid-point survey (assessment after completion of four courses)</td>
<td>Administered to students who have successfully completed four courses.</td>
</tr>
<tr>
<td>Exit survey (assessment for success in achieving objectives based on metrics presented in entrance survey)</td>
<td>Administered at the close of each semester.</td>
</tr>
<tr>
<td>Online MA StratComm Program Exit survey (primarily focused on student overall experience in the program)</td>
<td>Collected as part of Capstone course at the close of each semester</td>
</tr>
<tr>
<td>Faculty development workshops and training (with emphasis on meeting student learning outcome objectives for online teaching)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Course evaluations</td>
<td>Each semester</td>
</tr>
<tr>
<td>Activity</td>
<td>Frequency</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Instructor Capstone evaluations (review and feedback of materials presented in student final productions)</td>
<td>Each semester</td>
</tr>
<tr>
<td>Program assessment and review meetings with core program and college leadership teams</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Review of curriculum maps for individual courses by faculty and college leadership</td>
<td>Bi-annually</td>
</tr>
<tr>
<td>Review and evaluation of policies and procedures core to online faculty and student success</td>
<td>Annually</td>
</tr>
<tr>
<td>Faculty meetings with agenda items specific to those teaching online or developing courses</td>
<td>Each semester</td>
</tr>
<tr>
<td>Faculty review and conclusion of needed content matriculation with emphasis on changing up of assignments and exams</td>
<td>Annually</td>
</tr>
</tbody>
</table>

In addition, the program will employ a variety of direct and indirect measures to assess the proficiency levels of those graduating from the program.

- Direct measures to assess the core competencies required for assessment of the overall program involving pre- and post-tests. These tests will be administered at the beginning of the student’s career and at the end to determine progress.
- Indirect measures to assess campaigns and project portfolios. Industry professionals will be invited to assess and critique the quality of work emerging through class projects and assignments.
- Indirect measures to assess the satisfaction of students with the program by administering surveys.
- Indirect measures to assess overall student performance by tabulating student participation and success in competitions.
- Indirect measures to assess alumni performance by informally tracking graduates’ success in the professions and communicating with alumni about school initiatives and alumni views of the program.

Use of Assessment Data: The graduate faculty in the MA Health Communication and Promotion have established the following committees to assist in the administration and assessment of the program:

- Dean’s Council
- Graduate Faculty
- Admissions and Recruitment Committee
- Assessment Committee

Data collected and analyzed by the Assessment Committee will be shared with the program faculty, and specifically with the Graduate Faculty to determine if courses are meeting the needs of students in...
the program. Student handbooks will be updated to reflect changes in program policies and requirements. The Admissions and Recruitment Committee will use aggregated assessment data to enhance marketing, recruitment and placement efforts. Information about student success will be shared with the Murrow Advisory Board to assist in student advancement and will be submitted to the national accrediting body’s annual newsletter.
### Online Health MA DRAFT
10/1/2017

<table>
<thead>
<tr>
<th></th>
<th>1st-2nd</th>
<th>3rd-4th-Etc</th>
<th>1st Academic</th>
<th>2nd Academic</th>
<th>3rd Academic</th>
<th>4th Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>FTE</td>
<td>Year</td>
<td>Year</td>
<td>Year</td>
<td>Year</td>
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<tr>
<td>Total Student HDC</td>
<td>15</td>
<td>25</td>
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<tr>
<td>Total Student AAFTE</td>
<td>4.5</td>
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<td>9</td>
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### Personnel

#### Faculty

<table>
<thead>
<tr>
<th>Role</th>
<th>1st-2nd</th>
<th>3rd-4th-Etc</th>
<th>1st Academic</th>
<th>2nd Academic</th>
<th>3rd Academic</th>
<th>4th Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair (Dr. Stacey Hust)</td>
<td>0.05</td>
<td>0.05</td>
<td>2,700</td>
<td>4,500</td>
<td>4,500</td>
<td>4,500</td>
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<tr>
<td>Assistant Professor</td>
<td>0.00</td>
<td>0.20</td>
<td>-</td>
<td>-</td>
<td>14,800</td>
<td>14,800</td>
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<tr>
<td>Adjunct Professor</td>
<td>0.00</td>
<td>0.00</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>0.05</td>
<td>0.25</td>
<td>2,700</td>
<td>4,500</td>
<td>19,300</td>
<td>19,300</td>
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#### Exempt

