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Osigweh, Brenda Jean

THE DEVELOPMENT OF THE INTERPERSONAL COMMUNICATION CURRICULUM AT NORTHEAST MISSOURI STATE UNIVERSITY

The Ohio State University

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THE DEVELOPMENT OF THE INTERPERSONAL COMMUNICATION CURRICULUM AT NORTHEAST MISSOURI STATE UNIVERSITY

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Brenda Jean Osigweh, A.B., M.A.

*****

The Ohio State University

1984

Reading Committee:
Dr. Elsie Albery
Dr. Keith Brooks
Dr. Frederick Cyphert

Approved By

Elsie J. Albery
Adviser
Department of Educational Policy and Leadership
ACKNOWLEDGMENTS

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VITA

1977-1979 .............. Piano Teacher, Tuscaloosa, Alabama
1979 .................... A.B. Stillman College, Tuscaloosa, Alabama
1979-1981 ............... University Fellow, The Ohio State University, Columbus, Ohio
1980 ..................... M.A., The Ohio State University, Columbus, Ohio
1980-1981 ............... Lab Assistant, Teacher Education Laboratory, The Ohio State University, Columbus, Ohio
1980-1981 ............... Accompanist, Youth Choir, Indianola Presbyterian Church, Columbus, Ohio
1982 ..................... Tutor, Nigerian Education Program, The Ohio State University, Columbus, Ohio
1982-present ............ Assistant Professor of Communication, Northeast Missouri State University, Kirksville, Missouri

FIELDS OF STUDY

Major Fields: Curriculum and Communication

Studies in Curriculum. Professors Elsie Alberty and Gail McCutcheon

Studies in Communication. Professor Keith Brooks

Studies in Instruction. Professor John Hough
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CHAPTER I
INTRODUCTION

Overview and Purpose

Curriculum development (CD) efforts at the college/university level usually demand a great deal of time and energy on the part of a number of individuals and groups with diverse roles and responsibilities in the institution. However, it appears that curriculum development in higher education, for the most part, is not a well planned process.

In many cases, CD occurs on a piecemeal, haphazard basis. For example, it sometimes occurs because of a change in the college/university calendar. This change in calendar may require an institution to provide students with additional choices. Other CD efforts may occur as a result of staffing considerations. For example, newly hired faculty members may wish to alter programs and/or add courses in keeping with their interests and expertise. Loss of faculty through retirement and budgetary exigencies, if inadequately planned for, can have a very damaging impact on the curriculum. As scholars such as Pfister, Dressel, and Conrad point out, it is essential that CD be a well planned and thought out process. By studying the CD process in retrospect, some insights may be gained which could aid developers in planning and thinking through their CD work.
The major purpose of this study was to describe and analyze the curriculum development process at the university level by doing a study of the Interpersonal Communication (IPC) curriculum at Northeast Missouri State University (NMSU) in Kirksville, Missouri. More specifically the purposes were to:

1. Examine the history of NMSU, the Language and Literature Division (which houses IPC), and the Interpersonal Communication area.
2. Examine the present purposes and rationale for the IPC program.
3. Determine the factors which have shaped the IPC program.

Background

At the outset of the study, it was necessary to examine the Interpersonal Communication program in historical perspective. This involved noting changes in NMSU since it was established and putting the IPC program in context. In addition, the significance of an "Interpersonal" Communication program needed clarification.

The University. Northeast Missouri State University (NMSU) was founded in Kirksville on September 2, 1867. The institution was then known as North Missouri Normal School and Commercial College. The school was one which trained teachers. It was called a normal school or "teacher seminary" because of this purpose.¹ Joseph Baldwin, a well known educator, was the school's first president. In fact, Baldwin organized the school, oversaw the renovation of the building

used, and hired the first faculty members. After several years of growth, the institution became in January, 1871, the Missouri State Normal School of the First District. This meant that the private school had been accepted by the state as a viable and professional institution. This also meant that the school would be funded by the state.

In 1900, President Kirk added a course to the school's curriculum which focused on general agriculture. The addition of this course was considered the first change in direction of the program which had been advocated by President Baldwin.

On May 20, 1919, the Board of Regents changed the name of the school from North Missouri Normal School to Northeast Missouri State Teachers College. By so doing, they were officially recognizing its purpose (to train teachers). Because several programs (masters and specialist) were added to the basic teaching curriculum, in 1972 the Board of Regents again changed the name of the institution--this time from Northeast Missouri State Teachers College to Northeast Missouri State University.

Presently, the university grants Bachelors and Masters degrees in several areas including Accounting, Art, Business Administration, Biology, Communication, Mathematics, and Sociology. It also offers

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2 Ryle, pp. 56-58.
3 Ryle, p. 88.
4 Ryle, p. 167.
a Specialist degree in Education. In addition, students may receive one- or two-year certificates in areas such as Business and Office Education, Industrial and Technical Education, and Home Economics. 5

The institution presently has more than 6,000 undergraduate and graduate students and 351 faculty members at the instructor, assistant, associate, and full professor levels. The 120-acre campus has 39 buildings, including Pickler Memorial Library of 240,156 volumes, and the Student Union Building which houses three dining rooms (including a snack bar), student organization offices, recreational facilities (a bowling lane), and the Campus Bookstore. There are also housing facilities for about 3,000 students and 62 families. 6

As of Fall 1983, there were 6,990 students enrolled. 7 Of these 6,990 students, 46% (3,250) of them were male and 54% (3,740) were female. Most of the students (6,332) were undergraduates. Only 9% (658) were graduate students.

The Division of Language and Literature. The Language and Literature Division (which houses IPC) was organized in 1925. At that time, it was comprised of the Languages, Latin, and Modern Languages departments. 8 The division remained the same until 1949, when a


8Ryle, p. 296.
graduate program leading to a master's degree in English education was instituted. In 1968, the division introduced a speech major which awarded both a Bachelor of Science and a Bachelor of Arts degree in speech. The Speech Communication/Theatre major was added in 1974. The addition of this program, Speech Communication/Theatre, broadened the focus of the division considerably because in 1925, students were only offered courses in the areas of English, Latin and Modern Languages (French, German, Spanish) which led mainly to degrees in teaching. Then in 1974, students were offered courses in Interpersonal and Mass Communication which could prepare them for a variety of positions in theatre, business and industry. Some of these positions include Communication Specialist, Management Trainee, Interviewer, and Recruiter.

Language and Literature faculty members have expertise in the areas of Communication, Theatre, English composition, foreign language (including French, Spanish, German, and Latin), and English Education. They (the faculty), through coursework and fieldwork hope to guide and motivate students so that they will be able to:

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9 Ryle, p. 296.
Interpersonal Communication. The Interpersonal Communication program was developed by using the T-group experience/sensitivity training ideas as a basis. The T- or Training-group movement began in Bethel, Maine, in 1947. It was started as a response to the need that people had to improve the manner in which they relate to one another. Individuals interact in a group situation which encourages the expression of feelings. Once the participants can "disagree without being disagreeable, and be objective without being objectionable," they will hopefully be able to "deal with differences" in a positive and beneficial manner.

It was felt that by formulating a program with these ideas, the interpersonal skills of those involved in the program would be improved. Some of the interpersonal skills include: 1) the ability to understand one's self, 2) the ability to understand the external world, 3) the ability to maintain meaningful relationships, and 4) the ability to change attitudes and behaviors. It was also felt that these skills

14 Interview: Dr. Linnea Ratcliff, Associate Professor of Speech at NMSU, August 11, 1983.
16 Marrow, pp. 7-8.
would be essential for people in business and industry where most of
the IPC majors could seek employment.

Currently, the IPC program provides seven areas of specialization.

These areas are:

1. Communication Consulting - This area trains a person for
   positions such as Public Opinion Pollster or Communication
   Trainer.

2. Organizational Leadership - Preparation in this area can
   prepare a person for positions such as Management Trainee
   or Interviewer.

3. Public Relations - This area prepares a person for positions
   such as Public Relations Director or Promotions Specialist.

4. Human Services - Preparation in this area can prepare
   a person for positions such as Case Worker or Director of
   Volunteer Services.

5. Student Personnel - By focusing on this area a person can
   prepare for positions such as Director of Student Activities
   or Recruiter.

6. Communication Research - This area can prepare a person for
   positions such as Marketing Analyst or Consumer Researcher.

7. Pre-professional - By concentrating in this area a person
   can prepare for positions such as Foreign services Officer
   or Politician.  

The program offers a Bachelor of Arts degree in Communication.

Significance of the Study

It has been felt that curriculum development at the college/
university level has rarely been subjected to systematic

17 Interpersonal Communication Seminar, September 19, 1983.
Most of the literature in fact tends to be concerned with descriptions of existing programs and proposals for curricular reform.

This study which involved the systematic study of the IPC curriculum development process was undertaken in an effort to correct this situation. Also, it had the potential for revealing some of the factors which might be involved in CD at the college/university level.

Questions for Research

This study attempted to find answers to the following questions:

1. Why was the IPC program developed?
2. How was the IPC program developed?
3. What changes have occurred in the program since its inception in 1974? Why?
4. Has the program been successful?

By answering these questions, the (evolutionary) characteristics of the IPC curriculum development process were disclosed. Also some light was shed on curriculum development in higher education.

Factors in Program Development

There were some factors which seemed to have influenced the development of the IPC program. These factors were identified during

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an informal interview with an IPC faculty member. Some of these factors included educational need, course adoption, increased enrollment, the hiring of new faculty, budget, and the proposal of a new academic program. These factors were defined in the following manner:

*Educational need* reflected any necessity felt for the curriculum or its components by the institution or the surrounding community. Thus, this "felt necessity" was seen as institutional or community founded, depending on its major source.

*Course adoption* indicated the stability given to the curriculum or any components of it by any parts of the university. For example, any other department recognizing a certain course that is part of the IPC curriculum, and listing it as a requirement in any of its programs, was viewed as bringing more recognition and stability to the curriculum as defined by "course adoption."

*Increased enrollment* described the level of student interest in the courses that constitute the program as reflected by their taking the course. Also, the courses were listed as required courses in other divisions.

*New faculty* referred to the effect that the hiring of additional faculty members (or staff members as the case may be) was likely to have on a curriculum. In this case, new faculty members actively participated in the development of the program.

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19 Informal Interview: Dr. Linnea Ratcliff, November 1982.
Budget referred to the monetary resources which are available to the institution. These resources did influence the program by providing funds, for example, to support the development of a new program.

Proposal of a new program described the dynamic process that results in the formulation of an additional program component, and in the reformulation of an existing component of the curriculum. It defined the dynamic connection between the old and new curriculum components at some point in time.

These factors were investigated to determine whether any, some or all of them influenced the IPC development process. The factors which did were noted.

Methodology

The method used for research was the case study method. This method was chosen for several reasons. First of all, it provided new insights which pointed out gaps in knowledge. Secondly, the case study method allowed the researcher to understand aspects of the given event without attempting to generalize what was found. Finally, this method allowed for more personal interaction with the people involved in the study. The researcher was both an interviewer and a participant observer while conducting the study.

The research strategy contained four basic stages. The first involved gathering data from relevant sources by the use of formal formal interviews (see Appendix A) as well as informal interviews, questionnaires (see Appendixes II and III), and document research. Secondly, the researcher was involved in the situation as a participant-observer
to gain additional insight into the development of the Interpersonal Communication program. Thirdly, additional strategies such as prolonged engagement, peer debriefing, triangulation, member checks and theoretical/purposive sampling were used as deemed appropriate. After the study, several techniques were used to ensure that the results had credibility. These techniques included establishment of structural corroboration and establishment of referential adequacy.

Limitations

This study had several limitations. Because the case study method was used, the data obtained were not generalizable. This is a characteristic of most case studies. They primarily focus on the specific, then strive to generate hypotheses which can generalize the data obtained. Secondly, the use of interviews placed limitations on the study. The interviewees sometimes forgot or withheld relevant information, even though they were not necessarily trying to do so. Because of this, the researcher only used data which were verified by at least two sources. Finally, only one institution was used in the study because it (NMSU) had the only IPC program in northeast Missouri (the area which was available to the researcher.

Chapter Outline

Chapter I contains an introduction, the purpose of the study, the questions investigated, background information about the University, and the Communication area. Also, the significance of the study, a
discussion of the research method, and limitations are included. In addition, a chapter outline is presented.

Chapter II contains a review of relevant curriculum literature. Specific attention is given to curriculum development literature, especially that literature concerning college/university level curriculum development.

Chapter III goes into detail about the research methodology. First, the case study method, employed in this study, is discussed. Secondly, issues in participant observation are discussed. Then, the research strategy is explained.

Chapter IV presents the research findings. The findings are discussed in terms of the chronological events which occurred. Next, a model of the IPC program's CD process is presented. Then, there is a discussion of faculty, student, and alumni views of the program.

Chapter V contains a summary of the study. Also, the conclusions, recommendations, and implications of the study are discussed.
CHAPTER II
THE LITERATURE

This chapter focuses on two bodies of literature. The first encompasses definitions of curriculum and curriculum development as a general process. The second focuses on curriculum development as it is applied specifically to the college/university.

CURRICULUM

Curriculum Defined

Curriculum scholars define curriculum in a variety of ways. Some emphasize goals while others emphasize the development of the learner. In order to gain perspective in this matter, the researcher looked at the definitions of many scholars in relation to categories proposed by Peter F. Oliva in his book, Developing the Curriculum.  

According to Oliva, there are four ways in which curriculum scholars define curriculum. One way is to define it in terms of what it does or should do. For example, "The purpose of the curriculum is transmission of the cultural heritage." In this definition,

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21 Oliva, p. 8.
curriculum is defined in relation to its purpose, transmission of the cultural heritage. A second way to define curriculum is stating the setting in which it takes shape. For example, an essentialistic curriculum arises from a special philosophical context, that of the essentialistic school of philosophy. They, the essentialists, felt that certain organized bodies of knowledge should be "acquired and stored for future use." This knowledge would then be used in solving problems. Another way to define curriculum is by isolating certain instructional variables such as processes and strategies and then proceed to equate them with curriculum. For example, "the curriculum as a problem solving process." In this definition, curriculum is described as a process used in solving problems. Finally, Oliva notes the practice of defining curriculum as an end or as terminal objectives. An example of this is the definition of curriculum proposed by Popham and Baker, "curriculum is all the planned learning outcomes for which the school is responsible." The curriculum is then the planned learning outcomes.

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23 Oliva, p. 9.

**Purposes.** Good and also Smith, Stanley, and Shores define curriculum in ways which correspond to Oliva's purpose category of curriculum definitions. Good states that curriculum is

> a systematic group of courses or sequences of subjects required for graduation or certification in a major field of study, for example, social studies curriculum, physical education curriculum . . . 25

In other words, the curriculum is present for the purpose of displaying the required courses for any given major. Without this "purpose," there would probably be no precisely expressed curriculum.

Smith, Stanley, and Shores see curriculum as

> a sequence of potential experiences . . . set up in school for the purpose of disciplining children and youth in group ways of thinking and acting.

The purpose of curriculum in this definition is the act of "disciplining" students "in group ways of thinking and acting." This purpose is essentially the socialization of young people, so that they are able to function in society.

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Context. Reynolds, Caswell and Campbell, and Bonser define curriculum in terms of the setting in which it will take place. Reynolds calls it "the total of all the learning experiences the learner has under the supervision of the school." The context here is the school and its supervisory faculty and staff. Caswell and Campbell view curriculum as being "composed of all the experiences children have under the guidance of teachers." This definition brings to mind the classroom setting. This setting or context is where the children will be involved in educational experiences. Also, Bonser views the curriculum as "the experiences in which pupils are expected to engage in at school . . . ." Each of the above mentioned scholars has considered the school and/or its officials to be present when the curriculum is realized. This view is consistent with Oliva's context category of curriculum definitions.

Strategy. A number of scholars define curriculum in terms of instructional strategies. Among them are Tanner and Tanner, and Doll. Tanner and Tanner state that curriculum is

that reconstruction of knowledge and experience, systematically developed under the auspices of the school (or university) to enable the learner to increase his or her control of knowledge and experience.

30 Tanner and Tanner, p. 43.
The strategies mentioned in this definition are "reconstruction" and systematic development. They explain the manner in which the curriculum is realized. It (the curriculum) is changed, rearranged, and put together under the supervision of school officials.

Doll sees the curriculum as

the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of the school.

In his definition, Doll mentions "process." A process is something which is ongoing, everchanging. However, Doll seems to use the term to describe something which is used to get a result. This usage renders the term (process) a strategy according to Oliva's ideology.

Ends. Finally, there are definitions of curriculum which present it as the end product of learning. Johnson, Hirst, and Saylor and Alexander hold this view. Johnson sees curriculum as a "structured series of intended learning outcomes." In other words, a curriculum simply maps out the things which the learner should achieve after working within the context of the curriculum.

