# TABLE OF CONTENTS

STATE OF THE COMMUNICATION DISCIPLINE ................................................................. 3

DEPARTMENT: OUR MISSION, VISION AND LEARNING OUTCOMES .................................................. 3
  Our Mission .................................................................................................................. 3
  Our Vision .................................................................................................................... 3
  Program Goals and College Strategic Plan ...................................................................... 4
  Strategies and Tactics .................................................................................................. 5
  Learning Outcomes ..................................................................................................... 5

ACCOMPLISHMENTS IN TEACHING ............................................................................. 5
  Unique Curricular Offerings ......................................................................................... 5
  Contributions to Other Units ....................................................................................... 6
  Distance Education ..................................................................................................... 7
  Contributions to Unique Curricular Initiatives ............................................................ 7
    Internships ................................................................................................................ 7
    Martin Scholars ........................................................................................................ 8
    Spring Break and Maymester Trips ......................................................................... 8
    Study Abroad ........................................................................................................... 9

CHANGES IN ENROLLMENT AND WORKLOAD ................................................................. 10
  Enrollment Trends ...................................................................................................... 10
  Assessment .................................................................................................................. 11
  Faculty Teaching Awards ........................................................................................... 11
  Diversity ..................................................................................................................... 12

MASTER OF ARTS IN COMMUNICATION (MCOM) .......................................................... 12

FACULTY ACCOMPLISHMENTS IN RESEARCH AND PROFESSIONAL DEVELOPMENT .......... 12
  Awards ....................................................................................................................... 13

SERVICE CONTRIBUTIONS .......................................................................................... 13
  Service to the College ............................................................................................... 13
  Service to the Community (Professional in Nature) .................................................. 14
  Service to the Profession ......................................................................................... 14

ACCOMPLISHMENTS OF STUDENTS AND NEW ALUMNI .......................................... 14

CURRICULAR DEVELOPMENT AND CHANGE .................................................................. 17
STATE OF THE COMMUNICATION DISCIPLINE

Communication research and education experienced rapid growth and institutional consolidation as an academic discipline in the second half of the twentieth century, and again in the past two decades with the emergence of new technology used to communicate. Traditionally, the field is informed by the intellectual traditions of the humanities and social sciences, building on the ancient Greek arts of rhetoric, dialectic, aesthetics and poetics as well as psychology, anthropology, sociology and political science. Our theoretical foundation is built on the seven primary traditions of communication: rhetoric, semiotics, cybernetics, phenomenology, social psychology, sociocultural theory, and critical theory.

The discipline ranges in scope from the micro-analysis of individual behavior (e.g. information processing) to macro-analysis of communication at the institutional or societal level (e.g. organizational communication, international communication). Research in the discipline also utilizes various methods of inquiry including quantitative social science (e.g. media effects), critical and cultural studies (e.g. gender studies, media criticism), interpretive social science (e.g. social interaction), humanities (e.g. rhetorical studies), and applied (e.g. journalism).

Because of the diversity of the discipline, it is difficult to identify emerging issues and trends that cut across all areas, but most scholars agree that the discipline will continue to have a distinctly applied focus with significant opportunities for funding research in the areas internationalization and global communication, media, health communication, ethics, and mediation and conflict resolution. We also anticipate ongoing discussion about the role of communication in the public sphere. As with all disciplines, the role of technology in shaping and changing the way we communicate is likely to remain an important topic.

DEPARTMENT: OUR MISSION, VISION AND LEARNING OUTCOMES

Our Mission
The Department of Communication creates and shares knowledge of communication and relational processes, including ethical and critical decision-making, with the goal of encouraging the development of engaged citizens preparing for leadership in their professions, community, and world.

Our Vision
The Department of Communication at the College of Charleston is one of the nation’s premier integrated communication programs for undergraduate and master’s-level education. The department’s graduates are communication experts who write beautifully, speak eloquently, think critically, and research effectively. With the advantages of an outstanding liberal arts education and personalized instruction, the department’s graduates bring extraordinary proficiency to audience analysis, message reception, message design, and communication campaigns. These graduates are marked by their leadership in their workplaces and communities and by their ability to adapt to rapid changes in the communication practices and
technologies of the twenty-first century. The department is recognized nationally and internationally for its outstanding faculty and its integration of the full range of communication interests in an innovative, challenging curriculum, which requires study of messages and audiences in communication contexts ranging from face-to-face settings to the latest developments in emerging media. The department has special research and teaching expertise in corporate communication and public relations, health communication, and political communication.