<table>
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<tr>
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<th>1st-2nd</th>
<th>3rd-4th-Etc</th>
<th>1st Academic</th>
<th>2nd Academic</th>
<th>3rd Academic</th>
<th>4th Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Coordinator</td>
<td>0.100</td>
<td>0.20</td>
<td>4,750</td>
<td>4,750</td>
<td>9,500</td>
<td>9,500</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>0.100</td>
<td>0.20</td>
<td>4,750</td>
<td>4,750</td>
<td>9,500</td>
<td>9,500</td>
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</table>

**Total Personnel**

<table>
<thead>
<tr>
<th></th>
<th>1st-2nd</th>
<th>3rd-4th-Etc</th>
<th>1st Academic</th>
<th>2nd Academic</th>
<th>3rd Academic</th>
<th>4th Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.150</td>
<td>0.450</td>
<td>7,450.00</td>
<td>9,250.00</td>
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### Benefits

<table>
<thead>
<tr>
<th>Role</th>
<th>1st-2nd</th>
<th>3rd-4th-Etc</th>
<th>1st Academic</th>
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<th>4th Academic</th>
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</thead>
<tbody>
<tr>
<td>Faculty</td>
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<td>1,319</td>
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<tr>
<td>Exempt</td>
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<td>1,620</td>
<td>3,240</td>
<td>3,240</td>
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<tr>
<td><strong>Total Benefits</strong></td>
<td>2,410.85</td>
<td>2,938.25</td>
<td>8,894.40</td>
<td>8,894.40</td>
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<tr>
<td><strong>Link to current benefits model rates</strong></td>
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### Goods and Services

2 months salary for course development

<table>
<thead>
<tr>
<th>Equipment (laptops, cameras, software)</th>
<th>1st-2nd</th>
<th>3rd-4th-Etc</th>
<th>1st Academic</th>
<th>2nd Academic</th>
<th>3rd Academic</th>
<th>4th Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Direct Costs</td>
<td>14,861</td>
<td>17,188</td>
<td>37,694</td>
<td>37,694</td>
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<td></td>
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<tr>
<td>Total Costs</td>
<td>14,861</td>
<td>17,188</td>
<td>37,694</td>
<td>37,694</td>
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</tbody>
</table>

### Travel

<table>
<thead>
<tr>
<th>Travel</th>
<th>1st-2nd</th>
<th>3rd-4th-Etc</th>
<th>1st Academic</th>
<th>2nd Academic</th>
<th>3rd Academic</th>
<th>4th Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000</td>
<td>6,000</td>
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<td>-</td>
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<tr>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Equipment (laptops, cameras, software)

**Total Costs**

<table>
<thead>
<tr>
<th></th>
<th>1st-2nd</th>
<th>3rd-4th-Etc</th>
<th>1st Academic</th>
<th>2nd Academic</th>
<th>3rd Academic</th>
<th>4th Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 14,860.85</td>
<td>$ 17,188.25</td>
<td>$ 37,694.40</td>
<td>$ 37,694.40</td>
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</tbody>
</table>

**Calculated total cost per student AAFTE:**

<table>
<thead>
<tr>
<th></th>
<th>1st-2nd</th>
<th>3rd-4th-Etc</th>
<th>1st Academic</th>
<th>2nd Academic</th>
<th>3rd Academic</th>
<th>4th Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3,302</td>
<td>2,292</td>
<td>4,188</td>
<td>3,141</td>
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</table>

### Calculated total cost per student AAFTE:

<table>
<thead>
<tr>
<th>Estimated Revenue</th>
<th>1st-2nd</th>
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<th>1st Academic</th>
<th>2nd Academic</th>
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<th>4th Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 20,484</td>
<td>2,292</td>
<td>4,188</td>
<td>3,141</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Net Revenue</th>
<th>1st-2nd</th>
<th>3rd-4th-Etc</th>
<th>1st Academic</th>
<th>2nd Academic</th>
<th>3rd Academic</th>
<th>4th Academic</th>
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</thead>
<tbody>
<tr>
<td>$ 5,623.15</td>
<td>16,951.75</td>
<td>3,273.60</td>
<td>16,929.60</td>
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