

NEW, REVISED, OR DELETED PROGRAM COVER SHEET
2001-2002
University Curriculum Committee
Undergraduate Programs (Majors, Minors, Sequences)

DEPARTMENT _____ Communication _____ DATE _____ 11/22/02 _____

A. **Proposed Action:** (more than one item may be checked if a revision).

- X** New Major CIPS CODE 09.0401 (obtain from Planning, Policy Studies and Info Systems)
- _____ New Minor CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems)
- _____ New Sequence
- _____ Change in requirements for major
- _____ Change in requirements for minor
- _____ Change in requirements for sequence
- _____ Other program revisions
- _____ More than 50% of courses in this program are distance education.
- _____ Program deletion

B. **Summary of proposed action** (see Part A), including title and exact *Undergraduate Catalog* copy for a new or altered program. (See *Catalog* and Program Checklist for format and examples.) Provide a summary of the revisions in addition to the exact current *Catalog* copy.

Creation of a new Major in Journalism with 3 sequences in: Broadcast Journalism, News Editorial, and Visual Communication. Complete catalog copy follows.

C. **Routing and action summary:**

1. _____ Department Curriculum Committee Chair	_____ Date Approved	4. _____ College Dean	_____ Date Approved
2. _____ Department Chair	_____ Date Approved	5. _____ Teacher Education Council Chair if appropriate (10 copies to the Dean of the College of Education)	_____ Date Approved
3. _____ College Committee Chair	_____ Date Approved	6. _____ University Curriculum Committee Chair (8 copies to the Undergraduate Studies)	_____ Date Approved

Submit 20 copies of **NEW** Undergraduate proposals to University Curriculum Committee

Submit 8 copies of **REVISED** Undergraduate proposals to University Curriculum Committee

All new and deleted programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate. **The Senate rules mandate electronic submission (in MS Word or HTML format) of all materials for Web site posting.**

Undergraduate Catalog Entry

Journalism Program

Degrees Offered: B.A., B.S.

Major in Journalism

Students majoring in journalism select one of three sequences in addition to a core of basic courses. Core courses give students grounding in theory, research and legal and ethical issues confronting practitioners in mass media.

- 39 hours required
- Required courses: COM 111, 160, 161, 260 or 360, 297, 361, 367
- A minimum of 24 senior hours including at least 12 hours at the 300 level (excluding 398)
- Journalism majors must complete a minor or second major in a department other than Communication.
- Sequences: Journalism majors must complete 18 hours in one of the following sequences:

Broadcast Journalism: The Broadcast Journalism Sequence offers courses in television reporting, management and announcing.

- COM 167, 257, 267, 271 or 364 required plus six hours of communication electives.

News Editorial: The News Editorial Sequence offers courses in news reporting, editing and advanced news writing.

- COM 165, 166, 265, 385 required plus six hours of communication electives.

Visual Communication: The Visual Communication Sequence offers courses in photography, graphics, design and production for print and online media.

- COM 165 or 167, 241, 269 or 362, 365, 366 required plus three hours of communication electives.

Proposal for Journalism Major at Illinois State University

In its investigation of the proposed program or program changes the college subcommittee will consider:

(1) New major or new minor

(a) Does the new program fit into the goals of the department and the College? Was the new program recommended by the Program Review or does it complement recommendations made in the Program Review?

The Department of Communication has offered courses in journalism for years. In fact, courses needed to establish the journalism major exist and are currently being taught. In essence, the Journalism major program is already in place. The department currently has a Mass Communication major with 6 concentrations. This proposal incorporates three of those concentrations into a journalism major. The radio and TV production concentrations would remain as sequences in the Mass Communication degree. This division into two distinct majors would better identify to students, to the university and to those outside the university exactly what the department does. Given the competition for jobs in the industry, it would also be an advantage for students entering the job market to be armed with a degree in their area of specialization (journalism or radio/TV production).

One goal in establishing the major would be to work towards AEJMC (Association for Education in Journalism and Mass Communication) accreditation. There are numerous advantages to accreditation. The degree would attract a greater number of quality students to the program. There is a strong sense in the department among recruitment personnel that some high school students who have considered ISU may go elsewhere because we do not have an accredited Journalism program. Attracting these students would benefit not only the department but the college and university as well. Another advantage would be to better prepare students for the job market. For potential employers, a degree from an accredited journalism program often carries more weight than one not accredited. In addition, some of the more prestigious awards and competitions in broadcast journalism are open only to students from accredited programs. The opportunity to participate in these competitions would enrich students' academic experience as well as help them enter the job market. Finally, to offer an accredited program would serve to enhance the department's and university's image in the workplace as well as the academic community.