Hirst defines it as "a plan of activities deliberately organized so that pupils will attain, by learning, certain educational ends or objectives." Again we see things (in this case activities) being

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arranged so that the learner will attain some goal. Hirst calls this goal "educational objectives."

Saylor and Alexander seem to go farther in their definition. They define curriculum as

a plan for providing sets of learning opportunities
to achieve broad goals and related specific objectives
for an identifiable population served by a single
school center.

Saylor and Alexander describe the people being served and focus on
one place as the site for realization of the curriculum. The
"identifiable population," at a "single school center," are the
people who must achieve the goals and objectives which are considered
the end products of learning.

For the purposes of this study, the researcher defined curriculum
as a sequence of experiences, including courses and field work which
the learner has under the guidance of the university. These experi­
ences should enable him to expand his knowledge and prepare for a
career. This definition attempts to link Oliva's four categories of
curriculum definitions, which the researcher feels should be present in
all planned curricula. It presents the purpose of curric­
ulum as being the expansion of an individual's knowledge. The context
is the university, where many of the experiences take place. The
strategies used to achieve this purpose are class, laboratory, and
field experiences.

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34 J. Galen Saylor and William M. Alexander, Planning Curriculum
As indicated in the preceding discussion, Oliva's categories provided a map for the review of curriculum definitions and will provide a context in which to view the IPC curriculum. They are:

1. **Purpose** - defined in terms of what it (the curriculum) does or should do,
2. **Context** - the setting in which it (the curriculum) takes place,
3. **Strategy** - the use of instructional variables to describe curriculum, and
4. **Ends** - curriculum defined in terms of instructional goals and objectives.

**Curriculum Development (CD)**

Now that we have defined curriculum, the next step is to investigate the ways in which it is developed. In this section, we will examine the curriculum development processes which are advocated by scholars and utilized at many academic levels (i.e., K-6, 9-12, and/or college/university).

An early curriculum scholar, Bobbitt, looked at the CD process as one of discovery. If a person followed Bobbitt's reasoning, he would "go out into the world of affairs and discover the particulars of adult life." These factors (particulars) would then be used to formulate the objectives of the curriculum.

Bobbitt seemed not to be very thorough in his approach to CD. It might have been more helpful to study and observe the activities of several competent professionals. Later, comparisons could have

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been made and the best set of behaviors could have been used in formulating the curriculum objectives. As it was, he was only able to study and observe mainly one person in each profession.

Tyler, on the other hand, views CD as a rational process. He advocates a "rationale" which requires the asking and answering of four basic questions which should provide the developers with a basic outline of their curricular ideas. The questions are:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

Because these questions seemed too general and did not focus on other important elements of the CD process (e.g., organization, sources, to name a few), Mario Leyton Soto decided, with the collaboration of Tyler, to revise and expand upon Tyler's CD model.

Leyton Soto's model displays three basic elements: philosophy, psychology, and sources; three basic processes: selection, organization, and evaluation; and three fundamental concepts: objectives, activities, and experiences (see Figure 1). Leyton Soto clarifies several terms

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Figure 1: Leyton Soto's Model of Curriculum Development*

I Basic elements

Philosophy

Sources
1. The learner
2. Contemporary life
3. Subject matter

Psychology

II Basic processes

Selection

Evaluation

Objectives

Experiences

Activities

III Fundamental concepts

used in his model, among these are experiences, activities, and objectives. Experiences are the behaviors that are written into the objectives. Activities are those experiences that the learner undertakes to achieve the expected behaviors. He indicates by arrows that objectives, the expected behaviors, and activities are selected and organized, but only experiences (terminal behaviors) are evaluated. This model seems to be more helpful to developers because it explains each of its components in detail leaving nothing to be assumed.

CD is also viewed as a process which is ongoing and ever changing. Several scholars seem to have this idea in mind when writing and/or developing curricula.

Taba, for example, looks at CD as an "orderly process." Her reason being that the order in which decisions are made as well as the manner in which they are made affect the curriculum. By pursuing CD in this manner, it will hopefully "result in a more thoughtfully planned and a more dynamically conceived curriculum." She suggests a seven-step order which could be followed. It is:

Step 1: Diagnosis of needs
Step 2: Formulation of objectives
Step 3: Selection of content
Step 4: Organization of content
Step 5: Selection of learning experiences
Step 6: Organization of learning experiences

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Step 7: Determination of what to evaluate and of the ways and means of doing it.

Taba seems to look more specifically at what is involved in CD. In fact, she adds several dimensions to what we have looked at so far. First of all, she suggests that there be a needs analysis to determine what the learners' needs are. Then, objectives are formulated based on the needs analysis. Next, content for the curriculum is both selected and organized. Then, learning experiences are selected and organized. The final step involves the determination of what should be evaluated and how it should be evaluated. As previously mentioned, Bobbitt mainly used a discovery method of CD and Tyler used four questions which became his rationale for CD.

Eisner also views CD as a process. His definition describes it as a process which transforms "images and aspirations about education into programs that will effectively realize the visions that initiated the process."\(^{41}\) It was an underlying purpose of this study to show how the IPC curriculum was actually the realization of the "images" in the minds of certain conscientious educators.

Zais, and Saylor and Alexander present the components of the CD process in their models. Zais conceives of CD as consisting of four basic components:

1. aims, goals, and objectives;
2. content;

\(^{40}\) Taba, p. 12.

(3) learning activities; and
(4) evaluation.

This view is perhaps a result of his idea that the curriculum is both a written document and a functioning element in classroom instruction. The tendency might be for the developers to write down every aim, goal, and objective that students would be tested on.

Saylor and Alexander seem to view CD as a broader means of achieving educational goals. Even though they list definite components, the developers are encouraged to modify the model (see Figure 2) according to their needs. The curriculum planners start by specifying their major goals, specific objectives and domains. After the curricular design has been created, the methods of instruction are selected by the teachers affected by the curriculum plan. Finally, the curriculum planners and teachers engage in evaluation. They choose from among several evaluation techniques the ones which best test their situations.

Problem solving. More and more scholars are beginning to view CD as a problem solving process. One such scholar is Feyereisen. She feels that CD should be viewed from a "macro-perspective" encompassing the entire system which is affected by the program. Her problem-solving action chain contains the following parts:

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43 Zais, p. 195.
44 Saylor and Alexander, p. 27.
Figure 2: Saylor and Alexander's Model of Curriculum Development*

Bases (external variables)

Goals, objectives, and domains

Curriculum plan
(Arrangement of internal variables by planners responsible for plans to achieve within each curriculum domain selected and the entire plan, the particular goals and objectives of each domain and the total plan)

Curriculum designing
Decisions as to design(s) made by the responsible curriculum planning group(s) for a particular school center. Various prior decisions by political and social agencies may limit the final design(s).

Curriculum implementation (Instruction)
Decisions as to instructional modes made by the responsible teacher(s). The curriculum plan includes alternative modes with suggestions as to resources, media, organization, thus encouraging flexibility and more freedom for the teacher(s) and students.

Curriculum evaluation
Decisions as to evaluative procedures for determining learner progress made by the responsible teacher(s). Decision as to evaluative procedures for evaluating the curriculum plan made by the responsible planning group. Evaluative data become bases for decision making in further planning.

(Feedback)

*Saylor and Alexander, p. 30.
1. Identification of the problem
2. Diagnosis of the problem
3. Search for alternative solutions
4. Selection of the best solution
5. Ratification of the solution by the organization
6. Authorization of the solution
7. Use of the solution on a trial basis
8. Preparation for adoption of the solution
9. Adoption of the solution
10. Direction and guidance of staff

This procedure is stated in terms broad enough to be used by any organization not just a school system.

By incorporating some of these steps in the CD process, it may become more effective. For example, Feyereisen suggests using the "solution" on a "trial basis." Adoption of this strategy could give educators a chance to see how well the curriculum will work before it becomes a permanent part of a school's program.

Decker Walker conceives of CD as being something which occurs naturally when the development of any curriculum is undertaken. He depicts a naturalistic model of curriculum development as it is practiced in curriculum project development. This model contains three major elements: a platform, deliberation, and design. The platform is an idea of what is and a vision of what ought to be. In other words, the platform is the basis of the CD process. Deliberation

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46 See Feyereisen, Fiorino, and Nowak, p. 17.

is the discussion engaged in to identify relevant facts, generate alternative solutions, and weigh consequences, in order to choose the best solution. The solution would be the objectives and content to be considered. Finally, the design or series of decisions need to be compiled and made into a document.

There are other CD models, used by practicing educators, which could be classified as "natural." That is natural in the sense that they are reflective of what is actually practiced by educators. The researcher looked at those of Gross, Buchanan, Dubil, and Martin.

Gross, Buchanan, and Dubil of the Bloomsburg area school district in Bloomsburg, Pennsylvania, note a curriculum model that works. The model is implemented over a five year period. It operates as follows:

A. The first year, materials are collected and evaluated by the administration, department heads, and faculty in the priority subject area.

B. The second year, a committee carries out a plan of action based upon an assessment of needs in that area.

C. The third year is filled with curriculum revisions, plans for pilot programs, and inservice for the entire faculty.

D. In the fourth year, the district moves towards full implementation of the program.

E. During the fifth year, the program is evaluated.

They have also developed a master schedule which requires that in any one year, two or three departments are at some step in the five-year

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sequence. They feel this model works because it (1) renews the curriculum periodically, (2) encourages more focused inservice education, and (3) improves the communication between the community, the board, the administration, and the faculty on curriculum matters.

Martin, coordinator of the Undergraduate Teacher Preparation Program at Gallaudet College in Washington, D.C., advocates reinventing the curriculum wheel. The term "curriculum wheel" is referring to a seven-stage model for CD which is implemented over a two-year period. The stages involve:

1. Identification of teams
2. Development of concepts and skills
3. Selection of content materials
4. Decision on evaluation strategies
5. Pilot-testing and revision
6. Implementation through inservice education
7. Informing the public.

The model, according to Martin, has been used successfully for thirteen years. It (the model) assumes that the duration and depth of curriculum change is directly related to the number of classroom teachers involved in the CD process. Because of this assumption, all teachers are encouraged to become involved in the project, since they will have to implement the curriculum when it is developed.

The researcher has attempted, by presenting the above mentioned CD models, to give the reader an idea of what is being done in the area of CD. Next we will turn our attention to the CD models and approaches which are being used specifically in colleges and universities.

College/University Curriculum Development (CD)

Curriculum development at the college/university level is approached in a slightly different manner than CD at the K-12 level. To illustrate this point we looked at the work of Pfnister, Dressel, Conrad, Pratt, Chickering, and others. More specifically, their approaches, models, decision making ideas and innovations were examined.

Approaches. Pfnister identifies three approaches to curriculum development which he feels are commonly used in many institutions of higher learning. The first, he calls a "serendipity" approach. This means that the approach is implemented before the institution has explored the relationship between it (the change) and the existing college program. It may involved only changing the college calendar or introducing a new career oriented major. Nevertheless, these are changes which may affect the entire college/university program and according to Pfnister should be treated as such. The second approach, labeled "que sera, sera" (whatever will be, will be), requires little or no planning. The institutions merely recruit good students, maintain an excellent faculty, provide classrooms and resource materials. The third approach emphasizes the careful planning of all aspects of the curriculum. Pfnister sees this approach as taking all changes in the curriculum seriously. The reason being, that all changes in one part of an institution will affect the other parts.  

50 This view is

also held by Axelrod. He states that

One cannot change only one element in the system in any substantial way and expect the change to endure. There is a certain reciprocity between each element in the system . . . and before we can successfully reform one aspect of the process, we must understand profoundly the connections between it and the other elements in the system.

Models. Dressel proposes a model for curriculum planning at the college level (see Table 2.1). The left side of the continuum focuses on the individual and other aspects which can be altered according to the needs of the individual. These factors include personal development, flexibility, and integration. The right side of the continuum, however, focuses on the disciplines and ideas which have become prevalent in higher education. These factors include mastery of content, past oriented, rigidity, and compartmentalization. Dressel focuses on these factors because he sees them as crucial in curriculum planning at the college level. After selecting the institution's position on the continuums, planners should consider five elements which Dressel feels are essential when implementing a curriculum. These are:

1. Liberal and vocational education
2. Breadth and depth
3. Continuity and sequence
4. Conception of learning and teaching
5. Continuing planning and evaluation.

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Table 2.1
Continuums Suggestive of Possible Curricular Emphases*

<table>
<thead>
<tr>
<th>1. Individual Student</th>
<th>2. Problems, Policies, Actions</th>
<th>3. Flexibility, Autonomy</th>
<th>4. Integration, Coherence, and Unity in and from Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal development</td>
<td>Competencies</td>
<td>Adaptation to individual's needs and interests</td>
<td>Compartmentalization, Inconsistency, and Discord in Learning Experiences</td>
</tr>
<tr>
<td>Behavioral orientation</td>
<td></td>
<td>Democratic</td>
<td></td>
</tr>
<tr>
<td>Affective concerns</td>
<td>Abstractions, Ideas, Theories</td>
<td></td>
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<tr>
<td></td>
<td>Verbal facility</td>
<td></td>
<td></td>
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<tr>
<td>Disciplines</td>
<td></td>
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<tr>
<td>Mastery of content</td>
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<tr>
<td>Structure and methodology of discipline</td>
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<tr>
<td>Scholarly objectivity</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Past oriented</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Rigidity, Conformity</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Prescribed program and standards based on demands of disciplines and/or &quot;average&quot; student or ideal scholar</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Authoritarian</td>
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</tbody>
</table>

These elements are the fuel which keep institutions working. In other words, if a decision is not made concerning these elements, the curriculum may not work. For example, unless the faculty knows something about the sequencing of materials it will be almost impossible to teach effectively. Upper level material may be given to sophomores and seniors may be tested on basics they learned three years before.

In 1980, Dressel's most recent views on CD were published. At this time, it was apparent that he had adjusted his thinking and his previous framework. Earlier he was concerned with the student and the disciplines, however, in his 1980 work, he looked at the role of the teacher and the nature of disciplines in this role. His revised continuums follow:

1. Teacher - Discipline
2. Student - Content
3. Practical - Theoretical
4. Flexibility - Rigidity
5. Unity - Compartmentalization
6. Continuity - Fragmentation

In addition, Dressel advocated the adaptation of content to student needs. This view is expanded upon when he states that an examination of the balance between acquiring greater knowledge and the obligation of the college/university to develop people who are able to apply their knowledge to the betterment of society will provide a balance between the practical and the theoretical.

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54 Dressel, 1980, p. 83.
Conrad also suggests a framework for curriculum planning (see Table 2.2). In his model, he represents three major steps which are involved in the CD. The first step involves choosing an organizing principle from the five given. That is, the institution must decide upon the instructional approaches it will use. They include presenting knowledge according to disciplinary boundaries, selected competencies and other principles. The second step involves choosing the emphasis of the curriculum. Conrad presents four continua which contain the vital decisions which need to be made concerning the emphasis of the curriculum. They include the learning focus, that is, where learning will take place, the breadth and depth of the content, the program design, and the flexibility of the program. The third and final step involves utilizing the principles and emphases chosen to construct a curricular structure, that is, program building. This third step encompasses the actual arrangement of programs, their implementation, and evaluation.

**Decision making.** In 1983, Conrad in collaboration with Pratt, wrote an article on the curriculum and decision making. In it, they present a model of curriculum decision making in higher education. The model contains three major parts. These are:


Table 2.2
A Framework for Curriculum Planning*

Step 1: Choosing an Organizing Principle

1. Academic Disciplines
2. Student Development
3. Great Books and Ideas
4. Social Problems
5. Selected Competencies

Step 2: Establishing Curricular Emphases

Four Continua:

1. Focus on Learning:
   Campus-Based Learning --- Experiential Learning

2. Curriculum Content:
   Breadth ---------------- Depth

3. Design of Program:
   Faculty --- Contractual --- Student

4. Flexibility of Program:
   Required -- Distribution -- Elective

Step 3: Building a Curricular Structure

Some Considerations:

1. Requirements for the total degree program, probably including general education, concentration, and electives.

2. Alternative degree programs, including accelerated degree programs, external degree programs, and student-designed programs.

3. Arrangements for concentration, including discipline-based majors, interdisciplinary majors, student-designed majors, and career-oriented majors.
Table 2.2 (continued)

4. Components of general education, including core programs, interdisciplinary programs, competence-based programs, and freshman seminars.

5. Experiential learning opportunities, including work-learning and service-learning programs, cross-cultural experiences, academic credit for prior learning, and individual growth experiences.

6. Calendar arrangements, including daily, weekly, and annual schedules as well as modular and interim arrangements.

7. Formal and informal structural arrangements for learning, ranging from the traditional classroom to cluster colleges and living-learning centers.

8. Individual course experiences, including the number and subject area of courses to be offered.

9. Overall course structure, ranging from structured classroom courses to seminars and independent study.

10. Methods of student evaluation, ranging from grades and comprehensive examinations to written evaluations and external assessment.

