

MEMORANDUM

TO: Fort Wayne Senate

FROM: Talia Bugel, Chair
Curriculum Review Subcommittee

DATE: January 3, 2014

SUBJ: Concentration in Rhetoric/Public Advocacy; Concentration in Interpersonal/Organizational Communication; Concentration in Media and Culture; Concentration in Multimedia Newsgathering and Reporting.

The Curriculum Review Subcommittee met on November 6, 2013 to review the attached proposals for

- a) a Rhetoric/Public Advocacy Concentration;
- b) an Interpersonal/Organizational Communication Concentration;
- c) a Media and Culture Concentration; and
- d) a Multimedia Newsgathering and Reporting Concentration for the Bachelor of Arts in Communication curriculum.

The committee finds that the proposed concentrations require no Senate review.

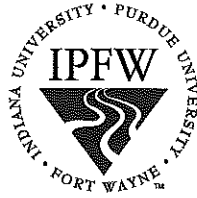
Approving:

Talia Bugel
Nancy Jackson
Rebecca Jensen
Myeong Hwan Kim
Susan Skekloff
Steve Sarratore (*ex officio*)

Not Approving

Absent

Ron Duchovic (Sabbatical leave)
Craig Hill (Sabbatical leave)



Prog # 24

COLLEGE OF ARTS AND SCIENCES
OFFICE OF THE DEAN

Date: May 10, 2013

To: Joseph Khamalah
Interim Assistant Vice Chancellor for Academic Programs

From: Carl N. Drummond, Dean

Subj: New COAS-Approved Communication Concentrations:

Rhetoric/Public Advocacy
Interpersonal/Organizational
Media and Culture
Multimedia Newsgathering and Reporting

The Curriculum Committee of the College of Arts and Sciences has reviewed and approved four new Concentrations in Communication at their March 25, 2013 meeting. Attached you will find documentation (hard copies and email copies being sent). Just to clarify, they will be eliminating COMI and COMM major codes and reassigning one major code with four concentrations.

These new Concentrations are being sent to you for the initiation of the remaining steps beyond the college level.

CND/kb

cc: COAS Curriculum Committee
Marcia Dixson, Chair, Department of Communication

Proposed BA in Communication

Core: (15 credit hours) (all 3.0 credits unless otherwise indicated)

COM 120 1.0

COM 308 1.0

COM 490 1.0

**COM 4XX Capstone

COM 1XX Intro to Communication - approved

COM 2XX Communication Theory - approved

COM 300

Media and Culture

COM 248

COM 250 (counted in general education)

COM 330

*COM 448

Choose 12 credits from at least two areas:

Globalization and Global Media: *COM 327, *COM 236,

*COM 475, **COM 4XX Media Globalization,

ILCS 1208 International Cinema

Media Criticism and Analysis: COM 140, *COM 329,

COM 338, COM 421, COM 422, *COM 463

Audiences and Emergent Media: *COM 236, *COM 443,

COM 422

Multimedia Newsgathering and Reporting

COM 250 (counted in general education)

COM 352

COM 140

**COM 3XX Digital Storytelling

JOUR J200

**COM 4XX Multimedia Design and Production

Choose six credits from:

*COM 358, **COM 3XX Interviewing for media production,

COM 332, JOUR J201, JOUR J210, JOUR J310, JOUR J315

Total credit hours for major: 36

**** New course - Form 40 and syllabus included**

***Purdue inventory course - Form 40 included**

Minor required

Choose one area of concentration (21 credit hours):

Rhetoric/Public Advocacy:

COM 210

COM 312

COM 316

COM 318

COM 401

Choose six credits from:

COM 140, *COM 236, COM 314, COM 338, COM 416, COM

422, *COM 463, COM 471, COM 491, COM 495, **COM 3XX

Health Communication, **COM 4XX Rhetoric of Popular

Culture

Interpersonal/Organizational

COM 212

COM 318

COM 320

COM 324

Choose nine credits from:

COM 303, COM 310, COM 325, *COM 372, COM 375, COM

410, COM 423, COM 471, COM 491, **COM 4XX Nonverbal

Current BAs in Communication

Core (15 hours) for both BAs in Communication (all 3.0 credits unless otherwise indicated)

