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# CMNS Program Revie Recommendations

The following are recommendations arising from each section of this review:

## Content/Curriculum

- x Develop new university-transfer courses in new media, media and cultural studies, and professional communications as part of new credentials in Communications.
- x Review the curriculum guidelines and update them as necessary.

## Pathways

- x Develop a certificate, diploma, post- o μ Œ š ] ‰ o } u v Z o } Œ [• Communications using established Douglas Communications courses and new courses in new media, media and cultural studies, and professional communications.
- x Increase publication and marketing efforts to promote the Communications Certificate and Associate of Arts, Communications specialization.
- x Strengthen Communications pathways between Douglas and Royal Roads and SFU.

## Admissions

x Determine with the Creative Writing and English Departments whether or not to maintain the LLPA requirement for a B in English 12 for direct registration in writing-intensive courses.

# Program Delivery

- x Develop more hybrid and online versions of existing courses.
- x Explore options for team-teaching courses.
- x Resolve ongoing conflict between program cohort sizes and Communications course capacity limits.
- x Collaborate with programs to improve relevance of Communications courses, both written and interpersonal.

# Faculty Development

- x Provide training to faculty in developing and running hybrid and online courses.
- x Build faculty capacity through hiring and professional development activities geared for developing currency in expertise and knowledge in Communications studies, both written and interpersonal.
- x Foster faculty cohesion and collegiality through shared professional activities.

## Student Outcomes

- x Apply entrance standard for Communications courses to all students and recommend viable and relevant alternatives for those who do not meet the standard.
- x Find ways to educate program areas on the value of Communications courses.
- x Liaise with program areas to explore collaborative Communications assignments.

External Reviewer's Report —Communications Department — Douglas College —July 19, 2012

Reviewer: Dr. David Black, School of Communication and Culture, Royal Roads University

What will unite all these recommendations addressed to particular problems is one underlying suggestion that enables many of the specific issues to be better addressed and remedied. That is: allow Communications to develop an identity and function at Dougl as that balances its heavy service teaching obligations with a greater latitude for the development of academic courses more fully representative of communications as an academic and professional field of study .

- 1. Adopt a different and more balanced approach to Communications' role as a service department at Douglas, creating more space for academic course development and a more academic sensibility.
- 2. Develop 1<sup>st</sup> and 2<sup>nd</sup> year level courses in other areas typical of a communications curriculum. And should opportunities present themselves, do the same at the 3<sup>rd</sup> and 4<sup>th</sup> year level.
- 3. Reformulate CMNS3100 (Language, Institutions and Power) as a second year course or accommodate it as CMNS3100 in the proposed BA in Professional Writing, Communication, and Publishing.
- Develop a team-taught pedagogical model for Communications sel noise the transfer transfer.

 Lower the admission standard for first and second year Communications courses to C+ in English 12 for students from the vocational client programs, as well as students from the general Douglas student population. However, retain the English 12 B standard for students taking the Communications certificate, associate of arts diploma, and/or proposed BA in Professional Writing, Communication and Publishing.

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