11. Selection and advising of students.

12. Administrative and financial responsibilities for organizing and managing the curriculum.

1. Environmental inputs
2. Curricular design variables
3. Outcomes

According to Conrad and Pratt, the environmental inputs have a major influence on decisions which are made concerning curricula. These "inputs" include students, faculty, and financial resources. Without these three things an institution cannot function. Curricular design variables, that is, content and form, are decided upon once the environmental inputs are present. Societal and institutional goal-setting define the scope of the curricular content. Form refers to the actual organization and delivery of the content. The outcomes are the educational results of the operational curricular process.

Reeves and Jauch advocate CD through the Delphi method. The Delphi Method is a method used to systematically solicit informal judgements on a particular topic. The basic procedure consists of a set of carefully designed sequential questionnaires interspersed with summarized information and opinions feedback derived from earlier responses.

During their study, Reeves and Jauch first sent work sheets to a business advisory council which was associated with a School of Business at a Midwestern University. The work sheets were used to obtain the council's thoughts on what should be included in the business school's undergraduate curriculum. After the worksheets were


tallied, the council was next asked to fill out questionnaires. Then
came discussion on what was discovered from the worksheets and the
questionnaires.

Reeves and Jauch feel that use of the Delphi method might lead to
more rational decision making on curriculum in institutions of higher
education. However, there are some limitations in using this method.
Communication and interpretation difficulties may arise first of all
because the participants are only provided with summaries of the infor-
mation obtained from the worksheets and questionnaires. Secondly, the
design does not provide for face-to-face communication during the
process.

Curricular Innovations. Chickering and associates note eight
curricular innovations which were developed and implemented in colleges
and universities in the United States. They are:

1. Heritage-Based Curricula
2. Thematic-Based Curricula
3. Competency-Based Curricula
4. Career-Based Curricula
5. Experience-Based Curricula
6. Student-Based Curricula
7. Values-Based Curricula
8. Future-Based Curricula.

The Heritage-Based curriculum is primarily designed to provide students
with a sense of their cultural and historical background. By so doing,

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59 Reeves and Jauch, p. 158.

60 Arthur W. Chickering, David Halliburton, William H. Bergquist,
and Jack Lindquist, Developing the College Curriculum: A Handbook for
Faculty and Administrators, (Washington, D.C.: Council for the
the school feels it will provide students with the knowledge and skills necessary to deal with current or future problems. **Thematic-Based** curricula start with a specific problem/issue in today's society, then an educational program is designed which will hopefully aid the student in solving and/or coping with the problem. **Competency-Based** curriculum requires that students acquire and/or demonstrate a specific set of competencies prior to graduation. The **Career-Based** curriculum is specifically designed to prepare students for vocations or admission to professional training programs. **Experience-Based** curriculum provides students with on and off campus experiences which are educational. The **Student-Based** curriculum allows students to play an important role in determining what they are to learn and how they are to be evaluated. **Values-Based** curriculum provides students with the educational resources and experiences which will enable them to clarify or expand on their values. Finally, the **Future-Based** curriculum creates an environment which will enable students to acquire knowledge, skills and attitudes that are adaptive and appropriate for future situations.

By combining some of the previously examined ideas, a basis for examining the IPC program at NMSU emerged. The following aspects are included:

1. the curriculum development approach,
2. the curricular emphasis,
3. the decision making process,
4. the organizing principle, and
5. the curricular innovations implemented.

These aspects of the program (CD approach, curricular emphasis, organizing principle, decision making, and curricular innovations) were examined during the study to aid the researcher in gaining additional insight into the IPC curriculum development process.

Chapter II has focused on curriculum literature, specifically that literature which defines curriculum and describes the CD process. This review has provided a basis for examining the IPC program at NMSU.

Chapter III follows with a detailed look at the methodology which was used in this study. It includes the procedures and the research strategy which were followed.
CHAPTER III
METHODOLOGY

This chapter explains the case method used in this study. Issues in participant observation are discussed. The participants are described. Finally, the research strategy is presented.

Method of Investigation

The method of investigation was the case study method. This method was chosen for reasons which were vital to the success of this study. First of all, this procedure can provide new insights and point out gaps in knowledge.\(^{61}\) Since this study focused on a program which has existed for eight years, the researcher hoped to discover information which could add to the literature and/or shed new light on pre-existing theories and models of curriculum development. Secondly, this method is "ideographic."\(^{62}\) That is, it attempts to help the researcher understand all aspects of a given (event) without attempting to generalize what is found.\(^{63}\) Before one generalizes, it is commonly believed that several such (events) should be investigated. And this lay beyond the scope of this study.


\(^{62}\)Sax, p. 77.

\(^{63}\)Sax, p. 77.
In order to conduct a case study, some type of participant observation is usually employed. That is, one makes observations "while participating in a manner that will aid observation." Social science literature notes four types of participant observers. They are: complete participants, participants as observers, observers as participants, and complete observers. My role in this study took two forms. First of all, I was a complete participant. Nevertheless, I was not completely involved in the activities at the university. That is, I taught courses formally listed under IPC, but I was not involved in the shaping of the IPC curriculum.

Secondly, when the study began I was a participant as observer. During this phase of the research, I actively observed in addition to teaching classes. This aided me in becoming more objective.

Issues in Participant Observation

Because of the nature of participant observation, scholars tend to have differing views about its usefulness and how it should be undertaken. Several of these views are presented here.

Dean et al. highlight the limitations and advantages of observation and interviewing. They combine the two because interviewing is a common technique used in field research (i.e., participant

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(i.e., participant observation). They pinpoint two major limitations of observation and interviewing. They are:

1. Because of the non-standardized way the data are collected, they are not generally useful for statistical treatment.

2. A second major limitation flows from the researcher's use of the relationships he establishes in the field, that is, the likelihood of bias.

However, they also pinpoint over ten advantages that the field worker has. They are as follows:

1. He can reformulate the problem as he goes along.

2. He is better able to avoid misleading or meaningless questions.

3. His impressions are often more reliable for classifying respondents.

4. He can ease himself into the field at an appropriate pace.

5. He can constantly modify his categories, making them more suitable for the analysis of the problem he is studying.

6. He can generally impute motives more validly.

7. He can select later informants in such a way as to throw additional light on emerging hypotheses.

8. He can generally get at depth material.

9. He can usually move more easily back and forth from data gathering in the field to analysis at his desk.

10. He has a big advantage over the survey researcher in delicate situations where covert research is essential.


67 Dean, Eichhorn, and Dean, pp. 22-23.
Dean et al. also give some helpful hints about establishing field relations. They assert that:

In general, field work progresses from passive observation, to participation in group activities, to interviewing and, finally, to experimental intervention. Trying to move too quickly can destroy good working relations and delay data collection.  

Miller feels that the participant observer can establish "over-rapport." This means that the researcher is so closely related to the observed that his investigations are impeded. In the case referred to by Miller, the researcher became friends with union members while doing his field research. Unfortunately, because they were his close friends, he was not able to pursue avenues of investigation which appeared antagonistic to the union leaders. In other words, he felt trapped into being nice (subjective) when he needed to be objective.

Schwartz and Schwartz also note the observer's effect on what is being observed. Because the observer is there, the observed will behave differently. This difference in behavior has to be taken into account when examining data from the situation.


The views which have been presented were taken into consideration while conducting the field research for this study. By so doing, the researcher hoped to avoid discrepancies in the final data analysis.

**Participants**

The people primarily involved in this study were the three major instructors who coordinate the Interpersonal Communication program. Because they coordinate the area of study, their comments were valuable to this study. They were able to provide insights which no outsider could.

The next group of participants were faculty and staff members presently employed at NMSU, mostly those in the Language and Literature Division. Because these people had observed the program as it was being developed and/or after it was implemented, their comments were felt to be more objective than those of the people directly involved in the program.

The last group of participants were the students. Both past and present IPC students were asked to participate in the study in order to insure that the student perspective as well as the faculty perspective was represented.

**RESEARCH STRATEGY**

The research strategy is presented in four parts. Each consecutive part discusses the steps which were taken to ensure the
credibility, transferability, dependability, and confirmability\(^7\) of the data collected both during and after the study. In addition, a table is used to display the steps taken.

**Credibility, Transferability, Dependability, and Confirmability**

**Credibility.** In order to ensure that the study was relatively free of problems dealing with interpretation the following procedures were employed:

1. **Prolonged engagement at the site.**\(^7\) In order to overcome the distortions which could result from the presence of the investigator, five months were spent at the research site.

2. **Peer debriefing.**\(^7\) Regular conferences were held with other professionals who were not directly involved in the study.

3. **Triangulation.**\(^7\) Each piece of data was verified by at least two sources or it was not used in the final report. Also, procedures such as interviewing, documentary analysis, and cross-examination of participants was used when possible.

4. **Member checks.**\(^7\) The data collected and interpretations were regularly discussed with the various groups involved in the study. Also after the study was completed, it was discussed with each group before it was put in its final form.

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\(^7\)Guba, pp. 84-85.

\(^7\)Guba, p. 85.


5. **Collection of referential adequacy materials.** Documents and audio recordings were collected so that the findings and interpretations could be tested against them later.

6. **Establishment of structural corroboration or coherence.** Every piece of data and interpretation was tested against all others to ensure that there were no contradictions in them.

7. **Establishment of referential adequacy.** The analyses and interpretations were tested against documents and audio recordings.

**Transferability.** In order to improve the prospective transferability of the study's findings, the following techniques were used:

1. **Theoretical/purposive sampling.** This involved asking each respondent to suggest another person to be interviewed (see Appendix A, Question 11) whose perspective is different from his/her own.

2. **Collection of "thick" descriptive data.** The researcher collected extensive descriptive data about the context in which the study was undertaken. This data was incorporated into the journal (see Appendix D).

3. **Development of thick description.** After the study was completed, the researcher developed a detailed description of the contextual factors which affected the study. These factors are discussed in Chapter IV.

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76 See Eisner, pp. 216-219.


78 Guba, p. 86.


81 Guba, p. 86.
Dependability. In order to guard against instability of the data, the following measures were taken:

1. **Overlap methods.** Two methods of data collection, interviewing and document research were used.

2. **Establishment of an "audit trail."** A running account was kept of the process involved in doing the study. This account was kept in a journal (see Appendix D).

Confirmability. In order to verify the data collected and give the research results confirmability, the following steps were implemented:

1. **Triangulation.** Data was collected from a variety of perspectives, using the methods of interviewing and document research.

2. **Practiced Reflexivity.** The assumptions of the researcher were periodically revealed to the groups involved in the study during formal and informal interviews.

The foregoing research strategy is displayed in Table 3.1.

**Table 3.1: The Research Strategy**

<table>
<thead>
<tr>
<th>Position in the Study:</th>
<th>Procedures:</th>
<th>These procedures may lead to:</th>
</tr>
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<tbody>
<tr>
<td>During the Study:</td>
<td>Prolonged engagement</td>
<td>Credibility</td>
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<tr>
<td></td>
<td>Peer debriefing</td>
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<td></td>
<td>Triangulation</td>
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<td></td>
<td>Member checks</td>
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</tbody>
</table>

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82 Guba, p. 86.

83 Guba, p. 87.

<table>
<thead>
<tr>
<th>Position in the Study:</th>
<th>Procedures:</th>
<th>These procedures may lead to:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Collection of referential adequacy materials</td>
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<tr>
<td></td>
<td>Theoretical/purpose sampling</td>
<td>Transferability</td>
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<td></td>
<td>Collection of &quot;thick&quot; descriptive data</td>
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</tr>
<tr>
<td></td>
<td>Overlap methods</td>
<td>Dependability</td>
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<td></td>
<td>Establishment of an audit trail</td>
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<td></td>
<td>Triangulation</td>
<td>Confirmability</td>
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<td></td>
<td>Practice reflexivity</td>
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<tr>
<th>After the study:</th>
<th>Establishment of structural corroborate or coherence</th>
<th>Credibility</th>
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<tr>
<td></td>
<td>Establishment of referential adequacy</td>
<td>Transferability</td>
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<tr>
<td></td>
<td>Development of thick description</td>
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</tbody>
</table>
Chapter III has dealt with the method of investigation, the case study method. Next, issues in participant observation were discussed. A description of the participants followed. Finally, the research strategy was presented.

Chapter IV follows with a report of the research findings. Included are the questions for research, a discussion of the CD model disclosed during the study, and faculty, student, and alumni views of the IPC curriculum.
CHAPTER IV
RESEARCH FINDINGS

Introduction

In order to relate the events surrounding and including the development of the Interpersonal Communication program, the researcher will: 1) answer the research questions, 2) present a model of NMSU's curriculum development process, 3) compare, and contrast NMSU's CD model with other models presented in Chapter II, and 4) present some faculty, student, and alumni views of the program.

Questions for Research

There were four questions for research. They were:

1. Why was the IPC program developed?
2. How was the program developed?
3. What changes have occurred in the program since its inception in 1974? Why?
4. Has the program been successful?

The first question was:

Why was the IPC program developed?

It seems that the Interpersonal Communication program was developed at NMSU for many reasons.

First of all, there was an educational need felt for the program. In interviews with three major IPC faculty members, a major Speech faculty member, and the Head of the Language and Literature Division, this reason (shift in the focus of the Communication field which resulted in additional courses being adopted in colleges and
universities) was the most mentioned. Examples of the reasons are as follows:

- There was a national movement toward IPC which resulted in heated arguments in national conventions.  
- There was a shift in the focus of the communication field. Secondly, faculty interests shifted. Finally, there was interest shown particularly on the part of the Business Division in taking courses in Interpersonal Communication.  
- Perceived changes in the communication field which were noted by three communication faculty members.  

Another reason seems to be the hiring of three new faculty members. These three people all came from the same graduate school. They were, at the time, very active in national conferences. Because of their feelings about incorporating the interpersonal aspects of communication into the Speech department, they succeeded in developing the IPC program, by working extra hours and overtime. In order to accomplish this, they pushed for the program, developed it themselves, and subsequently taught all the required courses.  

The next question was: How was the program developed?

Each IPC instructor has his/her own view on this. One felt that the program began formally with the introduction of a course. The course, called Interpersonal Communication, was proposed by the Speech

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85 Interview: Dr. Glenda Clyde, May 15, 1984
86 Interview: Dr. Edwin Carpenter, February 10, 1984.
87 Interview: Dr. Chandler Monroe, February 3, 1984.
88 Interview: Dr. Linnea Ratcliff, January 31, 1984.
89 Interview: Dr. Linda Heun, January 31, 1984.
90 Interview: Dr. Linnea Ratcliff, January 31, 1984.
faculty in Fall 1973 (see Appendix T) and approved. It then went to
the division for approval (see Appendix U). This course appears
after its adoption in the 1974-76 university General Bulletin.91

Regardless of this, the consensus was that the IPC program began
as a result of the efforts of the three new faculty mentioned above to
get new courses adopted which they felt would be in keeping with new
directions in the Communication field.92 There seemed to have been
extreme opposition on the part of other Speech faculty members because
there was a rule being practiced at NMSU which required one class to be
dropped before another course can be added.93 So one might say that
because of the opposition to adding new additional courses, these three
faculty members realized that an entirely different program was prob­
ably their only hope of getting what they felt was needed in the
university.

The process of adopting the IPC program was rather complex and
involved the work of many people. Deliberation between three of the
Speech instructors concerning what they felt should become a part of
the Communication program, led them to propose changes in the Speech
Communication program at NMSU. They (these three people) were
responding to a shift in the communication field which required that
people in communication focus on skill development, especially the

92 Meeting: IPC Faculty, April 18, 1984.
93 Interview: Dr. Linda Heun, January 31, 1984.
See also Appendix V, p. 2.
development of interpersonal communication skills (e.g., interviewing, small group communication). Because of this felt need, these three people proposed that courses dealing with the interpersonal aspect of communication be taught in the Division of Language and Literature (this division houses the communication area). They developed a course called Interpersonal Communication and presented it for consideration in a division meeting. It was passed. Next, they requested that the course called Rhetorical Theory be dropped and another course, Human Communication Theory, be added. This request was honored.

These three people tried to get additional courses added to the Communication program at NMSU, however, they were met with extreme opposition. Because of an "add/drop" rule which was being practiced in the state of Missouri, if any courses were added, courses equaling the same amount of hours offered by the new course had to be dropped. As a result, other Speech Communication faculty members were fearful that courses in their areas of specialization would be dropped in order to add additional proposed courses. As could be expected, they became upset when the three instructors proposed other new courses.

While this "battle of wills" was going on, there was an effort made by other faculty members to develop and implement a Mass Communication program. This new program was supported by faculty members and people in administration at the institution. As a result, it (Mass Communication) was presented in a division meeting for adoption. When the three people who wanted to add only a few
courses in interpersonal communication saw what was happening with the mass communication proposal, they also proposed that interpersonal communication be adopted as a separate area of concentration apart from the communication arts aspect of speech. This time, their proposal was accepted and Interpersonal Communication along with Mass Communication, Theatre, and Communication Arts (Speech) became an option under the Communication area at the school.