COM 120 1.0
COM 308 1.0
COM 480 1.0
COM 212
COM 250
COM 300
COM 318

BA in Media and Public (18 hours)

COM 248
COM 330

Nine credits from:

303, 312, 314, 316, 325, 332, 338, 352, 421, 422, 471, 491

Three credits from:

507, 515, 516, 517, 518, 521, 522, 531, 557, 563

Minor required

BA in Interpersonal/Organizational (18 hours)

COM 320
COM 324

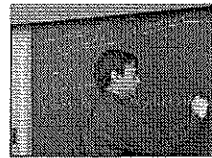
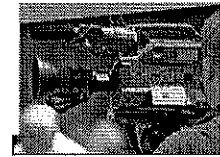
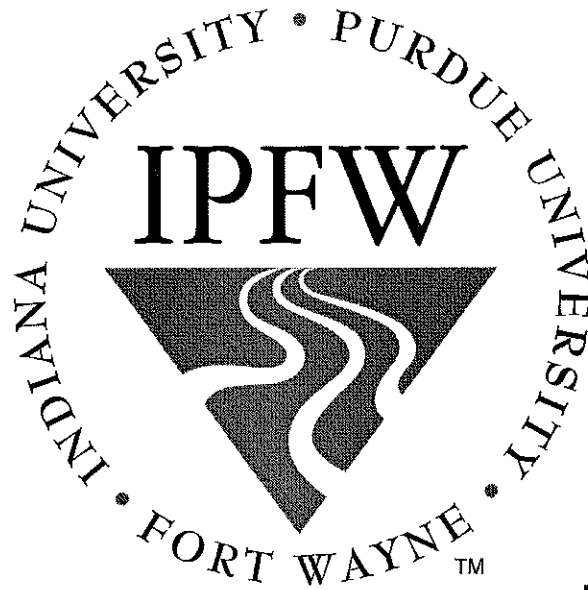
Nine credits from:

303, 310, 325, 410, 471, 491

Three credits from:

507, 508, 512, 516, 518, 520, 523, 525, 574

Total credit hours for major: 33



DEPARTMENT OF COMMUNICATION

CURRICULUM REVISION

2012-13

*Passed
3/25/13
CCMTG*

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DEPARTMENT OF COMMUNICATION

CURRICULUM REVISION PROPOSAL

University Mission Statement

IPFW's mission is to meet the higher education needs of northeast Indiana. We offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources.

University Vision Statement

IPFW will be a nationally recognized university, known for its regional impact and:

- the excellence, value, and accessibility of its academic programs.
- an exceptional environment for teaching, learning, and student achievement.
- the scholarly and creative accomplishments of its faculty, students, and staff.
- its contributions to the quality of life of the region.

Department of Communication Linkage to University Statements

The learning objectives set forth below support the University's Mission and Vision statements. The Department of Communication's desired outcomes seek to integrate foundational components of the liberal arts with applied knowledge of the discipline. As such, the curriculum is divided into four concentrations: Rhetoric and Public Advocacy, Interpersonal and Organizational Communication, Media and Culture, and Multimedia Newsgathering and Reporting.

Reasoning in Support of Curricular Decisions

The field of communication spans across a number of lines of theory, method, and topic areas. To remain competitive across peer institutions and in response to our external review, the Department of Communication at IPFW is revising its current two Bachelor of Arts majors in Communication—Media and Public and Communication and Interpersonal and Organizational—into one Bachelor of Arts in Communication with four areas of concentration. In so doing, we have revised the interpersonal/organizational major into one area of concentration and split the media and public into two areas of concentration. Because we were asked to take the journalism program and create something less focused on traditional journalism and more focused on new

media, we developed a concentration in multimedia newsgathering and reporting. Peer institutions as well as those in our geographical area, as discussed below, have increased their offerings in key subfields and expanded their media curricula. This revision of our major allows us to compete in that market and to take advantage of existing faculty expertise and local resources.