While the 2002 Program Review does not call for a journalism major, the proposal would address a number of the findings reported by the committee. A major concern would be the relatively low level of students' satisfaction with employment prospects upon graduation (38% reported they were satisfied). The implementation of a journalism program, complete with skills development, internships, and faculty guidance, would help graduates prepare and compete for more fulfilling job opportunities. In addition, other areas of expressed dissatisfaction such as the development of technological skills and the assemblage of a portfolio (only about half of all graduates were satisfied with these two areas) would also seem to benefit from the emphasis accompanying a declared major.

(b) Has the need and/or the Strategic Plan been sufficiently demonstrated, documented, and justified?

In many respects journalism training reflects the best of a liberal arts education. It attempts to teach students to be effective writers, visually aware communicators, critical thinkers and responsible citizens. Students who possess these skills are attractive to employers far beyond the traditional boundaries of journalism. In addition, the job market for journalists remains vibrant. In 2000 the mean number of jobs offered to journalism and mass communication students was 2.3, the highest level since 1988.^[1] According to Becker, most journalism and mass communication graduates go into newspapers (13.2%) or radio and television (16.3%). Another 5.2% take print-related jobs in the magazine, trade or newsletter fields.

Nationally, the outlook for jobs in journalism appears positive. The U.S. Department of Labor, Bureau of Labor Statistics, predicts that jobs for writers and editors will increase faster (21-35% increase) than the national average through the year 2010. Increases were also forecast for graphic designers (21-35%), reporters and correspondents (3-9%), photographers (10-20%) and desktop publishers (+36%).^[2] Similar forecasts were made for Illinois with the demand for writers and editors expected to increase by 30.4% by 2008. Projected increases for photographers (16.8%) and graphic designers (27.7%) bode well for the field and are also above the state average (12.7%).^[3]

The demand in the two areas that are expected to grow fastest, desktop publishing and graphics design, would be addressed by the visual communication sequence. According to the U.S. Department of Labor, the need for graphic designers is expected to be driven by the "rapidly increasing demand for Web-based graphics." The demand for desktop publishing has been driven by the emergence of computer and publishing software in the mid-1980s and the more recent proliferation of design desks at newspapers nationwide. According to Steve Dorsey, a designer at the *Detroit Free Press*, news design is in great demand currently with literally hundreds of design positions open at papers around the country.^[4] As more people gain desktop publishing experience, the competition for jobs is expected to increase, the advantage going to those who have completed postsecondary programs in desktop publishing or graphic design. According to the Department of Labor "employers prefer graduates of these programs because the comprehensive training they receive helps them learn the page layout process and adapt more quickly to new software and techniques."^[5] Another trend positively affecting the demand for graphic designers has been the movement of many print media to establish an online presence. Most magazines and newspapers now have online Websites and the demand for graduates who are not only journalists but also adept at online publication is increasing rapidly.

This increased demand in the marketplace is reflected in college and university enrollments in undergraduate journalism and mass communication programs. In 2000 enrollments were up by 12% over the previous year as the number of students enrolled in journalism and mass communication programs was the largest ever. This trend is expected to continue to grow as significant increases were reported across

all four years of study (freshman thru senior).^[6] A projected enrollment schedule for the new journalism program can be seen in Table 1.

(c) How does the proposed program compare with those offered at other comparable universities in the state?

There are six journalism programs in the state that are accredited by the Association for Education in Journalism and Mass Communication. Typically these programs require students to take a core of courses before splitting off into an area of specialization. These core courses typically consist of some combination of media law, theory, writing, ethics, history and management. Students in the journalism program at the University of Illinois can take one of two tracks, news-editorial sequence or a broadcasting sequence, which includes one course in each of the following— TV writing, production and editing. Southern Illinois University at Edwardsville is oriented toward broadcast production with students required to take audio and video production as basic core requirements. The program at Northwestern University is writing intensive and students can select from a series of courses in newspaper, magazine or television reporting and editing.

Northern Illinois University and Eastern Illinois University have similar programs in that students are able to select from a broad range of journalism courses to take. For example, at Eastern, after completing core requirements, students can select up to 16 hours from a block of some 20 courses. The program at NIU is somewhat more structured in that students select one course from each of five blocks of courses after completing the core requirements. The journalism program at Southern Illinois University at Carbondale offers specializations in news-editorial as well as photojournalism.