After going through the proper channels (outlined in Chapter IV in the discussion of the IPC curriculum development model), the programs were implemented in the Fall of 1974. The people in interpersonal communication required students to take five core courses and allowed them to choose from restricted electives in order to provide an outline of courses which they felt would be beneficial to the students. The core courses included Interpersonal Communication, Human Communication Theory, Group Process, Public Address and Mass Media. There were twelve restricted electives (courses) which students could choose from with the help of their advisors. These courses included Organizational and Professional Communication and an Internship (see Appendix W). Besides appearing in the university catalog, the Freshman

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94 Meeting: IPC faculty, April 18, 1984.


96 Interview: Dr. Linnea Ratcliff, January 31, 1984. See also Appendix W: IPC Option.
Counseling staff told new students about the IPC Option and its courses. 97

The next order of business for the IPC faculty (three instructors) was to develop core objectives which the students needed to work toward in order to become effective communicators. After developing these objectives, they proceeded to develop a Senior Test (which is required) for students to take in order to determine to what extent they had met the objectives of the program.

In an effort to evaluate the IPC program, the instructors sought the views of the students in the program, interviewed employers especially those hiring IPC majors, and used their own knowledge to create a program which has become career oriented and specialized. Indeed, they developed seven specialty areas which students could choose from in order to become more focused in their study of the IPC area. This also gave the students the ability to prepare themselves for specific jobs. This period of adaptation continued and encompassed the adoption of seminar courses (Junior IPC Seminar and Senior IPC Seminar) which introduced students to the area of interpersonal communication and prepared them for more advanced communication situations.

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97 Meeting: IPC faculty, April 10, 1984.
The third research question asked:

What changes have occurred in the program since its inception in 1974? Why?

This question may be best answered by relating the train of events which occurred after the program was adopted, since this year (1974) was seen as the realization of the program--its inception. 98

As might be expected the program functioned for some time as it was in the Fall of 1974. However, in the Fall of 1979 (October 12, 1979) the Interpersonal Communication Faculty proposed that changes be made in the IPC option. One of the changes they wanted was the addition of two new courses to the major requirements. These courses would be Nonverbal Communication and Interviewing (see Appendix X). The course, Nonverbal Communication was felt to be essential in preparing students to interpret and respond appropriately to nonverbal factors which influence the communicative interaction among persons. 99 Because students would utilize this ability in most careers, it was seen as essential. Also, Interviewing was something which many students may be required to use in certain positions, so such a course was seen as very important. Because the course actually involved the study and practice of several types of interviews, 100 students could be confident in listing it as one of their acquired skills on a resume. The proposed courses were then discussed at the next Speech/Communication Faculty Interview: Dr. Linnea Ratcliff, January 31, 1984.

98 Interview: Dr. Linnea Ratcliff, January 31, 1984.
meeting. As a result of this meeting, several actions were taken. The first action was the approval of the course "Nonverbal Communication." The next was the approval of catalog changes in the IPC option. The option would now include Nonverbal Communication and Interviewing. These catalog changes and course additions were approved with the provision that the two new courses only be listed after they had gone through all university channels and gained approval (see Appendix Y).

These changes appear in the 1981-82 worksheets for students (see Appendix Z). One might conclude that the courses were completely approved two years after they were proposed, however, according to one of the IPC instructors this was not the case. This person suggested that the change was not listed when approved, therefore, resulting in its appearance about one full year later than expected. 101

Also in 1982, the core courses for IPC changed. There were two new seminars added, Junior Interpersonal and Senior Interpersonal (see Appendix AA). In addition, a restricted elective, Attitude Change (see Appendix W3), was added to these core requirements.

The Junior IPC Seminar was utilized as an opportunity to: 1) preview the IPC Senior Test (a test taken to assess the skills which the student has acquired during his years in the IPC program), 2) students with career possibilities, and 3) assess and develop skills in communication consultation (see Appendix BB). The Senior IPC

101 Meeting: IPC Faculty, April 18, 1984.
for the Senior Test, and 2) a time to assist students in making specific career decisions (see Appendix CC).

Another change involved the development of Specialty areas to aid students in preparing for jobs/careers. These specific areas are:

1. Communication Consulting - This area trains a person for positions such as Public Opinion Pollster or Communication Trainer.

2. Organizational Leadership - Preparation in this area can prepare a person for positions such as Management Trainee or Interviewer.

3. Public Relations - This area prepares a person for positions such as Public Relations Director or Promotions Specialist.

4. Human Services - Preparation in this area can prepare a person for positions such as Case Worker or Director of Volunteer Services.

5. Student Personnel - By focusing on this area a person can prepare for positions such as Director of Student Activities or Recruiter.

6. Communication Research - This area can prepare a person for positions such as Marketing Analyst or Consumer Researcher.

7. Pre-professional - By concentrating in this area, a person can prepare for positions such as Foreign Services Officer or Politician.

In order to guide students in their selection of a specialty area, a note was placed under the "Restricted Elective" column on the worksheets. This note advised the students that an area of specialization would be chosen in consultation with their advisor (see Appendix Z). These areas of specialization were developed because IPC alumni had

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102 Interview: Dr. Linnea Ratcliff, January 31, 1984.
been hired in these areas. As a result, the program became more skill oriented.

Next, in an effort to develop a test which could evaluate the abilities of the seniors in the IPC program, the major instructors had to articulate the goals and objectives for each of the IPC courses. The existing list of goals and objectives came out of that process. They are:

1. Students should understand, analyze, and apply theory and research of nonverbal communication to various communication situations.
2. Students should be able to understand, analyze, and apply theory and research of interpersonal communication, as they function in dyadic and group situations.
3. Students should be able to use effective communication skills in dyadic and group communication situations.
4. Students should be able to diagnose the effectiveness of dyadic and group communications for the purpose of prescribing remediation.
5. Students should be able to analyze and prescribe strategies for effective attitude change through symbolic interaction.
6. Students should be able to demonstrate specific knowledge and skills appropriate for an area of specialization as determined by the student and the advisor.

Each student is held responsible for achieving each of these goals to a certain "acceptable" level.

Keeping the previously mentioned goals and objectives in mind,

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103 Interview: Dr. Linnea Ratcliff, January 31, 1984.
104 Interview: Dr. Richard Heun, February 1, 1984.
105 Interview: Dr. Linnea Ratcliff, January 31, 1984.
two or three multiple choice questions were formulated in order to measure the student's knowledge of the component objectives for each of the core courses. These core objectives are presented in Appendix CC.

An additional added feature has been the Interpersonal Communication Club, a club for IPC majors and minors. It was initiated around 1980 and received a temporary charter (see Appendix DD) which allowed the club to meet on campus. Also, a constitution had to be drawn up which stated the purpose and functions of the organization (see Appendix EE). The constitution was a requirement for a temporary charter. After the IPC Club had been functioning for two years, it received a permanent charter (see Appendix FF). All clubs and organizations must function for about one year, and maintain student body interest and support during this time, before a permanent charter is issued.

The last research question was:

Has the program been successful?

The answer to this question seems to be an unchallenged "yes." For one thing, the program has grown from having only about twenty majors to more than one hundred this past fall (1983). With this increased enrollment, there has been a great need for additional faculty members.

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106 Interview: Dr. Richard Heun, February 1, 1984.
One part-time person has been hired, but this hasn't been sufficient to handle this influx of new students to the program.

Another sign of success is the placement of the program's alumni in positions. Some of the program's graduates hold positions in universities (i.e. Residence Director, Director of Career Placement). Others work for organizations such as: 1) Banks (Procedures Analyst), 2) Sales Corporations (Communicator), 3) Newspapers (Feature/News Reporter), 4) Mental Health Centers (Counselor to Developmentally Disabled Adults), 5) Travel Agencies (Travel Agent), 6) Printing Services (Owner of Printing Company), and many many more. In addition, some IPC alumni have entered/completed Masters and Doctoral programs.

The ultimate sign of success, one might feel, is the ability to withstand the passing of time. Rather than phasing out as some programs have or becoming less in demand, IPC has become popular among students as a second major, and as an alternative to Mass Communication and Business Administration.

The Emerging Model

While studying the IPC program, a model for curriculum development at NMSU began taking shape (see Figure 3). This model represents the program's CD process as it was perceived in interviews and supported by document research.

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Figure 3: The Planning Model of Curriculum Development

Change in the field → Recognition of the change and its effects by pioneers or pragmatists → Pressure (Departmental) by pragmatists to anticipate future of the field

- The emergence of competing interest groups
- Opposition to perceived or proposed changes

- The effect of Legislation
- Formal structuring of competing programs and the activation of petitions

"Getting on the Books" - Appropriate Executive committee recommends to the Chief Academic or Instructional Executive for implementation

Implementation of the new curriculum → Evaluation → Curriculum Adaptation
The block at the top extreme left (see Figure 3) represents the event (change in the field) which initiated interest in developing the IPC program. As previously mentioned, the field of communication became more "practice" oriented. More and more the ability to interact on a one-to-one and/or small group level became a necessity.

At the top center (see Figure 3) is the block which mentions the recognition of the change in the communication field. At NMSU the people who recognized the change are presently the instructors who comprise the IPC faculty. According to Language and Literature faculty, these three people are primarily responsible for recognizing the changes which were occurring in the communication field. They, these three people, were active in national conferences and organizations (e.g., The Speech Communication Association). These activities exposed them to information about Interpersonal Communication. It was brought to their attention that companies were beginning to request people with certain communication skills (e.g., interviewing).

The block at the top extreme right (see Figure 3) represents the pressure which the people (pragmatists) placed on their department. The "pressure" was actually a push for courses which they (the pragmatists) saw as important. Their feeling about the importance of these courses resulted in them proposing new courses such as

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111 Interviews: Language and Literature Division Faculty, February-May, 1984.

112 Interview: Dr. Linnea Ratcliff, January 31, 1984.

113 Interview: Dr. Linda Heun, January 31, 1984.
Interpersonal Communication. This course, Interpersonal Communication was later adopted.\(^{114}\)

Immediately below the block on pressure are two others, one on the perception of people opposing changes and another on the emergence of competing interest groups (see Figure 3). When the changes in the communication field began affecting the Communication program at NMSU, it met with strong opposition. Some people felt that IPC was the same "stuff" which Speech Communication people had been teaching for years with "new names."\(^{115}\) They were unwilling to recognize the changes which had already taken place in the communication field.

In addition, there was a proposal made by a committee which wanted to develop a mass communication program (see Appendix V). This group of people also recognized a change in the communication field. The Mass Media aspect of communication was becoming more and more popular in the country. As in the case of IPC, there were only a few Mass Communication courses (e.g., Newswriting, Writing for the Media) which were being taught at NMSU (see Appendix V, p. 4). In order to provide for the expected student interest in such a program, this proposal was sent to the Language and Literature Division for consideration.

The next stage in this process involved the formal structuring of programs (see Figure 3, third row of boxes from top). It has been a

\(^{114}\) Interview: Dr. Linnea Ratcliff, January 31, 1984. See also Northeast Bulletin, 1974-76, p. 109.

\(^{115}\) Meeting: IPC Faculty, April 18, 1984.
common practice at NMSU to write a proposal describing any new program which is seen as needed. After the basic proposal has been considered and sent to the department it affects, it is sent to the division for consideration. At this point, the program needs to be outlined as it is hoped to be implemented (see Appendix V, p. 4). If the program is approved by the division it is then sent to the faculty senate. Also, because of a rule which was in practice at NMSU during this time, when a new course was added another existing course had to be dropped (see Appendix V, p. 2). It was necessary, under this rule, for the school to maintain the same number of hours available to students from increasing or decreasing when any curricular change occurred.

After structuring, comes the act of getting a program on the books. That is, in the university catalog, on the worksheets in the appropriate division, and sent to freshman counseling (see Figure 3, fourth level). This stage is very crucial. It may make or break a proposal which has been passed at other levels. After leaving the division, the proposed program goes to the Faculty Senate at the university for consideration. If the Faculty Senate approves the program, it will then go to the Dean of Instruction (Chief Instructional Executive) for final approval before it is implemented. If approved by the Dean of Instruction, the program officially "gets on the books."\[116\]

\[116\] Meeting: IPC Faculty, April 18, 1984.
Now that the new program has received official approval, the division involved implements it (see Figure 3, fifth level). During this stage the IPC program consisted mainly of courses which had been previously adopted and those relevant courses which were being taught in other divisions. Among these courses were Interpersonal Communication, Group Process, Human Communication Theory, Mass Media, and Intergroup Relations (see Appendix W2).

After the program had been functioning for some time, students began expressing desire for a more specialized curriculum. They wanted to be qualified for definite positions upon graduation from the IPC program. This student interest sparked faculty interest in evaluating (see Figure 3, sixth level) the program to discover if it was indeed meeting the needs of students after graduation. This process (evaluation) resulted in the development of specialty areas (see Appendix GG). Also, courses were added to the program (see Appendix Z and AA) over the next, several years. With these additions and revisions to the original program, curriculum adaptation had taken place. That is, the program had been revised to keep up with student needs and changes which occurred in the communication field (see Figure 3, seventh level).

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117 Interview: Dr. Linnea Ratcliff, January 31, 1984.

118 Interview: Dr. Linda Heun, January 31, 1984.

119 Interview: Dr. Linda Heun, January 31, 1984.
The model which has been discussed presents the IPC curriculum development process which emerged as the researcher conducted interviews and did document research. It includes the states which were unique to the IPC program as well as those stages which are involved in any curriculum development effort at NMSU.

Reflections on Previous CD Efforts

In order to give perspective to the findings (model), some of the advocated models of curriculum development at the college/university level will be examined, then compared and contrasted with NMSU's (The Planning Model). In Chapter II, the models of Conrad and Dressel, were examined. These models will be compared and contrasted to NMSU's IPC curriculum development model.

Conrad's framework for curriculum planning (see Table 2.2) presents three major steps. The first step involves choosing an organizing principle. The second involves the establishment of curricular emphases. The third suggests some considerations involved in the building of a curricular structure. In other words, when planning a new program these three things should be foremost in the developers' minds.

The "Planning Model of CD" (see Figure 3) varies from this model in several ways. First of all, the Planning model did not begin with the selection of an organizing principle. It began with the recogni-

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120 Conrad (1978), pp. 11-12.
tion of change in the field of communication. In fact, it was much later, after other programs tried to get established, that IPC began to be thought out completely and planned as an areas of study. In addition, the program began considering curricular emphasis variables (see Table 2.2, Step 2) during the evaluation and adaptation stages.

Dressel suggests curricular emphases (see Table 2.1) and elements which he feels can improve the CD process at the university level. If developers follow Dressel's model, they will decide upon:

1. whether or not to focus on the discipline, for example or the needs of the student,
2. which aspects to emphasize (competencies, verbal faculty, etc.)
3. whether there will be integration in the program or compartmentalization, and
4. a planning and evaluation practice.

The "Planning Model" (see Figure 3) focuses on these aspects (student needs, etc.) at the formal structuring stage, and the evaluation and adaptation stages. It does not take these aspects into consideration at other earlier stages.

From this discussion, some conclusions can be drawn. First of all, what occurs in practice is not always advocated in the literature as the best manner in which to develop curricula. The IPC program at NMSU is an example of this. Secondly, curriculum development in higher education can be a well planned process. Even though IPC did not begin this way, later it was planned and thought out. This approach has been

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121 Meeting: IPC Faculty, April 18, 1984.
the result of the fact that developing the IPC program was not the original goal of the school. In fact, the people responsible for most of the work done in this effort were not planning to develop a program, they wanted to add courses only. Finally, the elements suggested in Conrad and Dressels models were used in the IPC curriculum development process, even though they were incorporated later.

Faculty, Student, and Alumni views of IPC

During the course of this study, the views of the Language and Literature Division faculty members, present IPC majors, and IPC alumni were sought. Each of these groups viewed the program from different perspectives because of the role which each plays.

Language and Literature faculty members, especially Speech faculty members were aware of the process involved in the development of the IPC program. The six faculty members interviewed felt that IPC did come about as a result of new directions in the field of communication. Some of them remembered the process which was involved as well as the hard work of the IPC faculty.123

As far as can be ascertained from conversations with these same faculty members, there was also a lot of controversy about the addition of any Interpersonal courses, not to mention a new program. Some people felt that IPC was the same "stuff" which Speech Communication people had been teaching for years with "new names." However, these

123 Interviews: Language and Literature Division Faculty, February-May, 1984.
objections were not reason enough to deny the need for the program at NMSU.