Peer institutions as well as those in our geographical area, as discussed below, have increased their offerings in key subfields and expanded their media curricula. The external reviewers reported that the 33 credit hour major was “thin,” compared to other programs. The Department of Communication increased the number of credit hours in the major to between 36 and 39 in order to provide students with the depth and breadth needed to understand the field of communication and to apply their knowledge in their careers. A 39 credit hour major will allow students to graduate with 120 credit hours including general education, College of Arts and Sciences, major and minor requirements.

Core Curriculum. The revised curriculum will include a common core of courses (as the old COMI and COMM majors did), including Introduction to Communication, Communication Theory, Introduction to Research Methods in Communication, and Senior Portfolio, as well as a series of 1.0 credit hour in courses designed to introduce students to the discipline, the department and appropriate technology and to provide students with time to work on their portfolio and apply what they are learning to experiences outside the classroom. In a recent review of communication curricula, Bertelsen and Goodboy (2009) report that since 1999, introductory, theory, and method courses have increased in offerings across the field by 16.3%, 15.6%, and 33.8% respectively. The senior portfolio courses have already been established in the department. Area institutions to IPFW, including Ball State, Eastern Illinois, IUPUI, Illinois State, and Northern Iowa, all use one or more of the listed courses as a part of their core curriculum. On top of the core curriculum, the Department of Communication has established four concentration areas.

Rhetoric and Public Advocacy. The study of rhetoric and public advocacy is as old as the communication discipline itself, dating back to ancient Greece. In its contemporary form, a degree concentration in rhetoric and public advocacy provides students with foundations in argumentation, public deliberation, and civic engagement. Students will be well-equipped to perform and evaluate public argument and persuasion. Core courses in the major will be augmented with classes in argumentation, advanced presentational speaking, persuasion, and rhetorical criticism. Graduates of the program could seek careers in a number of fields, including law, nonprofit advocacy, or graduate school. In their review of communication curricula, Bertelsen and Goodboy (2009) argue that courses in rhetoric are “suitable for helping students improve their critical thinking, reasoning, or analytical abilities” (p. 269). In concluding their article, Bertelsen and Goodboy believe that “the need for careful analysis, clear reasoning, and critical evaluation seems likely to increase rather than abate. In that case, communication courses like Rhetorical Criticism and Argumentation and Analysis that help students develop these capabilities may experience a renaissance of sorts” (p. 271). IPFW seeks to be at the forefront of that trend. Finally, institutions in our region, including Ball State, Eastern Illinois, IUPUI, University of Northern Iowa, and Northern Illinois, all include coursework and/or majors in rhetorical theory and criticism.

Interpersonal and Organizational Communication. This concentration is designed to teach students to communicate effectively, appropriately and ethically across interpersonal, group, and organizational communication situations in their personal and professional lives and to evaluate these interactions for the organizations they serve. Interpersonal and Organizational Communication is a growing area of our field, from which our alumni may secure positions in a variety of sales and management areas. Growth in this area is seen in the Bertelsen and Goodboy (2009) study, which found the following increases in departments offering the following courses since a similar 1999 study: 29.8% in Intercultural Communication, 27.1% in Persuasion, 26.4% in Organizational Communication, 25.0% in Interpersonal Communication, 25% in Group Communication, and 25% in Gender Communication. Two courses not among the thirty listed in 1999 emerged in 2009: Nonverbal Communication and Conflict Communication (Bertelsen & Goodboy, 2009, p. 267), which will be included in the concentration. Ten of IPFW's eleven peer institutions offer coursework in this area, with eight of our peer institutions offering concentrations in this area.

Media and Culture. Knowledge of the history and practices of media, meaning-making, and media industries from local to global levels remain essential to an ever-changing and shifting job market. As MIT's website for Comparative Media Studies observes, this area of study trains "students for jobs that don't yet exist" (cms.mit.edu/aboutcms). By asking students to consider media within a variety of contexts, including professional as well as academic, this concentration builds upon specific skills in media analysis, media production, writing for mass media, public relations, new media, audience research, and other careers within the media industries. When paired with another minor, these skills can help build a flexible, proactive, and competitive set of understandings grounded within the liberal arts tradition. Other Midwestern peers such as Northern Illinois University and Eastern Illinois University offer a similar curriculum. Given the unpredictability of the media job market and the next generation of jobs demanding new skill sets, the critical perspective on media and culture resulting from this curriculum can help give students a competitive edge in the jobs that exist now, and help prepare students for new jobs requiring new understandings of media, culture, and audiences.