Program Goals and College Strategic Plan

**Goal 1: Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.**

Faculty in the department felt that our innovative curriculum made us uniquely suited to provide a highly personalized educational experience for our majors. With two year-long courses and a curriculum based on core competencies rather than specific content, students have the opportunity to develop strong relationships with individual faculty and to select their coursework to meet their personal and professional objectives. Additionally, faculty cited our emphasis on problem-based and service-learning, our study abroad programs, and our robust independent study and internship programs as central to our ability to help the College achieve this goal.

**Goal 3: Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.**

Our faculty also perceived the department to be ideally placed to facilitate the attainment of this goal through our work with the Study Abroad office (we have the largest number of students to study abroad in HSS), our service learning and civic engagement activities, internship program, and interdisciplinary offerings. Additionally, one of the primary objectives of our advisory council is to bring contemporary issues in the political and economic realm to life through their student forums and class visits.

**Goal 4: Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities.**

As one of the departments most committed to co-curricular activities, we are happy to support this objective through continuing to strengthen our Bully Pulpit Series on
Presidentional Communication, Mentor-Protégé Program, student interaction with our Advisory Council members, as well as spring break trips and outreach activities. We also intend to continue our work with student groups including the Public Relations Student Society of America, Lambda Pi Eta, and Cistern Yard Media.

Strategies and Tactics
While all of the strategies and tactics identified in the strategic plan are important to the long-term success of the College, we would place strengthening the academic core (1), support for a highly-qualified, diverse and stable base of faculty and staff (3), and the development of appropriate facilities and infrastructure to support academic and extra-curricular programs (7) at the top of the priority list. We expect, however, that in order to achieve these objectives we will have to develop and enhance our non-state resources (9) and create strong brand recognition both nationally and internationally (10).

Learning Outcomes
Students who graduate from the College of Charleston with a degree in Communication will be able to 1) write beautifully; 2) think critically; 3) speak eloquently; 4) research effectively; and 5) understand communication as a liberal art.

ACCOMPLISHMENTS IN TEACHING
Unique Curricular Offerings
Our curriculum is unique from beginning to end. Students take a two-semester course sequence focused on speaking and writing after completing their three introductory semester-long courses, Media in the Digital Age, Principles and Practices in Strategic Communication, and Communication, Identity, and Community. In addition to required courses in Communication Research Methods and Communication Ethics, students select from a variety of topically-based courses at the 300 and 400 levels, before finishing the major with a two-semester capstone sequence.

As an integrated communication program, we offer courses in multiple areas of the discipline. Some of the more unique offerings of 2018-2019 were:

- **Ethical Communication courses on** Freedom of Expression; Digital Media Ethics; Civic Engagement; and Ethics and Popular Culture
- **Addressing Problems in Context courses on** Social Influence; Broadcast Meteorology; Health Communication; Environmental Communication; Crisis Communication; and Strategic Communication Management
- **Analysis of Communication Practice courses on** Communicating Science; Rhetoric and Sport; Family Communication; Media, Communication, and Technoculture; and Sustainability and Communication
This year, we taught nine sections of our two-semester capstone course with tremendous success. We continued our highly competitive capstone selection process, in which rising seniors received section descriptions and applied to their desired capstone selection(s). Capstone faculty then reviewed applications, rank ordered students for their course, and met as a group to “draft” students into their specific sections. In this process, students were evaluated based on their experience and background with the subject matter of the course, internships, related work experience, volunteer work, and academic performance. Although all eligible students were placed in a capstone course, this competitive process rewards our most accomplished students who participate in curricular and co-curricular work. Students dissatisfied with their capstone placement were encouraged to wait list their preferred classes.

Capstone topics for Fall 2018 included the Leadership Labyrinth; Strategic Communication Campaigns; Narrative, Identity and Relationships; Narrative and Public Memory; The Body in the Digital Age; and Communication and 2018 Midterm Elections. This year for the second time, we offered a semester-long study abroad capstone option, in which students studied intercultural communication and culture in Florence, Italy, for the fall semester and then returned to Charleston in the spring semester to complete their research projects.