Questionnaires were sent to all 110 of the IPC majors in an effort to obtain their views of the IPC program (see Appendix B). When asked if they knew the reasons why the IPC program was developed, about half the students said "yes," the other half said "no," "not sure," or gave no response at all. The exact responses are shown in Table 4.1. This response could be explained by the fact that some of the students responding have just declared an IPC major or have not taken the introductory Junior IPC Seminar. The Junior Seminar as previously stated provides students with information about the IPC program. Those who responded positively mentioned such things as:

- To update and enhance the field.
- Because of the increased need for people with good communication skills (communication specialists).
- To expand the curriculum...at NMSU.
- ...to provide a study plan in which students could gain knowledge and practice in effective communication (specifically IPC).
- Because society is realizing the vital importance of communication, and that it must be utilized in business and...society.

Another question required students to state whether the program had met their needs. Of the 62 students that responded to the questionnaire, 50 (81%) said "yes" (see Table 4.2). Of those who said "no," most seemed to feel that more exposure to the program could change their response in the future. The students who felt that the program is meeting their needs gave responses such as:

Table 4.1
Responses to the IPC Majors Questionnaire

Question 3: Do you know the reasons why the program was developed?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Response Rate</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>44%</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>35%</td>
</tr>
<tr>
<td>Not sure</td>
<td>11</td>
<td>17%</td>
</tr>
<tr>
<td>No response*</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>63</strong></td>
<td></td>
</tr>
</tbody>
</table>

*That is, the respondent did not answer the question.
Table 4.2
Response to the IPC Majors Questionnaire

Question 4: Do you feel that the program has met your needs? If so, in what manner? If not, why not?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Response Rate</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50</td>
<td>81%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Not sure</td>
<td>6</td>
<td>9.6%</td>
</tr>
<tr>
<td>No response*</td>
<td>4</td>
<td>6.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td></td>
</tr>
</tbody>
</table>

*That is, the respondent either did not answer the question, or explained why he could not answer it.
- Yes. I just started and I am learning the first steps—research and other things necessary for the major.
- When I first chose this, I really didn't know what it had to offer. After my first semester, I know that this was exactly what I needed.
- Yes. I've always been interested in (this field), but couldn't find it in other majors.
- Yes. I wanted a major in communication with an emphasis on human interaction instead of the mechanical aspect. The instructors and coursework emphasize this (aspect).
- Yes. It has been challenging yet interesting at the same time. I'm a very versatile person and, therefore, I feel the major suits me.

When asked if they would change any aspects of the IPC program, more than half of the respondents said "yes" (see Table 4.3). However, after viewing the responses it becomes clear that the students were not "putting down" the program, they were giving suggestions for its improvement. Some of the following responses were frequently made:

- Yes. Open more sections of classes because it's hard to arrange my schedule when two different classes I need to take are offered (once—same day), same time.
- I think that the three IPC instructors do a great job, but because of the number of majors and the rapid growth of the program, more instructors would be beneficial.
- I would reach more students with information on the program earlier in their college career.
- Yes. I would adapt it to meet the expanding number of majors it attracts.

The last question asked for additional comments. These tended to be positive. Some of the comments are the following:

- I think the major has a lot going for it. (It needs to be publicized).
- I just declared IPC my major, and I'm looking forward to taking more classes in the program.
- I'm looking forward to learning more about the IPC program in the future.
- The program is very valuable and it covers important areas such as nonverbal communication which are becoming more important in the business world of the 80's.
- I came to NMSU specifically for the IPC program.
Table 4.3
Response to the IPC Majors Questionnaire

Question 5: Would you change any aspects of the IPC program? If so, in what manner? If not, why not?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Response Rate</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>60%</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>24%</td>
</tr>
<tr>
<td>Not sure</td>
<td>7</td>
<td>11%</td>
</tr>
<tr>
<td>No response*</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td></td>
</tr>
</tbody>
</table>

*That is, the respondents did not answer the question.
All in all, the students seemed pleased with their choice of major.

All of the alumni which have graduated from IPC since it began in 1974 to the present (1983) were also given the opportunity to express their views on the program. Perhaps because information was lost or was not listed with Alumni Services, the researcher was only able to obtain the addresses of 35 IPC alumni. According to the information on these questionnaires, IPC alumni work in various organizations.

Of the 35 questionnaires sent to alumni 14 (40%) were returned. This was seen as a good response rate because some alumni addresses were not current, thus requiring members of their family to forward the questionnaire. The questions all dealt with the program (see Appendix C).

Item #1 required alumni to respond to a question of involvement in the IPC development process. Their responses are shown in Table 4.4. Most of them (10 out of 14) said "no." Only 4 responded with a "yes" answer. Of those who responded "no," the following are examples of their responses:

- No. I was not involved with the development of the program. I was, however, one of the original members of the IPC Club.
- No. (I was one of the) last students accepted (under the) old program before changes in classes were (made).

The students responding positively to this question had these things to say:

- (Yes). I was among the first NMSU students to enroll in and subsequently graduate with a B.A. degree in IPC.
- Yes. I attended (meetings to discuss changes in the IPC program) in 1980.
Table 4.4

Responses to the IPC Alumni Questionnaire

Question 1: Were you involved in the development of the Interpersonal Communication (IPC) program? If so, in what capacity?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Response Rate</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>29%</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>71%</td>
</tr>
</tbody>
</table>

Total 14
Item #2 required alumni to list the reasons why the program was developed. Most of the alumni either answered the question directly or guessed at the answer (see Table 4.5). This is quite a contrast to the present IPC majors. Only about half said they knew why the program was developed (see Table 4.1).

Item #3 asked if the program had met their needs. Thirteen out of fourteen responded yes to the question (see Table 4.6). Some of their responses are as follows:

- I learned to analyze the communications needs of different audiences. (This) has (aided) me in developing marketing communications plans.
- Yes. The skills developed are being used everyday at work. The IPC classes/program was beneficial.
- I feel the program has met my needs when it comes to communication and how to deal with the public.
- Yes. In starting my own business, I am my company's best public relations agent.

Next, the alumni were asked if they would change any aspects of the IPC program. Nine out of 15 responded "yes." The other six responded with a "not sure" or "no" (see Table 4.7). Those who felt that the program should be changed made some of the following comments:

- Place extra emphasis on computer literacy. It's really going to be used in the future. Almost all my (interviewers) asked if I worked on or was familiar with computers.
- As the major is growing, and the course offerings are becoming popular with other majors, I would recommend additional sections and teachers.
- Upgrade (the) Human Services area. More use of people in the practical aspects of the field, less theory.

The percentage of students who wished to change aspects of the IPC program is 60 (see Table 4.3). This figure is very close to the alumni's 64%. Responses which each had in common were the desire for more class sections and more instructors. Even with this similarity,
Table 4.5  

Responses to the IPC Alumni Questionnaire  

Question 2: Do you know the reasons why the program was developed?  

<table>
<thead>
<tr>
<th>Responses</th>
<th>Response Rate</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>64.2%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>21.4%</td>
</tr>
<tr>
<td>No (with guess)</td>
<td>2</td>
<td>14.2%</td>
</tr>
</tbody>
</table>

Total 14
Table 4.6
Responses to the IPC Alumni Questionnaire

Question 3: Do you feel that the program has met your needs? If so, in what manner? If not, why not?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Response Rate</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>93%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.7

Responses to the Alumni Questionnaire

Question 4: Would you change any aspect of the IPC program? If so, in what manner? If not, why not?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Response Rate</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>64%</td>
</tr>
<tr>
<td>Not sure</td>
<td>4</td>
<td>29%</td>
</tr>
<tr>
<td>No*</td>
<td>1</td>
<td>7%</td>
</tr>
</tbody>
</table>

Total 14

*This respondent qualified the response.
alumni seemed to put more emphasis on skills which they had to acquire after being hired (e.g., computer literacy and public speaking).

Additional comments from alumni were as follows:

- Most helpful was:
  1. experiential learning process,
  2. outside course work in psychology and sociology.
  3. outstanding academic advisement, and
  4. ongoing discussion between faculty and students regarding how this program applies to several occupations.

- I'm confident that the IPC program will continue to develop in a positive manner. Dick, Linda, and Linn were very positive and good instructors.

- I think we need to develop more internships for the program. I also think, if it hasn't been done yet, they should push to have more of their basic courses mandatory for all degrees.

The responses to the interviews and questionnaires reflect an interest in the IPC program on the part of faculty, and present and past students. They took the time to speak with the researcher in the hope of helping to publicize the program. The students wanted to also contribute to the improvement of the program.

This chapter has reported the findings of this study. It has:

1) answered the questions for research, 2) presented a model of the IPC curriculum development process, 3) compared and contrasted NMSU's model of CD with other models presented in Chapter II, and 4) presented faculty, student, and alumni responses in interviews and on questionnaires.

Chapter V will present a summary of the study. It will then present the conclusions and recommendations of this study.

125 Responses to the Alumni Questionnaire, February-April, 1984.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

In this study, the researcher has examined the curriculum development process of the Interpersonal Communication curriculum at Northeast Missouri State University since its inception. It is a case study which attempts to describe and analyze the factors which have influenced the development of the program as well as the actual curriculum development process.

The study has shown the development of the program in the context of the university's history. North Missouri Normal School was founded in 1867. It was the first normal school or "teacher seminary" in the state of Missouri. Its sole purpose was the training of teachers. In 1972 the name of the institution was changed to Northeast Missouri State University. The name change reflected a shift in the school's focus which would now include business, fine arts, and other areas in addition to teacher education. About two years after the school was officially recognized as a university (1974), the IPC program was implemented. It was the first program of its kind in northeast Missouri.

Ryle, p. 28.
This study examined some of the factors which influenced the development of the IPC curriculum. These included factors from outside the university as well as internal factors.

The main external factor has been educational need. Because three faculty members recognized a change which occurred in the field of communication, they proposed the addition of new courses to the university's program. This shift in the focus of the field, they felt, necessitated the addition of these courses.

The internal factors are course adoption, the proposal of a new program, and increased enrollment. During a push to get new courses approved, the three people most involved in the development of the IPC program felt slighted. A new program, Mass Communication, was being supported by faculty and administration. Because this new program gained support, IPC advocates decided to ask for a new program also. This request was approved and IPC along with Theatre, Mass Communication, and Communication Arts (Speech) became an option under the Communication major. As a result of student interest in the IPC program, and because some of the IPC courses are required by other divisions, the IPC program began to grow and become well known in the university and the surrounding area.

The way in which each of these factors affected the curriculum may change over a period of time. This change may result in the emergence of other factors.
Next, the IPC curriculum development process was analyzed in order to gain insight about the way in which curricula are developed in institutions of higher learning. In order to achieve this goal, the IPC program was examined from its inception. Formal and informal interviews, questionnaires, and document research were the tools utilized.

The result of this examination is shown in The Planning Model of Curriculum Development (Figure 3). This model outlines the stages which the IPC program underwent in order to reach its present form. These stages include:

1. a change in the field of communication,
2. recognition of the change in the field and its effects by pioneers or pragmatists,
3. departmental pressure from the pragmatists to anticipate the future of the field,
4. the emergence of competing interest groups; opposition to perceived or proposed changes,
5. the effect of legislation; formal structuring of competing programs and the activation of petitions,
6. "getting on the books,"
7. implementation of the new curriculum,
8. evaluation, and
9. curriculum adaptation.

The final stage (curriculum adaptation) was found to be the most well planned and thought out stage in the IPC curriculum development process.
In addition, faculty, student, and alumni views of the IPC program were sought. Face-to-face interviews and questionnaires were used for this purpose. By so doing, the researcher was able to ascertain what each of these groups knew about the IPC program as well as how they felt about it. Faculty members accepted its existence but were not formally involved in the development of the program (except the three instructors mentioned previously). Students felt that the program was good and on the whole met their needs. Alumni also felt that the program was good and that it had met most of their needs. In addition, alumni gave suggestions as to how the program could be improved.

Conclusions

The evidence of this study seems to indicate: 1) that the stage involving curriculum adaptation, i.e., revisions resulting from changes in the communication field as well as in student needs and interests, is the most well planned and thought out stage of the CD process at the university level.

In the case of IPC, the developers solicited opinions of the students, interviewed businesses hiring IPC majors, and used their own knowledge of the communication field when they adapted the IPC curriculum. They restructured the program, adding courses, and changing its focus. Before this adaptation stage, the IPC program lacked most of its present components, especially its specialty areas presented in Appendix GG.
This study indicates that the IPC curriculum development process is not advocated in the literature as the best way to develop curricula. According to Pfister, curricula should be well planned and thought out. That is, the curricular program should be planned from the initial stages through the final stages (implementation and evaluation). This practice, according to Pfister, will result in a well planned program which takes other parts of the institution into consideration when being planned. IPC did not start this way, according to the data obtained. In fact, it was not the intention of its advocates to develop a new program so they hadn't felt that it was necessary to think through the effects that a new program would have on the university as a whole.

Also, this study indicates that no single factor influences the CD process in higher education. Curriculum content seems to change in response to various factors. At NMSU, a change in student interest and needs activated a change in the curricular program. IPC majors began asking for a more practical program which would prepare them for jobs upon graduation. This request motivated IPC faculty to identify the areas in which their majors were being employed. Once these areas were identified, the individual employers were asked to identify the skills which they expected their employees to possess when hired. With this information, the IPC Specialty Areas (see Appendix GG) were formulated. Other factors
will also affect the CD process. When the number of students increases, the curriculum will be adjusted to accommodate them. This may mean adding additional sections to courses or offering courses more frequently during the academic year. IPC has done both of these.

Any change in the composition of a faculty can affect the curriculum. Each additional person brings with him philosophies and beliefs which determine the way he views any given program as well as the manner in which he interacts with his co-workers. The people most responsible for developing the IPC program provided this scope for the communication program at NMSU. By incorporating new aspects into the existing program, they helped to create an additional area of concentration.

Recommendations for Further Study

A number of questions remain unanswered. What effect a change in the composition of the IPC faculty will have on its current curriculum is not known. Such a change will prompt reconsideration of the program's curricular bases—career orientation and the disciplines. The backgrounds of these new faculty members should be examined as well as their views of communication. These factors will influence their future decisions concerning the IPC program.
Another recommendation of this study is that there need to be more case studies done which examine the curriculum development process at the university level. Most of the literature tends to be concerned with descriptions of existing programs and proposals for curricular reform. Systematic investigation of this process will provide a basis for constructing theories of curriculum development which attempt to exemplify this process as it is practiced in higher education. For instance, curriculum adaptation was discovered to be a stage through which the IPC curriculum went before it reached its present form. By doing case studies at other institutions additional information can be found which explains why curricula is adapted and the benefits of the process.

Other curriculum studies should be done in order to identify additional factors which affect the CD process. By so doing, a number of the factors which influence CD at this level can be identified. In addition, other people will be able to review these studies in order to aid them in their CD efforts.

Finally, it is recommended that curriculum developers study their work as it is being done. By so doing, the intricate details involved in the process will be known. Also, by so doing, they may be motivated to do more well planned and thought out work.
BIBLIOGRAPHY


*The President's Newsletter*. Kirksville, Missouri: Northeast Missouri State University, 1983.


Appendix A

Interview Schedule: Faculty

A. Demographic Information
1. Name:
2. Rank:
3. Division:
4. Interview Date:
5. Interview setting:

B. Interview Questions
1. What is your position here at NMSU?
2. What are your responsibilities?
3. What brought you to NMSU?
4. Were you involved in the development of the Interpersonal Communication program? If so, in what capacity?
Appendix A (Continued)

5. Who else was involved in the program's development?

6. Why was the program developed? Can you elaborate?

7. What are the goals/objectives of the program?

8. How was the program developed?

9. Has the program changed since its inception? If so, in what manner? If not why not?

10. Do you have any further plans for the program at this time? If so, what are they?
Appendix A (Continued)

11. Could you please suggest other persons to be interviewed who can shed some light on the development of the IPC program?

12. What other comments would you care to make?
Appendix B

Questionnaire: Interpersonal Communication Majors

A. Demographic Information

1. Name:
2. Age:
3. Interview date:
4. Interview setting:

B. Interview Questions

1. What is your level (freshman, sophomore, junior, senior, graduate student, etc.)?

2. Were you involved in the development of the Interpersonal Communication program? If so, in what capacity?

3. Do you know the reasons why the program was developed?
4. Do you feel that the program has met your needs? If so, in what manner? If not, why not?

5. Would you change any aspects of the IPC program? If so, in what manner? If not, why not?

6. What other comments would you care to make?
Appendix C
Questionnaire: IPC Alumni

A. Demographic Information
   1. Name:
   2. Employer:
   3. Current Position:
   4. Date:

B. Questions
   1. Were you involved in the development of the Interpersonal Communication (IPC) program? If so, in what capacity?
   2. Do you know the reasons why the program was developed?
   3. Do you feel that the program has met your needs? If so, in what manner? If not, why not?
Appendix C (Continued)

4. Would you change any aspects of the IPC program? If so, in what manner? If not, why not?

5. What other comments would you care to make?
Appendix D

Journal of NMSU's IPC program Study
(December 1983 May 1984)

December 6, 1983

1. Faculty pretest of the Faculty Interview Schedule (see Appendix E). The schedule was sent out with a letter (see Appendix F) which explained what the study was and how they (the faculty) could help.