Multimedia Newsgathering and Reporting. As the 2009 external reviewers recommended, the MRS concentration integrates current journalism and multimedia production courses to prepare students for challenging and exciting positions in the converged newsrooms of the twenty-first century. The Department of Communication's Community Advisory Board, made up of industry professionals in northeast Indiana, is "thrilled" about the major, and board members said they would hire the department's multimedia newsgathering and reporting students. Journalism educators, professional journalists, news editors and news directors strongly recommend that programs provide students with a well-rounded education in the liberal arts and sciences, as well as classes that emphasize story telling for print and digital media (Regional meetings of the Society of Professional Journalists, April 2010 and April 2011). In a 2009 survey, the top skills and attributes print and broadcast companies reported as being required were: previous professional experience, strong writing, web/multimedia skills, communication skills, nonlinear editing, working under pressure/tight deadlines, and team player (Wenger & Owens, 2012). In a 2009 survey focusing on online journalism only, the top skills online

journalists reported as being needed were: news judgment, grammar and style, writing summary content for the Web, Web usability, Photoshop, and blogging tools (Du & Thornburg, 2011).

At some of the institutions in our region, trends in communication and mass communication departments indicate a move toward converged journalism (including Ball State and Butler). At other institutions, departments continue to offer separate concentrations or “elective areas” within journalism, such as writing/reporting, editing, design, broadcast news and new/emerging media (including Illinois State, Eastern Illinois University, IUPUI and Bowling Green State University). However, even in this second group of institutions, students are either required to take, or have the option to take, cross-platform courses, such as visual communication, media convergence, graphics, and multimedia journalism. A Knight Foundation study, conducted in 2012, found that journalists want more training in digital tools, such as multimedia and technology. Seventy-eight percent of the survey participants said technology training would offer “great” or “very great” benefits, while 77 percent said multimedia training would offer “great” or “very great” benefits. Moreover, 60 percent of the journalists report that their news organizations do not meet their training needs (Newton & McLellan, *Digital Training Comes of Age*, 2012).

Furthermore, the Department of Communication sought feedback from the Fort Wayne professional community to better assess curriculum development and how it addresses the needs of northeast Indiana. On November 7, 2012, the Department’s Community Outreach Committee held its biannual advisory board meeting. Attendees expressed enthusiasm for the progress the Department has accomplished in designing courses to meet professional demands. Based on the feedback that members of the board offered, the Department has:

- Addressed issues of communication law that are important for graduates joining a complex media environment.
- Enhanced organizational communication courses by addressing contextual work experience.
- Included a “systems thinking” focus that empower students with skills applicable to any type of organization.
- Focused on exposing students to understanding cultures relevant in an increasingly diverse environment.
- Incorporated course material to leverage student global awareness to meet the need to communicate with communities of various national backgrounds.

The Department of Communication has researched the viability of these four areas of concentrations with two audiences: new students via students in COM 114 (100 students responded) in Fall 2012 and current majors (66 of approximately 300 students responding) as of Fall 2012. Participants were asked to rank their agreement with Likert-type statements indicating their agreement on items designed to measure their interest in each of the communication concentrations (1 = *Strongly disagree*, 3 = *Neither agree nor disagree*, 5 = *Strongly agree*). The results of this research show that there is significant interest within the general student population surveyed in COM 114 for each of the concentrations. This was assessed by looking at the percent of students that scored a four (agreement) or higher on the interest scale. A significant portion of students expressed interest in Rhetoric and Public Advocacy (11.1%), Interpersonal/Organizational Communication (21.05%), Media and Culture (15.5%), and Multimedia Newsgathering and Reporting (13.3%). Majors and minors expressed greater

interest than the general student population in Rhetoric and Public Advocacy (37.5%), Interpersonal/Organizational Communication (48.4%), Media and Culture (50%), and Multimedia Newsgathering and Reporting (43.6%). In summary, there is continued interest in these new concentrations both amongst the general student body and among current majors and minors.