Contributions to Other Units
While we have the second highest number of majors in the Humanities and Social Sciences and are one of the top five majors at the College, the Department of Communication continues to play a significant role in supporting our liberal arts mission by contributing to general education offerings for our students and in special curricular initiatives.

- **Honors:** We contributed to the honors program this academic year through the supervision of multiple Bachelor’s Essay and Independent Study projects.

- **First Year Experience and Learning Communities:** Communication faculty members contributed multiple courses for the First Year Experience and Learning Community program this year, including learning communities and first year seminar courses. We anticipate continued contributions in this area as several faculty are already assigned to FYE/LC courses for fall and spring of AY 2019-2020.

- **REACH:** Our department actively supports students in the REACH program every year, with several faculty members teaching REACH students in different courses this academic year.

- **Public Health:** Health Communication is a required course in the public health curriculum, and the Department of Communication offered five sections of this course during AY 2018-2019.
Distance Education

Departmental faculty taught more Communication courses online during the 2018-2019 academic year than in any previous year. Undergraduate offerings included five courses in the fall semester, five in the spring semester, and ten courses during the summer 2019 terms. Our internship course continues as an online class, encouraging discussion regarding their internship experiences between students at different internship sites. Additionally, our graduate program has shifted to a primarily online format, and all seven graduate courses offered this year were in an online seven-week format. Please see the MCOM annual report for details about our graduate program transition. Communication faculty also provided online coursework in the Applied Communication concentration for the Bachelor of Professional Studies program.

Contributions to Unique Curricular Initiatives

The Department of Communication offers a wide variety of options for students to participate in interdisciplinarity, internationalization/globalization, personalized education, and high impact student experiences. Examples include internships, study abroad, departmental spring break and Maymester trips.

Internships

Students are not required to complete internships to graduate with a Communication major, however they are strongly encouraged by advisors and faculty members to have at least one internship experience, if not more, before they graduate. A total of 37 students completed internships for COMM credit located both in and outside the state of South Carolina. Companies represented in our internship list this year include, but are not limited to:

- Lowcountry Orphan Relief
- College Of Charleston Athletics
- Pet Helpers
- College Media Network
- Leukemia and Lymphoma Society
- College of Charleston Office of Alumni Affairs
- Rawle Murdy
- College of Charleston Admissions
- Office of Sustainability
- Motion Picture Association Of America
- Polished Pig Media
- NFL Films
- The Keynote Group
- DIG South
- MUSC
- Little Dog Agency
- Regan Communications Group
- Rawle Murdy
- National Crime Victims Research and Treatment Center, MUSC Department of Psychiatry and Behavioral Sciences
- Oblique Magazine
- Charleston Promise Neighborhood
- Brunet Garcia
- Smith and Company
- Girl Scouts of America Eastern South Carolina Office
- VeraSolve
- Republican National Committee
- Grey Ghost Bakery
- Charleston City Paper
- CARAVAN Wellness
- Segra
- Charleston Radio Group

In addition to for-credit internships, many students completed not-for-credit internships with companies in South Carolina and across the nation. A departmental poll sent to all students in
senior-level courses yielded responses from students who reported many varied internship experiences. Most indicated they had completed just one internship, but many had two or three intern opportunities prior to their senior year.

**Martin Scholars**

Tom Martin, executive-in-Residence in the Department, and his wife, Wanda, created the Martin Scholars Program in spring 2016. The program develops a select group of senior communication majors through a combination of exposure to effective communication leaders who serve as mentors and teachers, networking opportunities with Communication alumni and the Department of Communication Advisory Council members, and experiential learning.

Tom Martin’s top priorities are improving students’ writing skills and decision-making skills so that they are ready to navigate the real world strategically, ethically and credibly. He also encourages students to focus on giving back. In addition to creating the Martin Scholars program, Martin also leads a spring break networking trip for students to Washington, D.C. and New York City (see below). He and Wanda, who serves as a literacy tutor with the Reading Partners at James Simons Elementary, are leading by example. The Martins believe that one of the most important forces shaping a progressive society is the mentoring of future generations by parents, teachers, coaches, employers and others who encourage and inspire great things.

This year, the third class of Martin Scholars got to know each other in September 2018 during a weekend retreat, developed relationships with their local mentors, and visited many companies and firms employing communication professionals, including Byrdhouse PR, Boeing, Blackbaud, and Rawle Murdy, among others.