2. Sixty (60) faculty members had questionnaires sent to them. The faculty members involved in the pretest which selected from all Divisions except Language and Literature, the site of the study.

December 13 and 14, 1983

The student interview (see Appendix G) schedule was pretested by 70 students. The schedule was accompanied by a letter (see Appendix H) explaining the purpose of the study and the action requested of them.

December 14-26, 1983

Faculty members and students returned their questionnaires. Of the sixty, nine were returned with suggestions and/or comments. Eight students returned interview schedules with comments and/or suggestions.

December 27, 1983

Keeping the responses to the faculty and student pretests of the interview schedules in mind, the researcher revised the interview schedules (see Appendixes A and B).

January 9, 1984

The researcher attended the Junior Interpersonal Communication Seminar.
Appendix D (Continued)

January 14, 1984

The researcher mapped out a course of action for the study. The plan included:

1. People to be interviewed,
2. Documents to examine,
3. Meetings, classes, etc. to attend, and
4. Possible times to have peer debriefing sessions.

January 16, 1984

The researcher attended Junior IPC Seminar.

January 23, 1984

Attended Junior IPC Seminar.

January 24, 1984

1. Scheduled interview times with Dr. Linda Heun, Dr. Linnea Ratcliff, and Dr. Richard Heun.
2. Informal interview with Dr. Linda Heun.

January 27, 1984

The researcher obtained supplies and materials (i.e., tape recorder, tapes, tablets, etc.) to be used during the data collection stage of the study.

January 30, 1984

1. Interviewed Dr. Linnea Ratcliff about the IPC program.
2. Interviewed Dr. Linda Heun concerning the IPC program.

February 1, 1984

1. Scheduled an interview with Dr. Chandler Monroe for February 3, 1984 (10:30 a.m.).
2. Interviewed Dr. Richard Heun. He described the IPC program in detail.
February 2, 1984

Requested IPC alumni listings from Dr. Ratcliff, Dr. L. Heun and Dr. R. Heun.

February 3, 1984

Interviewed Dr. Chandler Monroe concerning the IPC program.

February 4, 1984

1. Reviewed audio tapes of interviews with Dr. R. Heun, Dr. L. Ratcliff, Dr. L. Heun, and Dr. C. Monroe.

2. Made notes on facts which were important, of interest, and/or needed to be followed up.

3. Decided to set up additional interviews with:
   a. Dr. E. Carpenter
   b. IPC majors
   c. IPC graduates

4. Decided to:
   a. write letters and send questionnaires to IPC alumni and
   b. review a consultant's report on communication programs at NMSU.

February 6, 1984

Attended Junior IPC seminar session on specializations in the IPC program (to be continued next session). This session is on tape.

February 7, 1984

1. Scheduled interview with Dr. Edwin Carpenter, Head, Language and Literature Division at NMSU (2-10-84).

2. Wrote thank-you letters to L. Ratcliff and L. Heun, and as a follow-up to their interviews, requested documents to be used in the study write-up (see Appendixes I and J).

3. Send interview material to Dr. E. Carpenter.
February 10, 1984

Interviewed Dr. E. Carpenter (10:30 a.m.)

February 13, 1984

1. Attended Junior IPC Seminar: Session on last two specialty areas in IPC Communication Research and Pre-professional.
2. Wrote a thank-you note to Dr. R. Heun (see Appendix K).

February 14, 1984

1. Wrote thank-yous to Dr. Monroe and Dr. E. Carpenter (see Appendixes L and M).
2. Wrote letters and sent questionnaires to IPC alumni (see Appendixes N and C).
3. Peer debriefing session (topic: Who gets questionnaires?).

February 16, 1984

1. Sent 6 letters and questionnaires to IPC alumni (letters were sent until March).
2. Discussed the progress of the study with the three major IPC instructors.

February 17, 1984

1. Sent 4 letters and questionnaires to IPC alumni.
2. Peer debriefing--discussion of the study.

February 18, 1984

The researcher received comments from her advisors, Dr. Alberty and Dr. Cyphert. They feel the first 3 chapters of the dissertation/proposal are good.
Appendix D (Continued)

February 20, 1984

The researcher reviewed the audiotapes from interviews and Junior IPC seminar.

February 25, 1984

Peer debriefing session on IPC study (specifically the interviewing techniques).

February 27, 1984

1. Implemented IPC major questionnaire (see Appendix B) in Junior IPC seminar.
2. Implemented IPC major questionnaire in Senior IPC seminar.

March 5, 1984

Sent out additional alumni questionnaires.

March 6-19, 1984

1. Time spent waiting on student and alumni questionnaire to be returned.
2. Peer debriefing session on study and procedures (methodology).

March 9, 1984

Mailed out additional IPC major questionnaires with a cover letter (see Appendix O).

March 20, 1984

1. Reviewed returned student and alumni questionnaires.
2. Reviewed Dr. L. Ratcliff's interview tape.

March 21-April 3, 1984

Received student and alumni questionnaires.
Appendix D (Continued)

April 3, 1984

1. Received IPC background information and documents from Dr. L. Heun.

2. Sent a letter to Professor Glenda Clyde requesting a personal interview at her convenience. (see Appendix P).

April 7, 1984

Reviewed Dr. Linda Heun's interview tape.

April 8-10, 1984

1. Reviewed Dr. R. Heun's interview tape.

2. Typed a list/agenda of events (see Appendix Q) which occurred during the IPC development process as perceived from three interviews (L. Heun, R. Heun, and L. Ratcliff). Also sent the agenda to them.

April 11, 1984

1. Met with IPC faculty to discuss their individual recollections which were typed as an agenda and to obtain their joint agreement on the actual IPC curriculum development process (meetings at 8:30 and 11:30).

2. Peer debriefing session concerning the IPC alumni questionnaire response rate. It was decided not to follow-up questionnaire because about 30% responded to it.

April 13, 1984

Received IPC background information and documentation from Dr. L. Ratcliff.

April 14, 1984

Formulated a listing of the steps/stages involved in the IPC CD process.
April 17, 1984

1. Prepared and typed an agenda of events which were involved in the IPC CD process in preparation for an IPC faculty meeting (see Appendix R).
2. Checked research methodology to be sure that it was being followed.

April 20-23, 1984

Searched old documents preserved by L. Heun and R. Heun for relevant IPC documents.

April 28 and 29, 1984

Organized material provided by IPC faculty. This material included historical data and documents of the IPC program.

May 15, 1984

Interviewed Dr. G. Clyde about the IPC program.

May 16, 1984

1. Started tabulating the IPC alumni questionnaire data.
2. Sent a thank-you note to Dr. Clyde (see Appendix S).

May 17, 1984

Continued tabulating the IPC alumni questionnaire data.

May 18, 1984

Peer debriefing session to gain perspective on the organization of chapters 4 and 5.
Appendix D (Continued)

May 21 and 22, 1984

Started tabulating the IPC student questionnaire data.

May 23-27, 1984

Tabulated IPC student questionnaires.

May 23, 1984

Informal interview with Richard and Linda Heun (topic: IPC Club Constitution).

May 28, 1984

Chapter 4 in progress.
Appendix E

Sample Interview Schedule: Faculty

A. Demographic Information

1. Name:
2. Rank:
3. Ethnic background:
4. Interview date:
5. Interview setting:

B. Interview Questions

1. What is your position here at NMSU?

2. What are your responsibilities?

3. What brought you to Kirksville?
Appendix E (Continued)

4. Were you involved in the development of the Interpersonal Communication program? If so, in what capacity?

5. Who else was involved in the program's development?

6. Why was the program developed? Can you elaborate?

7. What are the goals/objectives of the program?

8. How was the program developed?
Appendix E (Continued)

9. Has the program changed since its inception? If so, in what manner? If not, why not?

10. Do you have any future plans for the program at this time? If so, what are they?

11. Could you please suggest other persons to be interviewed who can shed some light on the development of the IPC program?

12. What other comments would you care to make?
Appendix F

Letter to NMSU Faculty
December 6, 1983

Dear Colleague:

I am currently conducting a study of the Interpersonal Communication (IPC) program here at NMSU. The purpose of the study is to trace the development of the IPC program from its inception.

The enclosed interview schedule is being considered for use in gathering data for the study. I shall greatly appreciate your taking the time to review the schedule and write in any comments or suggestions for its improvement.

Thank you for your assistance in this effort.

Sincerely,

(Mrs.) Brenda J. Osigweh
Assistant Professor
of Communication
Appendix G

Sample Interview Schedule: Students

A. Demographic Information

1. Name:
2. Age:
3. Ethnic background:
4. Interview date:
5. Interview setting:

B. Interview Questions

1. What is your level (freshman, sophomore, junior, senior, graduate student, etc.)?

2. Were you involved in the development of the Interpersonal Communication program? If so, in what capacity?

3. Do you know the reasons why the program was developed?

4. Do you feel that the program has met your needs? If so, in what manner? If not, why not?
Appendix G (Continued)

5. Would you change any aspects of the IPC program? If so, in what manner? If not, why not?

6. What other comments would you care to make?
Appendix H

Letter to IPC Majors
December 12, 1983

Dear Student:

I am currently conducting a study of the Interpersonal Communication (IPC) program here at NMSU. The purpose of the study is to trace the development of the program from its inception.

The enclosed interview schedule is being considered for use in gathering data from students for the study. I shall greatly appreciate your taking the time to review it and write in any comments or suggestions for its improvement.

Thank you for your assistance in this effort.

Sincerely,

(Mrs.) Brenda J. Osigweh
Assistant Professor
of Communication
Appendix I

Letter to Linn Ratcliff
February 7, 1984

Dear Linn:

I greatly appreciate you taking the time to be interviewed last Tuesday. The information obtained will be most helpful to me.

As a follow-up to our interview, I am writing to request the following documents:

1. a copy of the goals and objectives of the major,
4. the first Junior Interpersonal seminar course outline and outlines for 1978, 1980, and 1982

These documents will aid me in illustrating the evolution of the IPC program.

Thank you again for your cooperation and help.

Sincerely,

Brenda Osigweh
Appendix J

Letter to Linda Heun
February 7, 1984

Dear Linda:

I really appreciate you taking time out of your busy schedule to be interviewed. The information obtained has been most helpful.

As a follow-up to our interview, I am writing to request the following documents:


These additional materials will be helpful in illustrating the evolution of the IPC program.

Thank you again for your cooperation and help.

Sincerely,

Brenda Osigweh
Appendix K

Letter to Dick Heun
February 13, 1984

Dear Dick:

I really appreciate you taking time out of your busy schedule to be interviewed. The information obtained has been most helpful.

As a follow-up to our interview, I am writing to request the following documents:

1. LL 170 syllabi for 1969, 1972, 1975, and 1983
2. IPC Club materials (i.e., charter, rules and regulations, etc.)
3. A copy of the qualifications for students who are honored as outstanding IPC majors.

These additional materials will be helpful in illustrating the evolution of the IPC program.

Many thanks for your cooperation and help.

Sincerely,

Brenda Osigweh
Appendix L

Letter to Dr. Monroe
February 14, 1984

Dear Dr. Monroe:

I greatly appreciated you taking time out of your busy schedule to be interviewed. The information obtained will be most helpful to me.

As a follow-up to our interview, I am writing to request the following documents:

1. copies of Business and Professional Speaking course outlines, and

2. LL 170 Speech Communication course outlines.

These documents will aid me in illustrating the evolution of the IPC program.

Many thanks for your cooperation and help.

Sincerely,

Brenda Osigweh
Appendix M

Letter to Dr. Carpenter
February 14, 1984

Dear Dr. Carpenter:

I sincerely appreciate you taking time out of your busy schedule to be interviewed. The information obtained will be most helpful to me.

After reviewing the tapes from previous interviews, I have found that a particular item of information is missing. That is, I need to know when Dean Edward L. McGlone visited and audited the Communication area. This information will aid me in illustrating the evolution of the IPC program.

Thank you again for your cooperation and help.

Sincerely,

Brenda Osigweh
Appendix N

Letter to IPC Alumni
March 2, 1984

Ms. Julianne Marie Herman
10200 Chaucer, Apt. 3
St. Louis, MO 63114

Dear Julianne:

I am currently conducting a study of the Interpersonal Communication (IPC) program at Northeast Missouri State University (NMSU). The purpose of the study is to trace the development of the IPC program from its inception.

As a former IPC major and a graduate of NMSU, your view of the program will be very valuable to me. Please complete the enclosed questionnaire and return it in the self-addressed envelope.

Thank you for your assistance in this effort.

Sincerely,

(Mrs.) Brenda J. Osigweh
Assistant Professor
of Communication

mcd
Appendix O

Letter to IPC Majors
March 9, 1984

Dawn Cecile Bratcher
314 Brewer Hall
Kirksville, MO 63501

Dear Dawn:

I am currently conducting a study of the Interpersonal Communication (IPC) program here at NMSU. The purpose of the study is to trace the development of the IPC program from its inception.

As an IPC major your view of the program will be very valuable to me. Please complete the enclosed questionnaire and return it in the self-addressed envelope.

Thank you for your assistance in this effort.

Sincerely,

(Mrs.) Brenda J. Osigweh
Assistant Professor
of Communication

dah
Appendix P

Letter to Professor Clyde
April 3, 1984

Professor Glenda Clyde
Language and Literature Division
Northeast Missouri State University
Kirksville, MO 63501

Dear Professor Clyde:

I am currently conducting a study of the Interpersonal Communication (IPC) program here at NMSU. The purpose of the study is to trace the development of the IPC program from its inception.

As a member of the Speech Communication faculty, your view of the IPC program could be invaluable to me. I would greatly appreciate you allowing me to speak with you concerning this program.

Thank you in advance for your assistance in this effort.

Sincerely,

(Mrs.) Brenda J. Osigweh
APPENDIX Q

Agenda of IPC Meeting, April 10, 1984
DATE: April 10, 1984
TO: Linda Heun, Richard Heun, Linnea Ratcliff
FROM: Brenda Osigweh
SUBJECT: Interpersonal Communication program's Development Process

The following outlines the steps/stages which I have been able to deduce from our interviews. Please review each carefully and make notes concerning its accuracy.

I. Hiring of three new faculty members. (1968? 1969?)

II. LL 170 Speech Communication classes were taught as hybrids, incorporating concepts of Interpersonal Communication, etc.

III. R. Heun, L. Heun, and L. Ratcliff worked together to conceive of a new program to meet the needs/challenge which generated from new directions in the Communication field.

IV. Before the introduction of the Interpersonal Communication course, the three faculty members attempted to incorporate some of the IPC concepts into a course called Human Communication Theory.

V. The program started with the introduction of a course (Interpersonal Communication) which was not viewed at that time (?) as the beginning of a new program.

VI. A new person was hired to teach Mass Communication.

VII. Communication faculty meeting/meetings which resulted in a compromise which divided the Communication degree into four (4) options: 1) Communication Arts, 2) Interpersonal Communication, 3) Mass Communication, and 4) Theatre.
VIII. The plan (see Item VII) was then discussed in a Division meeting (i.e., a Language and Literature Division meeting).

IX. This plan, after passing in the Division, went to the Faculty Senate for consideration.

X. The plan was adopted/implemented in 1972? 1973?

XI. The IPC program initially made use of established university courses to make up the core courses for majors.

XII. An effort was made to gain student interest in the IPC program.

XIII. IPC faculty members developed core courses which were needed for IPC majors.

XIV. IPC faculty members developed a Senior Test which all IPC majors would be required to take.

XV. IPC faculty members developed additional courses and/or grouped together courses which enabled students to specialize in certain areas relevant to the Interpersonal area of study.

XVI. IPC faculty members developed Junior and Senior Seminar courses for the major.

XVII. Additional events which were omitted/misplaced/unclear/inaccurate:
Appendix R

Agenda of IPC Meeting, April 18, 1984
DATE: April 18, 1984
TO: IPC Faculty
FROM: Brenda Osigweh
SUBJECT: Interpersonal Communication's Development Process

The following outlines the steps/events I have been able to decipher from our discussions on April 10, 1984. Please review each carefully and make notes concerning its accuracy.

I. The hiring of three new faculty members (L. Heun, R. Heun, L. Ratcliff) in 1969 to teach Speech courses.

II. During the Spring of 1971 these three people worked together to formulate behavioral objectives for individual units to be used in teaching the course called (? ? ?).

III. A Senior Test was developed (?).

IV. Consultant's Report—Don Stewart—Spring 1971 (?).

V. Three faculty members received a grant to aid them in teaching LL 170 under an individualized instruction plan. Summer 1971

VI. Three faculty members (Heun, Heun, Ratcliff) worked together to formulate a new idea for a program which could meet the challenge/need which generated from new directions in the Communication field. 1971

A. These faculty members introduced a new course, Interpersonal Communication in 1971.

B. Rhetorical theory course name was changed to Human Communication Theory. Year?

VII. A new person was hired to coach debate (Draper). This person wanted to develop a Mass Communication major at NMSU, after being hired in 1972.
Appendix R (Continued)

VIII. The three Speech faculty members (Heun, Heun, Ratcliff) wanted to get new courses in the catalog which would be, as they felt, in keeping with the new directions in the Communication field.