References

- Bertelsen, D. A. & Goodboy, A. K. (2009). Curriculum planning: Trends in communication studies, workplace competencies, and current programs at 4-Year colleges and universities. *Communication Education*, 58, 262-275.
- Du, Y. R. & Thornburg, R. (2011). The gap between online journalism education and practice: The twin surveys. *Journalism & Mass Communication Educator*, 66, 219-230.
- Wenger, D. H. & Owens, L.C. (2012). Help wanted 2010: An examination of new media skills required by top U.S. news companies. *Journalism & Mass Communication Educator*, 67, 9-25.

Objectives and Course Requirements

Section 1a: Student Learning Objectives for B.A. in Communication

Students will be able to:

- Articulate the historical traditions of the discipline;
- Demonstrate an awareness of and skillful use of new technologies relevant to their area of concentration;
- Explain communication concepts and theories relevant to their area of concentration;
- Explain, apply, and evaluate the processes involved in productive conflict in the contexts (e.g., interpersonal, small group, organizational, mediated, public) relevant to their area of concentration;
- Demonstrate awareness of diverse perspectives; and
- Read, speak, write, and listen competently.

Section 1b: Core Requirements for B.A. in Communication

Department Core (15 credits)	
COM 1xx: Introduction to Communication (3)	COM 120: Communication Technology & Fields (1)
COM 2xx: Communication Theory (3)	COM 308: Applied Communication (1)/ COM 490: Internship (1) (p: 308)/ COM 3XX Practicum (1.0)
COM 300: Introduction to Research Methods in Communication (3)	COM 480: Capstone Seminar in Communication (3)

Section 2a: Student Learning Objectives for Rhetoric and Public Advocacy Concentration

As the Department of Communication revises its curriculum, we propose the following concentration to be entitled “Rhetoric and Public Advocacy.” A concentration in rhetoric will provide students with the tools to read, analyze, and criticize human discourse in relationship to persuasion. The pursuit of encouraging students to be more actively and critically engaged citizens is foundational to this emphasis. Grounded in argumentation and the symbolic dimensions of discourse, majors will learn both ancient and contemporary rhetorical theories. The ability to evaluate communication in its diverse formats prepares students (in combination with other majors and minors) for careers in law, higher education, social and political activism, speech writing, film making, and business.

Students completing the Rhetoric and Public Advocacy concentration will be able to:

- Identify and apply the various concepts, processes, contexts, and theories of rhetoric;
- Discuss the ethical responsibilities of the rhetor and the rhetorical critic;
- Analyze various rhetorical discourses to become informed, critical receivers of persuasive messages in their professional and everyday lives;
- Recognize the relationships that exist among rhetoric, critical thinking, and democracy;
- Develop and deliver strategic messages that employ effective techniques for advocacy and are tailored to specific audiences in deliberative forums; and
- Form judgments about the significance of rhetoric for understanding social and political issues and about the value of rhetoric for citizens.

Section 2b: Course Requirements for Rhetoric and Public Advocacy Concentration

Rhetoric/Public Advocacy Core (21 credits)	
COM 210: Debating Public Issues (3 credits)	COM 316: Controversy in American Society (3)
COM 312: Rhetoric in the Western World (3)	COM 401: Rhetorical Criticism (3)
COM 318: Principles of Persuasion (3)	
Approved Elective COM Course—Choose two from list of courses below (6 credits)	
Directed Elective Courses for Rhetoric/Public Advocacy Core (6 credits)	
COM 140: Introduction to Media Production (3)	COM 236: Media and Culture (3)
COM 463: Mass Media Criticism (3)	COM 4XX: Health Communication (3)
COM 314: Advanced Presentational Speaking (3)	COM 338: Documentary/Experimental Film & Video (3)
COM 416: United States Politics And The Media (3)	COM 422: Women, Men, and Media (3)
COM 471: Communicating Peace (3)	COM 491: Special Topics in Communication (1-3) (Advisor Approval Required)
COM 495: Special Topics in Public Relations and Rhetorical Advocacy (1-3)	COM 4XX: Rhetoric of Popular Culture (3) (New Course to be Developed)

Section 2c: Suggested minors: Political Science, Women’s Studies, History, Psychology, Sociology, Film & Media Studies, English, Linguistics, Philosophy, Religious Studies, Economics, Labor Studies, and Criminal Justice.