The major proposed for Illinois State University would be similar to these programs in that all students would have to take a basic core of courses in addition to selective courses in their areas of specialty. The major proposed for ISU would differ from these other programs in two ways. First, there would be a major emphasis on theory and research. In the core groups of courses students would be required to take courses in general communication theory, mass media theory and research methods. These courses provide students with a broad understanding of the discipline and profession. This understanding becomes increasingly more important as technologies advance and communication becomes evermore global. A second major difference, and perhaps a primary one, would be the visual communication sequence. In visual communication students would take courses in photography, graphics, publication layout and design, and Web production and design. This area has come to the forefront recently with the emergence of desktop publishing in the print industry and phenomenal growth of the Internet. By offering this as an area of specialization the department would be preparing students to enter the job market armed with skills in high demand.

(d) Would the program gain accreditation if such is desirable?

It would seem that the program would have an excellent chance of gaining accreditation. The only specific requirement from the AEJMC accrediting committee is in the curriculum area that student take at least 80 out of 120 required hours outside the department. The proposal outlined here requires students take 39 hours within the department, so it would fit within those guidelines. The expectations for other areas such as the budget (adequate to carry out the mission of the program), faculty (with full-time responsibility for teaching, research and service), internships (that they be encouraged and monitored) and equipment (sufficient quantity and quality to carry out the department's educational objectives) are currently in place. The costs of accreditation include a \$1,000 application fee and annual dues of \$650. Site visits are required every six years. The costs of these are born by the university/department and can range from \$4,000 to \$6,000.

In terms of facilities the department maintains two reporting and graphics labs, which offer Internet access, CD-ROM capability and access to a variety of presentation and graphics software. The department also houses a student-run radio station that operates under the supervision of a faculty supervisor and TV-10 News, a student centered news program, that provides hands-on training in broadcast journalism and production. TV-10 students consistently win statewide Illinois News Broadcasters Association awards and scholarships, regional and national Society of Professional Journalists awards and Central Illinois Media Communications Association. Many communication students gain experience in print journalism working at *The Daily Vidette*, a 10,000-circulation independent student newspaper founded at ISU in 1888 and published five-days a week. The department maintains a close relationship with the *Vidette* management.

(e) If a NEPR proposal, is it written in a manner that would provide a reasonable prospect of approval?

- (1) Are any requests for new faculty or staff personnel adequately justified?
- (2) Are any requests of funds for additional equipment or library materials reasonable and justified?

All coursework and necessary support is currently in place. There are no requests for additional faculty, staff or funding for equipment or library materials.

(f) If the program is approved without new funding, could the program be instituted without detriment to other programs in the Department? What level of funding would be necessary to prevent detrimental effects on other programs?

Yes. It would require no additional funding to the detriment to other programs within the department. The coursework is currently being offered.

(g) How would the new program, given sufficient funding, affect the other programs in the department?

Since the program is basically already in place, there would be little effect on other programs in the department. The Mass Communications major would now concentrate on two broadcast production sequences and a new sequence in Interactive Media that would

address the demand created by emerging technologies in audio-video media.

(h) What would be the possible effects on other departments within the College? Outside the College?

The effects on other departments within and outside the college would be minimal since the courses proposed for the major are already offered within the department.

(i) Describe the program's assessment plan.

The objective of the journalism program is to prepare graduates to practice in the journalism profession upon graduation from the university. In the broadcast and print journalism sequences students would be expected to demonstrate effective news gathering, reporting and editing skills. In the visual communication sequence students will demonstrate effective, basic photojournalism skills, including camera usage, developing and printing film, as well as basic design and production skills for both print and the Internet utilizing industry standard software.

All journalism majors will develop an understanding of the legal system as it relates to the mass media. This would include an understanding of the rights guaranteed to the media as well as controls on the media exercised by governmental bodies such as the FCC. Students will also develop an appreciation of ethical concerns routinely faced by media practitioners.

Journalism majors will develop an theoretical understanding of the content of the media and theories that predict mass media effects on society. In addition to becoming familiar with modern mass communication research, students will also gain an understanding of the relationship between theory and research by learning basic quantitative and qualitative research procedures.

In order to assess student learning in the appropriate area of journalism, a senior project consisting of student portfolios containing examples of the above skills will be provided during the student's final internship. A formal feedback mechanism consisting of an annual survey of senior students and alumni graduating 5 years previously is already in place. The results of this survey are passed on to the appropriate departmental committees to assess future curricular and student learning needs.

(j) Identify measures to be used to assess and improve student learning, curriculum, and instruction.

The journalism program is geared primarily to enhance student skills and knowledge to successfully find employment in the field. As mentioned above the department already has in place an annual survey of seniors and 5-year alumni that assesses such statistics as the number of graduates employed in the field, career advancements and graduates' satisfaction with the program. Additional information such as student retention, graduation rates, time-to-degree completion are supplied to the department on a regular basis by the university's Office of Planning and Institutional Research.