A. Speech Communication faculty meetings which resulted in a compromise which divided the Communication degree into 4 options.

B. This plan describing the four Communication options then went to the Division for consideration, then, was passed.

C. The plan then went to the Faculty Senate for consideration, however, it was sent back to the Language and Literature Division.

D. After being discussed in the Division, the plan was sent back to Faculty Senate and was passed in 1973.

IX. The newly implemented IPC program initially made use of established university courses (IPC, Human Communication Theory, Persuasion, Group Process, Mass Media) to make up a core of courses for IPC majors. 1973/1974

X. The IPC faculty (Heun, Heun, Ratcliff) developed specialty areas for the IPC major.

A. The Interviewing and Nonverbal Communication courses were approved in the Fall of 1979.

B. The IPC core requirements were changed in 1980.

C. IPC faculty stopped teaching LL 170/II in 1981 (?)..

D. IPC Club was organized in 1981 (?)..

XI. IPC Junior and Senior Seminars were added to the IPC curriculum (1981/1982).

XII. Additional concerns which were omitted.
Appendix S

Note to Dr. Clyde
May 16, 1984

Dear Dr. Clyde:

I really appreciate you taking the time out to be interviewed. The comments made will be most helpful in my endeavor to piece together the story about the Interpersonal Communication program's development process.

Thanks again.

Sincerely,

Brenda J. Osigweh
Appendix T

Memo to Speech Department
November 13, 1973

To: Speech Department
Subject: Review of last meeting--

The "speech" faculty took the following actions on Monday, November 12:

1) Approved a "core" of courses for all speech communication majors as follows:

   LL250 Mass Media (3)
   LL3?? Public Address (3)
   LL2?? Interpersonal (3)
   LL4?? Human Comm. Theory (3)
   LL470 Group Process (3)

   15 hours

2) Approved the "communications" emphasis proposed by the committee with the understanding that LL381 be added to the list of restricted electives.

3) Approved a "Communication Arts" emphasis with LL273, LL276, LL370 added to the core as required courses.

4) Agreed to present a list of restricted electives for the "Communication Arts" emphasis.

5) Agreed to meet--once again--at 4:00 p.m., Wednesday, November 14.
Appendix U

Memo to Language and Literature Division
DATE: December 3, 1973
TO: Members of the Language and Literature Division
FROM: Speech Faculty
RE: PROPOSED CHANGES IN SPEECH MAJOR AND COURSE OFFERINGS

Attached you will find proposed changes for the speech major, as well as specific course changes. The changes encompassed on the following pages are summarized as follows:

1. major - title; requirements; options

2. degree - B.A.; B.S.E.; B.S.

3. course title and/or description - LL170; LL255 (was LL380); LL272; LL276; LL373; LL381; LL382; LL385; (was LL271); LL470; LL471; LL478; LL482 (was LL279); LL514; LL576 (was LL476).

4. new courses - LL250 (submitted with mass communication proposal); LL280 (3 hours); LL514 (submitted with graduate proposal).

5. credit hours - LL382 (3 hrs. to 2 hrs.); LL385 (2 hrs. to 3 hrs.); LL514 (3 hrs. to 4 hrs.)

6. course number - LL255 (was LL380); LL385 (was LL271); LL482 (was LL279); LL514 (was LL477); LL576 (was LL476).

7. course deletions - LL270 (3 hrs.); LL474 (3 hrs.); LL475 (3 hrs.); LL477 (3 hrs.)

8. format - revolving course/seminar - LL473; LL514; LL576.
COURSE OUTLINE

LL 280

TITLE: Interpersonal Communication

CREDIT: 3

PREREQUISITES: none

DESCRIPTION: The understanding and application of concepts of interpersonal communication as they function in day to day communication situations.

OBJECTIVES:

1. The student will understand concepts of interpersonal communication as they uniquely function at this level of communication.

2. The student will understand relationships among concepts of interpersonal communication.

3. The student will integrate his understanding of interpersonal communication behaviors into his own behavior.

4. The student will evaluate the functioning of interpersonal communication by applying appropriate criteria.

RATIONALE:

The field of speech communication has undergone many changes in the last decade of which the study of interpersonal speech communication is one. Since students will always be involved in one-to-one, everyday communication situation this course will involved consideration of communication as a transaction in which students are receivers and senders of verbal and nonverbal messages simultaneously. Interpersonal speech communication represents unique aspects of the communication process. Its inclusion in the curriculum is essential.

STUDENT EVALUATION:

Appropriate combination of paper-pencil tests, class interaction, and in-life applications.

TEXT: to be determined.
Appendix V

Proposal for a Mass Communication Degree
DATE: October 18, 1973
TO: The Division of Language and Literature
FROM: The Committee for Development of a Mass Communication Degree
SUBJECT: A Proposal for a Degree Program in Mass Communication

BACKGROUND

For almost two years, following general suggestions of President McClain and the fact of a generally declining enrollment, the Division has sought some program which would use available talent more advantageously. A committee chaired by Dr. Monroe explored possibilities of a Public Relations program. A significant part of their effort was the twenty answering letters received from twenty-five corporations. While the program's central thrust as then envisioned was slightly more specialized, the responses from the corporations were enthusiastic about the generally broad training in communications; should anyone care to examine these letters, we would be pleased to unfile them.

Idea exchanges with the President and Dean Krueger, and an examination of Division and University resources, let Dr. Carpenter to modify the direction of an emerging program, focusing it in mass communication.

An examination of the eight attached programs from other schools reveals that their principle aims are predominantly journalism or radio-T.V. Our proposal not only reflects the broad general knowledge that is suggested as being necessary to each of these programs, it requires it. We propose what our research reveals to be a unique degree. The committee: composed of experienced members of each contributing division and two upperclassmen reached the conclusion after careful analysis, that the proposal was practical in its utilization of existing courses and in light of corporative information received. The job opportunities for graduates of such a program are plentiful already: newspapers, magazines, corporation papers and news letters, public relations, advertising agencies and promotional activities, as well as radio and T.V. stations. The requirement for a semester's internship is another unique, integral part of the program.
A Proposal for a Degree Program in Mass Communication

ENROLLMENT

Initially there is no requirement for new courses or new faculty. The University's present staff will be qualified to teach the necessary new courses; we have, in short, the necessary facilities and courses just as we are now, to begin the program. While there are additions of courses and faculty that would be desirable (in the area of T.V. and radio, for example), we could institute this program immediately in its entirety. The reasons for phasing it in are, of course, to allow time to generate interest and students, and to allow adequate planning and preparation time.

Second, because the program is composed of existing courses (over 70% of them) any additional enrollment, any new students, could only tend to strengthen existing programs.

Third, the few students that we have discussed our proposal with have been enthusiastic; one has already indicated he will come here for the program rather than go to a similar program at the University of Northern Arizona. We believe that this program will fulfill a real need.

CONFORMING TO EXISTING PRACTICES

We have conformed to the "add one, drop one" rule. We dropped both German and Latin majors. We have already dropped courses equaling hours those new ones we seek approval for.

Practical Arts has space and plans for the addition of several courses; two of them are essential to this program, the other two are desired electives.

Mr. Croarkin, BE; Ms. Dieckman; Mr. Draper; Dr. Eastman, SS; Mr. Gale, PA; Ms. Graham; Ms. Kitts; Dr. Severns; Mr. Thomas.
OBJECTIVES OF A DEGREE PROGRAM
IN MASS COMMUNICATION

The degree program in Mass Communication is intended to prepare students for professional careers in journalism, advertising, public relations, and related fields. The program would provide students with four kinds of education.

1. **Education for communication**: to provide the student with the educational foundation from other disciplines which will prepare him, as a professional communicator, to construct, adapt, and evaluate messages.

2. **Education in mass communication concepts**: to provide the student with a thorough understanding of the nature, production, use and role of message and media systems and their audiences.

3. **Education in the specific mass communication disciplines**: to provide the student with a knowledge of the fundamental principles, practices, and techniques of the individual mass communication disciplines—journalism, advertising, public relations, and radio and television.

4. **Practical experience in the field**: to provide the student with the opportunity to apply the principles of communication through an internship program which will give the student on-the-job training in the area of his/her special interest within the mass communication field.
Proposed Mass Communication Major (B.S.-B.A., Second Version)

To Begin Fall 1974

Recommended Course Sequence:

**Freshman Year (1974)**
- LL 170 Speech Communication (3)
- SS 166 General Psychology (3)
- SS 190 General Sociology (3)
- BE 131 Survey of Business (3)

General Education Requirements to total 32 hours

**Sophomore Year (1975)**
- *LL 250 Introduction to Mass Communication (3)
- LL 255 Reasoning and Ethics in Communication (3)
- *LL 256 Broadcast Communication (5)
- LL 252 Newswriting (3)
- BE 253 Marketing (3)
- SS 267 Social Psychology (3)
- LL 279 Human Communication Theory (3)

General Education Requirements to total 32 hours

**Junior Year (1976)**
- LL 254 Writing for the Media (3)
- PA 251 Photography (3)
- *PA ??? Graphics of FA 320 Advertising Design (3)
- SS 262 Public Opinion and Pressure Groups (3)
- BE 335 Salesmanship (3)
- *PA ??? Copy Preparation (3)

Communication Electives to total 32 hours

**Senior Year (1977)**
- BE 435 Marketing Management (3)
- *LL 451 Promotional Communication (3)
- LL 459 Internship (15)

Other Courses to total 124 hours

*New Courses*
Appendix W

Communication Worksheets 1974-76

153
### REQUIREMENTS FOR B.S. IN ED. FOR SPEECH COMMUNICATION/THEATRE MAJOR

#### OPTION 1: COMMUNICATION ARTS

**1974-76 Catalog**

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* May test out by Adv. Placement

TOTAL GEN.ED. 41-44

FOREIGN LANGUAGE REQUIREMENTS
12 Hours in one language or
6 hours in two languages
12
### Name ____________________ REQUIREMENTS FOR B.A. - SPEECH COMMUNICATION/THEATRE MAJOR

1974-75 Catalog

Option 3: Mass Communication

40 Semester Hrs. of 300, 400, & 500 numbered courses are required for graduation.

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**TOTAL GEN ED 41-45**

### FOREIGN LANGUAGE

- 12 hours in one language or
- 6 hours in two foreign langs.

### TOTAL HOURS: 124 S.H.

*MAY TEST OUT BY ADVANCE PLACEMENT*
## Requirements for B.A. - Speech Communication/Theatre

### 1974-75 Catalog Option II

40 Semester Hours of 300, 400 & 500 Numbered Courses Are Required for Graduation

### General Education Requirements

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* May test out by Adv. Placement

** Total General Education 41-44

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157
Appendix X

To: Communication Facility

Date: 10/12/79

From: L. Heun, D. Heun, L. Ratcliff

Subject: Catalog Changes in Interpersonal Communication

The following changes are proposed for the option of Interpersonal Communication:

Major Requirements:

- LL Interpersonal Communication
- *LL Nonverbal Communication
- **LL Interviewing
- LL Group Process
- LL Human Communication Theory

15 hours

Restricted Electives: Select 15 hours from the following:

- LL Mass Media
- LL Public Address
- LL Reasoning in Communication
- LL Bases of Communication
- LL Attitude Change
- LL General Semantics
- LL Promotional Communication
- LL Organizational and Professional
- LL Advanced Communication Seminar
- LL Independent readings
- LL Internship

15 hours

*Contingent upon course approval

**Approved by Comm Faculty, subject to approval of LL faculty and University channels
Course Description

Course Number: 3
Course Title: Nonverbal Communication
Year and semester to be offered: once a year
Catalog Description:

A study of the nonverbal factors that influence the communicative interaction among persons. Students will read and discuss research findings, develop skills in sending and receiving nonverbal messages, and conduct projects in the area of nonverbal communication.

Additional faculty or equipment anticipated: none

Prerequisites: LL 170

Purpose of objectives of the course:

Understand the relationship between verbal and nonverbal symbol systems
Develop personal skills in nonverbal communication
Understand methods of observing and reporting nonverbal communication cues
Know research findings regarding nonverbal communication

Expectations of students:

Accomplishment of course objectives as facilitated by reading/discussion, roleplaying, real-life observations and research.

Course Outline:

I. Relationship between verbal and nonverbal symbol systems
II. Procedures for nonverbal cue analysis
III. Development of nonverbal behavior: phylogeny and ontogeny
IV. Effects of the environment on human communication
V. Effects of personal space and territory on human communication
VI. Effects of physical behavior on human communication
VII. Effects of touching behavior on human communication
VIII. Effects of the face on human communication
IX. Effects of eye behavior on human communication
X. Effects of vocal cues on human communication

Supplemental Reading: Silent Messages, Albert Mehrabian, 1971
Beyond Words, Randall Harrison, 1974.

Basis of student evaluations: Midterm and final written exam over research findings
Experimental interview to test skills
Major research paper
Course Number: 3
Course Title: Interviewing
Credit Hours: 3
Year and Semester to be offered: once a year

Catalog Description:

A study of purposeful dyadic communication which uses a question-answer format. Understanding of informative, persuasive, medical, journalistic, legal and employment interviews with skill development in areas most relevant to professional goals.

Additional faculty or equipment anticipated: none

Prerequisite: LL 170

Purpose or objective of the course:

Understand the communication skills involved in interviewing.
Develop personal skills in taking the role of interviewer and interviewee in professionally-relevant interview formats.

Expectations of students:

Accomplishment of course objectives as facilitated by reading/discussion; roleplaying, case studies, guest lectures and real-life interviewing. Students will understand a variety of interview formats and develop skills in handling interviews most pertinent to their professional goals.

Course Outline:

I. A communication-based interview model
II. Asking and answering questions
III. Interviewer communication skills
IV. Interviewee communication skills
V. Informative interviewing
VI. Persuasive interviewing
VII. Medical interviewing
VIII. Journalistic interviewing
IX. Legal interviewing
X. Employment interviewing
Appendix X (Continued)

Supplemental Readings: Successful Interviewing, Marion Sitzmann and Reloy Garcia, '76.

Basis of student evaluation: Midterm and final written exam over content
Five videotaped and analyzed in-class interviews
One major out-of-class interview
At the Tuesday, October 16, 1979 meeting of the Speech/Communications Faculty the following members were present: Vickie Amador, Bruce Brockman, Edwin Carpenter, Jack Dvork, Linda Heun, Richard Heun, Linnea Ratcliff, James Severns, and Alfred Srnka.

The Actions Taken:

1. Proposed catalogue changes in Mass Communication APPROVED, with the provision that the course "Communication Law" and "Introduction to Broadcasting" only be listed after fully approved.

2. Proposed course "Nonverbal Communication" APPROVED.

3. Proposed catalogue changes in "Interpersonal Communication" APPROVED with the provision that the courses "Nonverbal Communication" and "Interviewing" only be listed after fully approved.

4. Proposed dropping of the course LL 370, "Production Practices" APPROVED.

5. Proposed courses "Voice and Dictation for Performance" APPROVED with the provision the title and description be changed to the degree that it is clear it has no similarity to courses in other division and that the course number be at the "200 level."

Signed
J. G. Severns
Appendix Z

Communication Specialist Worksheet
## B.A. COMMUNICATION (Communication Specialist)
### 1981-82 Catalog Option II

### GENERAL EDUCATION REQUIREMENTS

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### MAJOR REQUIREMENTS

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### RESTRICTED ELECTIVES: 12 - 18

A selected area of specialization will be chosen in consultation with the advisor. Areas of specialization includes from 12 to 18 hours.

### FOREIGN LANGUAGE REQUIREMENTS

12 hours in one language or 6 hours in each of two.

### UNRESTRICTED ELECTIVES TO TOTAL 125 SEM HRS

125 SEM. HRS. REQUIRED FOR DEGREE
40 SEM. HRS. 300, 400, 500 LEVEL COURSES REQUIRED AT APPROXIMATELY 90 HOURS SUBMIT APPLICATION FOR GRADUATION TO REGISTRAR WITH THIS FORM.

PLEASE CONSULT THE GENERAL CATALOG FOR MORE SPECIFIC DETAILS.
Appendix AA

IPC Worksheet 1982-84
# B.A. Communication (Interpersonal Communication) Option II

**General Education Requirements**

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**Health & Phys Educ or Mil Sci:**

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<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>PE 100 Health &amp; Phys. Fitness &amp; 1</td>
<td>1</td>
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<tr>
<td>PE 101 Physical Activities or</td>
<td>1</td>
</tr>
<tr>
<td>MS 100 Persp in Defense Maint &amp;</td>
<td>1</td>
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<tr>
<td>MS 101 American Defense Pol</td>
<td>1</td>
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</tbody>
</table>

**Humanities:**

- Elect 4 courses with no more than two from one area of Literature & Philosophy, Fine Arts or Foreign Language.