The fourth class of Martin Scholars was selected during the spring 2019 semester and have many activities planned for the upcoming year. Although previous Martin Scholar groups have been limited in size to 10 students, the 2019-20 class has increased to 12 scholars. For the first time, this opportunity will be offered in the upcoming academic year as a problem-based learning course, providing an academic foundation in combination with the practical experiences, along with three credit hours per semester.

**Spring Break and Maymester Trips**

The Department hosts an annual Spring Break Trip for students to visit and connect with industry leaders in New York and DC. This weeklong experience, led by Tom Martin, is designed to enhance student understanding of the communication profession by offering a series of tours, presentations and networking events in the Washington, DC and New York markets.

Thanks to members of our Advisory Council and our alumni, this year’s trip included a visit to the National Governor’s Association, FleishmanHillard, Russell Reynolds Associates, Brunswick Group, Ketchum, and Representative Joe Cunningham’s office in Washington DC. In New York, the group visited Fox Business News, Landor, Bloomberg, Thomson Reuters, Integral Communications, Hot Paper Lantern, and Peppercomm.
Students’ takeaways from the trip showcase the appreciation they have for the Department putting together this trip. Following the trip, we ask students to rate each of the business visits. Here is a selection of the feedback we received about this year’s spring break trip from the students who participated in it:

“It was such a unique experience that I will reflect on for weeks to come. All of the sites were eye opening and informative, showing me how much opportunity there is in this field. I never knew there could be so many paths for me to take. I never would have thought I’d consider starting a career in New York, but because of this trip I am excited by the idea!”

“It was truly a life changing experience and I feel so grateful to have gone on this trip. I appreciate everything you do for students and alumni. I know that this trip inspired me to reach my career goals, even if that means having to take a leap and go for what seems impossible.”

**Study Abroad**

The department offered just one study abroad trip this year. During the 2018 fall semester, Drs. Celeste Lacroix and Robert Westerfelhaus took 25 undergraduate students to Florence, Italy. Four communication classes were offered, including two sustainability-related courses that tied into the College’s QEP theme for 2018-19, Sustainability and Social Justice.
Highlights from Florence:

- weekend trip to Turin to attend the biennial Terra Madre conference, which draws sustainable food producers and other related exhibitors from around the world;
- cheese tasting and a visit to small family-owned chocolate factory in Scandicci (a town near Florence);
- private walking tour of the historic district;
- private gelato-making lesson by a world-renowned artisanal gelato maestro;
- private basket weaving class at a traditional Tuscan farm;
- tours and tastings at Tuscan wineries;
- tour of a factory specializing in producing pasta made from heritage grains;
- truffle hunting expedition and then dinner with the Savini family of Montanelli;
- visit to saffron farm;
- visit to Florence Mercato Centrale, the city's premier food market;
- visit to town of Prato to explore its culinary culture ad history;
- visit to Officina Profumo-Farmaceutica di Santa Maria Novella, one of the world's oldest pharmacies;
- visits to Ospedale degli Innocenti, Palazzo Medici-Ricardo, Palazzo Strozzi, Salvatore Ferragamo, and other museums;
- visits to the Baptistery, the Duomo, Santa Maria Novella, the Spanish Chapel, and other churches;
- visits to various other culturally significant places.

These and other culturally immersive activities enriched students’ understanding of material covered in course textbooks, in-class discussions, and lectures. In addition, they helped expand students’ site-specific intercultural knowledge in other ways as well. Whenever possible, the professors invited locals to share their indigenous experience and knowledge with the students.

CHANGES IN ENROLLMENT AND WORKLOAD

Enrollment Trends

The number of students majoring in Communication was 590 at the end of the Spring 2019 semester. This represents an increase from previous years, as Spring 2018 had 543 majors and Spring 2016 had 522 Communication majors. Additionally, we had 65 students minoring in Communication (compared to 70 in 2018 and 73 in 2017). This year, we graduated 108 undergraduate students and 5 graduate students during the May commencement ceremonies. The average class size is 24.1 with 72.5% of student credit hours offered by roster faculty, 18% offered by highly qualified adjuncts and 9.4% offered by teaching assistants supervised by roster faculty. The only courses in the department taught by graduate teaching assistants are one-hour discussion sections for COMM 214, and this is the last year for these discussion sessions, since the faculty voted to remove them from the curriculum starting in Fall 2019.