Section 3a: Student Learning Objectives for Interpersonal/Organizational Communication Concentration

Our external reviewers wrote of our existing curriculum that "Thirty-three hours seems a bit thin to us compared to other programs" (Self Study, p. 109), a finding confirmed by our own investigation of peer institutions (Self Study, pp. 22-23). Accordingly, we should strongly consider having the last block entail a choice from among 12 or 15 credits. Such a move would also help insure that this increased variety of classes consistently meet minimum enrollment requirements, while providing our students with greater depth in their areas of interest.

The 12-credit interpersonal/organizational core provides students with a broad grounding in this area of the discipline when coupled with the Communication BA core.

The final block of this concentration allows students to choose courses for that satisfy their individual interests and goals. In so doing, the courses in this block also answer our external reviewers call for "a more applied focus [that] might prove useful to recruiting, training, and graduating employable students" (Self Study, pp. 109-110).

The Interpersonal/Organizational area of concentration is designed to educate students to become better communicators and to help others communicate more effectively in personal and professional contexts. Students learn about relational development and dissolution, gender communication, conflict management, group interaction, leadership, and organizational practices. The concentration prepares students to work in a variety of areas (depending on the minor chosen), including: government, not-for-profit, sales, law, public and social service, public relations, personnel, human resources, college admissions, business communication, and industry communication.

Students completing the Interpersonal/Organizational concentration will be able to:

- Evaluate interpersonal and/or group interactions; and
- Communicate competently (effectively, appropriately, ethically) interpersonally and/or in groups.

Section 3b: Course Requirements for Interpersonal/Organizational Concentration

Interpersonal/Organizational Core (12 credits)	
COM 212: Interpersonal Comm (3)	COM 320: Small Group Communication (3)
COM 318: Principles of Persuasion (3)	COM 324: Organizational Communication (3)

Directed Electives for Interpersonal/Organizational Core (9 credits)	
COM 303: Intercultural Communication (3)	COM 310: Family Communication (3)
COM 325: Interviewing (3)	COM 372: Communication in Relationships (3)
COM 375: Conflict and Negotiation (3)	COM 410: Gender and Communication (3)
COM 423: Leadership, Communication, and Organizations (3)	COM 471: Communicating Peace (3)
COM 491: Special Topics in Communication (Advisor Approval Required) (1-3)	COM 4xx: Nonverbal Communication (3) (New Course to be Developed)
COM 4xx: Communication Consulting (3) (New Course to be Developed)	COM 3XX: Health Communication (3) (New Course to be Developed)

Section 3c: Suggested minors for Interpersonal/Organizational Concentration:

Anthropology, Applied Ethics, Business Studies, Creative Writing, Criminal Justice, Economics, English, Film and Media Studies, Fine Arts, Fine Arts History, French, German, History, Human Services, Journalism, Linguistics, Media Production, Organizational Leadership Supervision, Philosophy, Political Science, Professional Writing, Psychology, Public Affairs, Public Relations, Religious Studies, Sociology, Spanish, Theatre, and Women's Studies.

Section 4a: Student Learning Objectives for Media and Culture Concentration

With a concentration in Media and Culture, students will learn both the history and practices of media, meaning-making, and media industries from local to global levels. Students will develop understanding, insights, and practical skills necessary to an expanding and changing job market. This broad base integrates a variety of contexts including professional as well as advanced academic work. The minor that the students choose to pair with this concentration will be particularly important to help the student build specific skills in media analysis, media production, writing for mass media, public relations, new media, audience research, and other careers within the media industries.