**Library:**

- LIB 110 Use of Library Resources                                         | 1      |
- Course waived if student transfers with a minimum 30 sem. hrs. earned

**Science:**

- Elect 2 courses with no more than one from one area of Biology, Earth Science or Phys. Sci.

**Social Science:**

- Must complete Opt 1 or Opt 2                                              | 9      |

**Missouri Statute 170.011**                                               | 1-3    |

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LL 200 Non-Verbal Communication</td>
<td>3</td>
</tr>
<tr>
<td>LL 357 Jr Interpersonal Comm Sem</td>
<td>3</td>
</tr>
<tr>
<td>LL 394 Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>LL 395 Interpersonal Comm</td>
<td>3</td>
</tr>
<tr>
<td>LL 457 Sr Interpersonal Comm Sem</td>
<td>3</td>
</tr>
<tr>
<td>LL 481 Attitude Change</td>
<td>3</td>
</tr>
<tr>
<td>LL 470 Group Process</td>
<td>3</td>
</tr>
<tr>
<td>LL 592 Human Comm Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Restricted Electives:**

- 12-10
- A selected area of specialization will be chosen in consultation with the advisor.
- Areas of specialization are available in the following: Communication Consulting, Organizational Leadership, Public Relations, Human Service, Student Personnel, Communication Research, Pre-professional.

**Foreign Language Requirements**

- 12 hrs in one language or 6 hours in each of two

**Unrestricted Electives to Total 125 Sem Hrs**

**Missouri Statute 170.011**

**40 Sem. Hrs. 300, 400, 500 Level Courses Req.**

**At Approximately 90 Hours Submit Application for Graduation to Registrar With This Worksheet.**

**Please Consult The General Catalog for More Specific Details.**

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Appendix BB

Junior and Senior IPC Seminar Syllabi
SYLLABUS: JUNIOR INTERPERSONAL COMMUNICATION SEMINAR

LL 3 Junior Interpersonal Communication Seminar, 1 hr.

Introduction to out-of-class applications of communication consultant skills. Includes general academic and career advisement, with an out-of-class application of skills.

Prerequisites: Opened to and required of all junior students with an Interpersonal Communication Option of the Communication Degree. This course will be taught each spring semester.

Purpose of Course: To preview the senior test and acquaint students with career possibilities in the field. Further, the seminar will assess and develop skills in communication consultation with a field experience.

Expectation of Students:
1) They shall attend and participate in the weekly seminar.
2) They should read recommended materials from current journals, case studies of consultations, and papers regarding consultation skills.
3) They will review previous course concepts and preview concepts in courses to come.
4) They will prepare for and participate in an out-of-class application of their communication skills.

Outline of Weekly Subjects:
Week I -Introduction to seminar and expectations
II -Overview of Career Opportunities
III -Review and synthesis of nonverbal communication concepts
IV -Review and synthesis of interpersonal communication concepts
V -Review of case studies of out-of-class skill applications
VI -Continuation of prior week
VII -Continuation of prior week
VIII -Small group planning for specific consulting experience
IX -Interaction regarding small group consultation planning
X -Guest Lecture and discussion with practicing consultant
XI -Student roleplaying of consultation skills
XII -Self and other assessment of current skill levels
XIII -Planning for individual out-of-class application
XIV -Faculty and group critique of individual plans
XV -Interaction regarding individual out-of-class experience
XVI -Preview of courses not-yet-taken and of the senior test

Material and Equipment Required: No textbook is required. No extra expense or special purchases for students.
SYLLABUS: SENIOR INTERPERSONAL COMMUNICATION SEMINAR

LL 4 Senior Interpersonal Communication Seminar, 1 hr.

Review and summary of communication theory with focus on the major exam. Evaluation and remediation of current communication skill levels. Specific career advisement.

Prerequisites: Opened to and required of all senior students with an Interpersonal Communication Option of the Communication Degree. This course will be taught each spring semester, placing concept review immediately before the senior test.

Purpose of Course: To review course concepts for the senior test and assist students in specific career decision making.

Expectation of Students:
1) They shall attend and participate in the weekly seminar.
2) They shall read recommended materials which review and synthesize previous course concepts.
3) They will participate in class discussion and career planning experiences.

Outline of Weekly Subjects:

Week I - Introduction to seminar and expectations
II - Methods of preparing for senior test
III - Synthesis of nonverbal communication concepts
IV - Synthesis of interpersonal communication concepts
V - Synthesis of interviewing concepts
VI - Synthesis of group process concepts
VII - Synthesis of attitude change concepts
VIII - Synthesis of above courses through review of human communication theory
IX - Simulation of senior test
XI - Self and other assessment of current skill levels
XII - Overview of career opportunities
XIII - Exploration of specific career options
XIV - Individual conferences regarding career decision making
XV - Developing decision making skills
XVI - Anticipating life-long goals and procedures for attaining them

Material and Equipment Required: No textbook is required. No extra expense or special purchases for students.
Appendix CC

Course Objectives

LL 280 NONVERBAL COMMUNICATION

When the student has completed this course, he/she will be able to:

1. Understand current theories of the origin of nonverbal communication in the human species.
2. Understand the developmental process of nonverbal communication.
3. Understand the nature of nonverbal symbols and identify those symbols in the context of communication situations.
4. Understand various theoretical approaches to the study of nonverbal communication.
5. Understand major classification systems for recording nonverbal events.
6. Understand research findings on nonverbal symbols.
7. Decode nonverbal symbols based on research findings.
8. Decode nonverbal symbols in context.
9. Use one's own nonverbal cues to communicate intended meanings.
10. Apply the theory and research of nonverbal communication to specialized communication situations (e.g., media, law enforcement, counseling, etc.).
11. Understand cultural differences in nonverbal communication.

LL 3 INTERPERSONAL COMMUNICATION

When the student has completed this course, he/she will be able to:

1. Distinguish interpersonal communication from other forms of communication (including intrapersonal).
2. Understand the transactional model of communication.
3. Understand the function of self-awareness in interpersonal communication.
4. Show increased self-awareness in one's own interpersonal communication.
5. Understand the function of self-disclosure in interpersonal communication.

6. Use behaviors which encourage open communication.

7. Understand the nature of the human verbal message system and the characteristics of verbal interaction.

8. Use effective listening skills and appropriate forms of feedback in interpersonal situations.

9. Use appropriate verbal messages for given interpersonal situations.

10. Understand the roles of conflict and conflict resolution in interpersonal situations.

11. Use appropriate communication skills to resolve interpersonal conflict.

12. Understand the nature of relationship building, maintenance and deterioration management in interpersonal situations.

13. Initiate, develop to chosen levels and terminate relationships.

14. Understand selected theories of interpersonal communication.

15. Use selected theories of interpersonal communication as a basis for analyzing one's own communication.

16. Use appropriate strategies and make appropriate adaptations for effective communication in the context of human differences (e.g. cultural, age, values, etc.).

LL 374 INTERVIEWING

When the student has completed this course, he/she will be able to:

1. Understand the various types of interviews.

2. Understand the use of interviews by professionals in organizations and in society.

3. Structure the steps in interviews.

4. Design series of questions to accomplish interview's purposes.

5. Use effective interviewer communication behaviors (e.g. develop rapport, ask follow-up questions, support the interviewee, etc.)
6. Use effective interviewee communication behaviors (e.g. reflect interest nonverbally, analyze questions, answer questions to visualize knowledge, skills, and motivation).

7. Assess the effectiveness of selected communication behaviors during and after the interview.

8. Adapt interviewer and interviewee behaviors to various types of interviews.

LL 3 JUNIOR SEMINAR

When the student has completed this course, he/she will be able to:

1. Observe professionals communicating in an on-the-job environment.

2. Make recommendations for improvement of communication in on-the-job environments.

3. Diagnose own current communication skill levels and make plans for necessary improvement.

LL 470 GROUP PROCESS

When the student has completed this course, he/she will be able to:

1. Understand the current state of research and theory regarding group process.

2. Understand the role of effective communication skills in small group interaction.

3. Use effective communication skills in small group interaction.

4. Take on a variety of productive roles in small group interaction.

5. Take on both task and interpersonal leadership roles in small group interaction.

6. Select appropriate roles and behaviors in small group interaction.

7. Analyze group interaction (as an insider and outsider) to determine problem areas, suggest remediation, determine relative success of remediation attempts.
LL 471 ATTITUDE CHANGE

When the student has completed this course, he/she will be able to:

1. Understand motivational theories of behavior.
2. Understand the current state of theory regarding attitude change.
3. Analyze a target audience to determine appropriate message strategies.
4. Use current theory and research in the development of attitude change messages.
5. Choose and use appropriate channels/media for sending attitude change messages.
6. Analyze attitude change messages by applying relevant research and theory.
7. Select measurement procedures for determining attitude change.
8. Develop a personal ethic for the appropriate use of attitude change attempts.

LL 582 HUMAN COMMUNICATION THEORY

When the student has completed this course, he/she will be able to:

1. Understand the historical development of human communication theory from Aristotilian origins to present.
2. Understand current communication theories which explain communication behavior in a variety of settings and relationships.
3. Understand, analyze and critique contemporary research/theory articles.
4. Explain a theory of communication by developing an isomorphic model.
5. Evaluate a theory of communication and determine errors in a model.
6. Design a research study to answer theory questions.
7. Execute a research study to measure the accuracy of a self-developed theory statement.

8. Develop a mid-range theory to explain a portion of human communication.

9. Apply human communication theory to current problems and questions.

LL 5 SENIOR SEMINAR

When the student has completed this course, he/she will be able to:

1. Participate in career placement skill development and counseling.

2. Review core requirement content and skills in preparation for senior test.
Appendix DD

Note to Dr. Linda Heun
May 6, 1981

Dr. Linda Heun
Sponsor, Interpersonal Communication Club
Language and Literature

Dear Dr. Heun:

Congratulations on receiving your temporary charter from the Student Senate. I am sure your organization will prove a positive addition to student life. If we in the Student Activities Office may provide any assistance to you, do not hesitate to call on us.

Sincerely,

Verona S. Nichols
Director, Student Activities

VSN/jed
CONSTITUTION OF THE INTERPERSONAL COMMUNICATION CLUB

I. NAME OF THE ORGANIZATION:
   A. The name of the organization is the Interpersonal Communication Club.

II. THE PURPOSES OF THE ORGANIZATION:
   A. General Statement of Objectives:
      1. To serve as a liaison between the administration, faculty staff and students of Northeast Missouri State University in matters relevant to the curriculum of the major.
      2. To study career opportunities in the field of Interpersonal Communication.
      3. To pursue indepth selected areas in the field of Interpersonal Communication.
      4. To promote effective interpersonal communication skills throughout the Northeast Missouri State University community.
   B. Means of Attaining Objectives:
      1. Regularly scheduled meetings.
      2. Planned programs and speakers.
      3. Field trips and conferences.
      4. Working toward the establishment of a national organization.
      5. Social and community service.

III. MEMBERSHIP:
   A. Voting Members:
      1. Shall be part or full-time students of Northeast Missouri State University.
      2. Shall pay dues.
      3. Shall not be absent from one full month of activity. Voting privileges will be suspended as a result of this. Reasonable excuses for a month's absence will be considered by the Executive Committee.
      4. Voting membership will be re-established after a month of regular attendance.
   B. Associate Members:
      1. Shall be part of the university community.
      2. Shall be non-voting.

IV. OFFICERS:
   A. The officers shall be as follows:
      1. President
      2. Vice-President
      3. Secretary
      4. Treasurer
B. The officers shall be elected by a simple majority on a semester basis.

C. The officers' duties:
   1. President:
      a. The President is the chief administrative officer and legal head of the organization. In addition, he/she is the presiding officer and, as such, should possess the discretionary qualities which allow him/her to conduct efficient and impartial meetings.
   2. Vice-President:
      a. If for any reason, a President is not able to carry out the duties of his/her elected position, the Vice-President becomes the President unless bylaws specifically state otherwise. He/she shall by the Chairperson of the Program Committee.
   3. Secretary:
      a. The Secretary is the chief recording and corresponding officer and the guardian of the organization's records.
   4. Treasurer:
      a. The Treasurer is responsible for the collection and disbursement of the organization's funds. The Treasurer keeps accurate financial records of all monetary transactions which he/she presents at the meeting and summarizes in an annual report.
   D. The officers shall act as an Executive Committee and meet on a regular basis.

V. COMMITTEES:
   A. Standing Committees:
      1. Public Relations
      2. Social
      3. Program
      4. Library/Resources
      5. Fund Raising
      6. Executive
   B. Social Committees shall be established by the President.

VI. MEETINGS:
   A. The meetings shall be held on a regular basis.
   B. Special meetings shall be called by the President.
   C. A quorum shall be one-half of the voting members.
   D. The parliamentary authority shall be Robert's Rules of Order, except when in conflict with the Constitution.

VII. DUES:
   A. Dues shall be determined by voting members on a yearly basis.
   B. Payment shall be on a semester basis.
   C. Payment shall be made by a date determined by the Club at the beginning of each semester.
VIII. AMENDMENTS:
A. The vote required to amend the Constitution is set at two-thirds of the quorum.
B. Announcement of an upcoming amendment shall be made at the regular meeting before the actual vote takes place.
Appendix FF

Note to IPC Club

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November 21, 1983

Interpersonal Communication Club
c/o Andrea Norton, President
8 Fair Apartments
Kirksville, MO 63501

Dear Members of Interpersonal Communication Club:

Congratulations on receiving your permanent charter from the Student Senate. I am sure your organization will prove a positive addition to student life. If we in the Student Activities office may provide any assistance to you, do not hesitate to call on us.

Sincerely,

Verona S. Nichols
Director, Student Activities

VSN/bkj

enc.
Appendix GG

IPC Brochure

There is a new breed of graduates reaching out to organizations with something extra to offer. Their number is steadily increasing, along with the demand for their knowledge and skills.

What makes the Interpersonal communication major so unique? The IPC major is geared to deal with the most basic, vital process of organizations — communication.

IPC CORE COURSES
- Interpersonal Communication
- Nonverbal Communication
- Interviewing
- Group Process
- Attitude Change
- Human Communication Theory

In addition to these basic core classes, the IPC major selects one or more of the specializations offered.

Each specialization area offers internship options designed to maximize the IPC major's value to today's organizations.

CREDITS:
- Copy: Danne Belsinger
- Design and Layout: Instructional Publications

FOR MORE INFORMATION

Contact:
Communication Department
Division of Language and Literature
310 Administration/Humanities Building
Northeast Missouri State University
Kirksville, MO 63501

INTERPERSONAL COMMUNICATION

People... communicating with people... reaching people... touching people.

"What can an IPC major do for me?"

Northeast Missouri State University
## AREAS OF SPECIALIZATION

### COMMUNICATION CONSULTING
- Applied Psychology
- Principles of Management
- Organizational and Professional Communication
- Human Relations in Management
- Seminar: Organizational Behavior
- Communication Specialist
- Employment Assistant Specialist
- Public Opinion Pollster
- Criminal Investigator
- Communication Trainer

### ORGANIZATIONAL LEADERSHIP
- Introduction to Data Processing
- Principles of Management
- Organizational and Professional Communication
- Personnel Management
- Human Relations in Management
- Management Trainee
- Community Action Agent
- Retail Manager
- Sales Person

### PUBLIC RELATIONS
- Newswriting
- Copyediting
- Public Opinion and Pressure Groups
- Organizational and Professional Communication
- Advertising
- Public Relations
- Ombudsman
- Public Relations Director
- Public Information Officer
- Promotions Specialist
- Customer Services Agent

### HUMAN SERVICES
- Professional Interactions
- Applied Psychology
- Organizational and Professional Communication
- Introduction to Social Welfare
- The Family
- Case Worker
- Human Rights Officer
- Director of Volunteer Services
- Patient Advocate
- Travel Agent

### STUDENT PERSONNEL
- Psychology of Everyday Living
- Social Psychology
- Organizational and Professional Communication
- Residence Hall Living
- Seminar: Student Personnel
- Human Relations in Education
- Graduate Assistant
- Director of Student Activities
- Admissions Counselor
- Residence Hall Director
- Recruiter

### COMMUNICATION RESEARCH
- Experimental Psychology
- Social Psychology
- Social Methodology
- Management Operations Research
- Political Science Methodology
- Marketing Research
- Psychological Research
- Marketing Analyst
- Consumer Researcher
- Political Candidate Researcher
- Health Care Analyst
- Communication Auditor

### PRE-PROFESSIONAL
- Mass Media
- Reasoning in Communication
- Organizational and Professional Communication
- Public Address
- Parliamentary Procedure
- Foreign Services Officer
- Lawyer
- Medical Doctor
- Politician
- Professor