Table 1

Student Enrollment Projections for the New Program

	Budget Year	2nd Year	3rd Year	4th Year	5th Year
Number of Program Majors (Fall Headcount)	45	55	75	85	100
Annual Full-Time-Equivalent Majors	40	48	68	75	90
Annual Credit Hours in EXISTING Courses	600	720	1020	1125	1350
Annual Credit Hours in NEW Courses ¹	0	0	0	0	0
Annual Number of Degrees Awarded	0	10	20	25	30

¹Includes credit hours generated by both majors and non-majors in courses offered by the academic unit directly responsible for the proposed program.

Table 2

Total Resource Requirements for the New Program

		Budget Year	2nd Year	3rd Year	4th Year	5th year
1	Total Resource Requirements	\$192,324	\$192,324	\$192,324	\$192,324	\$192,324
2	Resources Available from Federal Sources	0	0	0	0	0
3	Resources Available from Other Non-State Resources	0	0	0	0	0
4	Existing State Resources	0	\$192,324	\$192,324	\$192,324	\$192,324

5	State Resources Available through Internal Reallocation	\$192,324	0	0	0	0
6	New State Resources Required (Line 1 Minus the sum of lines 2 through 5)	0	0	0	0	0
	Breakdown of New State Resources Required for Budget Year:					
7	F.T.E. Staff	0	--	--	--	--
8	Equipment and Instructional Materials	0	--	--	--	--
9	Library	0	--	--	--	--
10	Contractual Services	0	--	--	--	--
11	Other Support Services	0	--	--	--	--

Explanation of Table 2:

Please note that this new program is being developed out of existing sequences of study within an existing program. No new resources are required.

- At present the program requires 4.33 FTE faculty for classroom teaching. This includes 2 tenure-track faculty, 1 non-tenure track faculty and 1.33 administrative professional positions. The combined total, annual salary of these positions is \$181,266. This total is included in the amount entered on Line 5 for year 1 and line 4 for subsequent years.
- The operating budget for the Department of Communication during FY 02 was \$76,000 for 45 FTE faculty. The 4.33 FTE associated with the new program make up 9.6% of the total; the corresponding portion of the operations budget is \$7,296. This total is included in the amount entered on Line 5 for year 1 and Line 4 for subsequent years.
- The yearly operating budget for TV-10 is \$11,400. The portion of this devoted to the broadcast journalism sequence is 33%. The rest is allocated to the TV production sequence, which is part of the Mass Communication program. The portion of TV-10 allocated to the journalism major would therefore be \$3,762. This total is included in the amount entered on Line 5 for year 1 and Line 4 for subsequent years.

Curriculum for Proposed Journalism Major

Core courses for Journalism major (21 hrs.):

COM 111 Communication Theory
COM 160 Introduction to Mass Communication
COM 161 Writing for Media
COM 260 Cultural Criticism / COM 360 Mass Communication Theory
COM 297 Research Methods
COM 361 Regulation of the Communication Industry
COM 367 Ethical Problems in Communication

News Editorial (18 hrs.):

COM 165 Reporting I
COM 166 Copy Editing
COM 265 Reporting II
COM 385 Editorial and Feature Writing
Two electives (six hours)

Broadcast Journalism sequence (18 hrs.):

COM 167 Broadcast News I
COM 257 Broadcast Reporting
COM 267 Broadcast News II
COM 271 Broadcast Performance or COM 364 Broadcast Management
Two electives (six hours)

Visual Communication sequence (18 hrs.):

COM 165 Reporting I or COM 167 Broadcast News I
COM 241 Basic Photography
COM 362 Non-Broadcast Video or COM 269 Specialized Publications
COM 365 Graphic Communication I
COM 366 Graphic Communication II
One elective (3 hours)

Total 39 hours

[1] Becker, L.B., et al. (2001). *2000 Annual Survey of Journalism & Mass Communication Graduates*. Available online at www.grady.uga.edu/annualsurveys/

[2] *Occupational Outlook Handbook*, (2002). U.S. Department of Labor, Bureau of Labor Statistics. Available online at <http://stats.bls.gov/oco/home.htm>

[3] *Statewide Employment Projections*. (2002). Illinois Department of Employment Security. Available online at <http://lmi.ides.state.il.us/projections/statewideproj.htm>

[4] Pruzan, T. (2000, Jan./Feb.). Paper tigers. *Print*, 54(1), 68-72.

[5] *Occupational Outlook Handbook*, <http://www.bls.gov/oco/ocos276.htm#outlook>.

[6] Becker, L.B., Vlad, R., Huh, J. & Prine, J. (2001). Annual enrollment report number of students studying journalism and mass communication at all-time high. *Journalism & Mass Communication Educator*, 56(3), 28-60.