Among IPFW's eleven peer institutions¹, only four offer comparable programs of study (Boise State University (Idaho), CUNY-College of Staten Island, Eastern Michigan University, and South Eastern Louisiana University). Those that offered concentrations comparable to the proposed emphasis have mandated media production and journalism courses as part of their requirements. It is noteworthy that the above institutions approached media studies within a liberal arts framework. Some, for example, included writing and communication arts courses to satisfy their concentrations' (or majors') requirements. The emphasis proposed is distinct in that it focuses analytic approaches to media, thus developing student critical thinking skills.

¹ A list of IPFW peer institutes can be found at: <http://new.ipfw.edu/dotAsset/127540.pdf> (p. 10)

The Department of Communication at Northern Illinois University offers a similar Media Studies emphasis within the Communication Studies and Journalism Undergraduate program. In the Fall of 2011, Eastern Illinois University began offering a comparable option (Communication, Society, and Popular Culture) within their B.A. in Communication Studies; our proposal follows similar coursework.

Students completing the Media and Culture concentration will be able to:

- Identify and analyze both the history and practice of media industries;
- Identify and analyze relations between media, culture, and society;
- Apply theoretical concepts to critically analyze media content(s) and their relationships to audiences;
- Identify and analyze the form, structure, and techniques of mediated messages and consider how they function across local/global contexts;
- Apply the skills and knowledge gained from this concentration to their chosen minor.

Section 4b: Course Requirements for Media and Culture Concentration

Media and Culture Core (9 credits)	
COM 248: Media Criticism and Analysis (3)	COM 250: Media & Society (0—will count in Area III, Gen Ed)
COM 330: Mass Communication Theory (3)	COM 448: Applied Mass Media Research (3)
Select Four Classes from <i>at least</i> Two of the Sets of Courses Listed Below (12 credits)	
<i>Globalization and Global Media:</i>	
COM 327: International Communications (3) COM 236: Media and Culture (3) COM 475: Ethnic Identity (in Film, Television, and New Media) (3) COM 3XX: International Cinema (3) COM 4XX: Media Globalization (3)	
<i>Media Criticism and Analysis:</i>	
COM 140: Introduction to Media Production (3) COM 329: History of the Mass Media (3) COM 338: Documentary and/or Experimental Video and/or Film (3) COM 421: Media Genres (3) COM 422: Women, Men, and Media (3) COM 463: Mass Media Criticism (3)	

Audiences and Emergent Media:

COM 236: Media and Culture (3)

COM 443: Advertising Media (3)

COM 422: Women, Men, and Media (3)

Section 4c: Suggested Minors for Media and Culture Concentration: Media Production, Journalism, Public Relations, Political Science, Peace and Conflict Certificate, International Studies Certificate, and Women's Studies.

Section 5a: Student Learning Objectives for Multimedia Newsgathering and Reporting Concentration

The Department of Communication had a minor in media production and, when the Journalism Program joined the department, a minor in journalism. This concentration seeks to combine existing courses and resources with new offerings to provide students with an education meeting current needs in the media news industry.

The area is designed to provide students with theoretical, conceptual and practical skills that they will need as a consumer and practitioner of journalism, and to enable students to fulfill their responsibilities as citizens in a self-governing democracy. The area will prepare students with essential skills for today's digital media environment. Students will learn how to research, write, interview and produce news content, including written, audio and video components, for newspapers, magazines, television, radio and the Internet, including Web sites and social media.

The mission, curriculum balance, principles and professional values of the program are listed below and are taken from the publication *Journalism and Mass Communications Accreditation—2010-2011*, which is the guiding document for universities seeking accreditation or reaccreditation from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). Whether or not we seek ACEJMC accreditation, the principles are comprehensive and are in alignment with IPFW's baccalaureate framework and the Department of Communication's mission and goals.

FROM ACEJMC:

MISSION OF EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS

The mission of education in journalism and mass communications programs is to prepare students with a body of knowledge and a system of inquiry, scholarship and training for careers in which they are accountable to: the public interest for their knowledge, ethics, competence and service; citizens, clients or consumers for their competencies and the quality of their work; and employers for their performance.