The department again experienced a slight increase in number of majors during 2018-2019, and signs point toward this number increasing yet again in 2019-2020. We continue to fill sections...
of our introductory writing and speaking course and our capstone course to their seating capacities, and additional sections have been added as space and faculty availability allows.

Assessment
The Department of Communication faculty made programmatic changes to our assessment process this year. Previously, assessment efforts examined how well individual courses met their own learning objectives. Beginning this year and going forward, assessment efforts will examine the course sequences at the beginning and end of the major to determine student proficiency with the learning objectives for the entire major rather than for individual courses.

COMM 281, the second of the introductory two-semester sequence, and COMM 481, the final course concluding the capstone experience, were selected as the focus for our assessment efforts. Data collected from students in these courses focused on the department’s four learning objectives: that students will be able to speak eloquently, write beautifully, research effectively, and think critically. Common test questions and rubrics evaluating students’ demonstrated mastery for each of the learning objectives were included in the data collection.

Results indicated that students generally demonstrated intellectual understanding of eloquent speaking. Their performance level for speaking eloquently was acceptable, but not consistent. Additionally, senior level students in COMM 481 demonstrated higher levels of eloquent speaking compared to sophomore level students in COMM 281. In the aggregate, the learning objectives focused on writing beautifully, researching effectively, and thinking critically followed the same pattern. Students demonstrated an intellectual understanding of what is required to achieve the stated learning objective. However, their assessed level of proficiency in performing the learning objective was lower than expected, as was their demonstrated proficiency comparing COMM 281 to COMM 481.

This year’s assessment data was used to set benchmarks for future assessment cycles. Also During the next assessment cycle, methods of data collection will be revised to address several issues experienced in this academic year.

Faculty Teaching Awards
We are fortunate to have many gifted teachers in our department, but this year ended our College-wide award winning streak in the teaching categories. We figured it was time to give some of the other departments a shot at winning for once.

Within the department, undergraduate communication students awarded Dr. Jenna Abetz with the Distinguished Faculty Member of the Year for 2018-2019. Some of the seniors who voted for her said things like:

• “She is by far one of the most authentic wonderful professors I have ever had. She inspires me to be a better student.”
“She is so passionate about what she teaches. She's so invested in each of her students.”

“She is the only class that I attended every single day just because I love her teaching.”

Dr. Amanda Ruth-McSwain was recognized by the graduate students as the **Outstanding Faculty Member of the Year** for 2018-2019. Additionally, for the third year in a row, Dr. Lattimore-Volkmann was recognized by the Department as the **Outstanding Adjunct of the Year** for her accomplishments in teaching and service to the department.

**Diversity**

The Department of Communication currently has 19 tenured or tenure track faculty: eleven white females, six white males and two non-resident males. Two additional faculty members will be joining our department for the 2019-2020 academic year; one white female and one non-resident female. We continue to make every effort to increase diversity in our applicant pools for our searches to create a stronger and more diverse department.

**MASTER OF ARTS IN COMMUNICATION (MCOM)**

The **Master of Arts in Communication** has completed its first year as a fully online program. Students in the program now have more flexibility to achieve this degree while located remotely, whether within South Carolina or even further away. Full-time students can complete this advanced degree in one year, including the summer term. Part-time students can complete the degree in two years. Please see the separate MCOM annual report for more detailed information on the program’s unique journey through its continued transition during the 2018-2019 academic year.

**FACULTY ACCOMPLISHMENTS IN RESEARCH AND PROFESSIONAL DEVELOPMENT**

This year, departmental faculty published one scholarly book, six new articles in peer reviewed journals, and nine additional popular articles, book chapters, invited publications, or reviews. A selection of this activity includes:

- Drs. Jenna Abetz and Beth Goodier published a chapter titled “Mentoring Millenial Faculty: A Duothnography of Intergenerational Academics.”
- Dr. Doug Ferguson published an article on “Assessing the diffusion of drones in local television news.”
- Dr. Beth Goodier published a chapter on “Communication and Teamwork Training in Obstetrics and Gynecology.”
- Dr. Ryan Milner published a chapter titled “Ghosts in the machines: How centuries of technological play with death has helped make sense of life.”
- Dr. David Parisi published an article on “Tactile temporalities: The impossible promise of increasing efficiency and eliminating delay through haptic media.”
• Dr. Beth Sundstrom published articles in *Culture, Health, and Sexuality* and *Journal of Health Communication*.
• Dr. Robert Westerfelhaus published an article on “Structuration Theory and the Process of Managerial Decision-Making Regarding Popular Management Theories.”

Thirty presentations were made by Communication faculty members at regional, national, and international conferences. Additionally, multiple faculty members serve as reviewers for peer reviewed journal publications and conferences and are active in the discipline (see FAS report and appendix for summary data).

**Awards**
Dr. Beth Goodier received the John I. Sisco Career Excellence in Teaching from the Southern States Communication Association. This award honors SSCA members who have consistently demonstrated excellence in teaching communication throughout their academic careers.

**SERVICE CONTRIBUTIONS**
Communication faculty are involved in service at all levels at the College, as well as within our discipline. A selection of our activity follows:

**Service to the College**
- Dr. Jenna Abetz: Institutional Review Board member
- Dr. Vince Benigni: Appointed by the President as Faculty Athletics Representative, member of the Athletics Compliance Oversight Committee, and liaison with the Colonial Athletic Association
- Dr. Julie Davis: First Year Experience Committee member
- Dr. Doug Ferguson: Faculty Coordinator for eLearning and Distance Education
- Dr. Merissa Ferrara: Committee on Nominations and Elections
- Dr. Beth Goodier: Member of the IT Advisory Group and member of the Library Committee
Dr. Celeste Lacroix: Member of the Scholarship Committee for the Office of International Education
Dr. Michael Lee: Member of the FAM By-laws Committee
Dr. Namjin Lee: Faculty Senator
Dr. Deb McGee: Speaking Lab Director and chair of the Assessment and Institutional Effectiveness Committee
Dr. Amanda Ruth-McSwain: Director of the Bully Pulpit Series

Service to the Community (Professional in Nature)
Dr. Deb McGee: St. Benedict’s Catholic Church, Lector
Dr. Elena Strauman: Speak Up For Horses, Communication Consultant
Dr. Beth Sundstrom: South Carolina Cervical Cancer Awareness Initiative, Advisory Board Member
Dr. Robert Westerfelhaus: Oratorical Festival Judge

Service to the Profession
Dr. Vince L. Benigni: Association for Education in Journalism and Mass Communication, Conference Reviewer
Dr. Beth Goodier: Member of the Publications Committee for Southern States Communication Association
Dr. Jenifer Kopfman: Manuscript reviewer for the Southern States Communication Association Undergraduate Honors Conference
Dr. Celeste C. Lacroix: Voices of Diversity Division, Eastern Communication Association, Conference Reviewer
Dr. David Parisi: Critical Studies in Mediated Communication Advisory Board Member
Beth L. Sundstrom: South Carolina Coalition for Healthy Families, Board Member, and Charleston Birth Place, Foundation Board Member
Dr. Robert G. Westerfelhaus: Past President of the Carolinas Communication Association

ACCOMPLISHMENTS OF STUDENTS AND NEW ALUMNI
The communication major was the third largest for the Class of 2019. A total of 108 students graduated with the communication major in May 2019.

Some of our student accomplishments from the 2018-19 academic year include:

- **Velvett Simmons (2019) (pictured right)** interned for the College’s Office of Alumni Affairs. There she assisted in managing the Alumni Association’s four social media channels: Facebook, Instagram, LinkedIn, and Twitter.
- **Madeline Reagor (2019)** and **Taylor Foley (2019)** (*pictured below*) co-hosted CSN (Charleston Sports Network) Weekly, the online CofC Athletics show that features commentary and highlights from recent CofC games. Madeline and Taylor wrote the scripts, received and selected the footage from the CofC games, and filmed and edited their on-air segments to deliver the final product on Wednesdays.

- **Coleman Ott (2019)**, double majoring in communication and arts management, was the interviewer, editor and director of a CisternYard Media production featuring Alfonso Brown, choir director at Mt Zion AME Church on Glebe Street. Two more COMM majors were also credited with work on this episode: Camera Operator **Eli Saliba (2020)** and Sound Technician **Suave Syragakis (2022)**, majoring in communication and theatre-performance. (*pictured right*)

- **Kylie Wehunt (2020)**, majoring in communication and minoring in marketing and spanish, won CofC Center for International Education’s contest for best video documenting a study abroad experience. Her video, “Trujillo through the Semester,” features her adventures in Trujillo, Spain in spring 2018, and her coursework included Spanish classes with CofC professors Dr. Ricard Viñas de Puig and Dr. Antonio Pérez Núñez. Kylie used a drone to shoot some amazing footage of the town. She wrote, “The beginning drone portion was filmed at a rock that the class liked to hang out at after class, we even played the ukulele there with our professors! Fun fact: that rock is right outside the castle where part of *Game of Thrones* was filmed. The drone that I used is called the DJI Spark which I brought abroad with me. I definitely recommend it for anyone into drones and traveling because it’s a smaller drone but still has amazing quality, and is super easy to operate.” She further adds, “While I didn’t take any actual COMM classes abroad, I learned so much about communication in different cultures because of the amazing people I met abroad. Since going abroad, I feel so much better about communicating with people that I might not have felt comfortable with before.”
• **Hannah Broder (2019)**, majoring in communication and minoring in astronomy, photographed Interim CofC President Stephen “Oz” Osborne for a feature in the November issue of the Yard Magazine. She was on assignment with the [CisternYard Media](https://www.cisternyardmedia.com). *(pictured right)*

• **Jesse Kunze (2019)**, majoring in communication and minoring in creative writing and film studies, worked as an audio visual event support technician for the College. One event he worked with he served as the audio support (set-up and monitoring the microphones and speakers) for the [Celebration of Endowment Fund Donors event](https://www.brookhaven.org) in the Cato Center for the Arts.

• **Kelsey Baum (2019)**, a Martin Scholar, published "How Students Communicate With Laptop Stickers," in *The College Today*.

• **Hannah Bain (2020) and Kelsey Baum (2019)** were contributors for [Her Campus-CofC](http://www.herCampus.com). An example of their work is “4 Big Changes in My Life Since College Started”, by Hannah, and “How to Motivate Yourself When You’re Stuck in a Rut”, by Kelsey.

• **Amanda Spiwak (2020) (pictured right)** was a governmental affairs intern for the [MPAA (Motion Picture Association of America)](https://www.mpaa.org) in Washington, DC. Most of Amanda’s internship duties required attending all the MPAA events such as a seminar “about the future of privacy laws, copyright laws, and free speech arguments in tech” and an event for creative future.

• **Christi Woodson (2019)** was named the Colonial Athletic Association (CAA) Singles Player of the Week for competition between February 20-27, 2019 after a 2-0 weekend in the number one singles spot.
• **Billie Powell (2019)** worked with the TODAY Show’s Charleston production (*pictured right*). Billie was a runner for the TODAY show at Waterfront Park over a weekend production. She had a real hands-on experience and shared that it was a fun learning opportunity. Billie was up early working with the production crew, and added that the 4am Friday morning start was worthwhile to get sunrise photos like those pictured at right!

• **Dustin Hacker (2019)**, double majoring in communication and spanish and minoring in linguistics, presented his communication capstone research project at the William V. Moore Conference. He won the “Second Best Paper Award” for his paper titled “Messaging over Money: An Exploration of the Effects of Political Messages about Rejecting PAC Money on Young Voters”.

• **Missy McConnell (2019)**, majoring in communication, traveled with fellow CofC students in the NASA Space Mission Design class to Huntsville, Alabama, to present on the subject of science enhancement objectives for an Enceladus orbiter. The students delivered their presentations to a review board of 10-12 professional scientists and engineers from NASA, the University of Alabama in Huntsville, USRA, Boeing, Lockheed-Martin, the US Army and/or other space-related institutions.

**CURRICULAR DEVELOPMENT AND CHANGE**

The major in Communication changed from 39 credit hours to 37 credit hours. Departmental faculty voted to eliminate discussion sections from COMM 214 as well as remove a significant group project from COMM 215 in order to change these courses from 4-credit to 3-credit classes. Otherwise, the curriculum to complete this undergraduate major remains the same.

At the graduate level, we began teaching all courses in the new online, compressed-schedule format. With this curriculum, the Master of Arts in Communication program is better positioned to serve a regional audience of new and mid-career professionals looking for advanced education and training in communication. Not only does this program provide a unique online option for graduate education in communication in the state of South Carolina, it will be the first communication program in the region to offer a 12-month degree completion option.