CURRICULAR BALANCE

The Council embraces the value of a liberal arts and sciences curriculum as the essential foundation for professional education in journalism and mass communications. (See the Values and Competencies from the Council in Appendix A.)

Section 5b: Course Requirements for Multimedia Newsgathering and Reporting Concentration

Conceptual Core (6 credits)	
COM 250: Mass Communication (3)	COM 352: Mass Communication Law (3)
Conceptual with Skills Core (12 credits)	
COM 140: Intro to Media Production (3)	JOUR J200: Reporting, Writing, and Editing I (3) <i>Prerequisite:</i> COM 130
COM 3XX: Digital Storytelling (3) <i>Prerequisite:</i> JOUR J200 (New Course to be Developed)	COM 4XX: Multimedia Design and Production (3) <i>Prerequisite:</i> COM 3xx [Digital Storytelling] (New Course to be Developed)
Electives (6 credits)	
COM 358: Specialized Reporting (3) COM 3XX: Interviewing for Media Production (3) (New Course to be Developed) COM 332: Television Production (3 credits)	JOUR J201: Reporting, Writing, Editing II (3) JOUR J210: Visual Communication (3) JOUR J310: Editorial Practices (3) JOUR J315: Feature Writing (3)

Section 5c: Suggested minors: Biology, Business Studies, Criminal Justice, Economics, Labor Studies, Political Science, Psychology, Public Affairs, and Sociology.

Resources

Faculty: Current faculty will be able to teach the majority of the upper level courses for these concentrations. The appendix shows the course rotation we will use, as well as a sample Fall/Spring staffing plan. We are within three sections of staffing all of the course we feel should be staffed by full-time faculty (which is probably closer than we are presently).

No new library resources will be needed.

Current space, equipment and staffing resources will meet the present needs of the multimedia newsgathering and reporting concentration. To grow the program beyond 60 majors within the concentration, additional physical space, equipment and a faculty position would be needed to

serve the students. The Department of Communication is working with WFWA-PBS 39, northeast Indiana's public television station, on a grant proposal to help support the multimedia newsgathering and reporting program, in conjunction with serving the station's needs.

Appendix A

Potential Scheduling: Fall

Core Courses	Multimedia Newsgathering and Reporting
1XX LTL, LTL,LTL 2XX CL, CL, Tamul 300 Tamul, Luo 120 LTL 308 LTL 490 LTL 480 Stoller	140 LTL J200 LTL 4XX Herbig 358 Smith 332 LTL J201 Smith J210 LTL J315 Smith
Interpersonal/Organizational	Rhetoric and Public Advocacy
212 LTL 318 LTL 320 Stoller 324 LTL 303 Luo 325 Godwin-Starks 375 Mallin 4XX Menegatos 410 LTL	312 Kearl 314 Kearl 4XX Kearl
Media and Culture	Graduate program: Carr, Dixson, Tamul, Luo, Mallin, Menegatos, Herbig
248 LTL 250 LTL 330 Nasr 327 Nasr 236 Dircksen 4XX Nasr 338 Carr	

Potential Scheduling: Spring

Core Courses	Multimedia Newsgathering and Reporting
1XX LTL, LTL, LTL 2XX Menegatos, Luo, Tamul 300 Menegatos, Tamul 120 LTL 308 LTL 490 LTL 480 Stoller	140 LTL J200 LTL 3XX Herbig 352 Smith 3XX Smith J210 LTL J310 Tamul
Interpersonal/Organizational	Rhetoric and Public Advocacy
212 LTL 318 LTL 320 Dixson 324 LTL 303 Luo 325 Stoller 310 Menegatos 471 Dirksen 4XX Mallin 4XX Menegatos	312 Kearl 316 LTL 401 Herbig 416 Kearl
Media and Culture	Graduate program: Nasr, Kearl, Smith, Carr, Dixson, Mallin
248 LTL 250 LTL 422 Luo 448 Nasr 463 Carr 475 Nasr	

Appendix B

PROFESSIONAL VALUES AND COMPETENCIES From Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)

Individual professions in journalism and mass communication may require certain specialized values and competencies. Irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts; and
- Apply tools and technologies appropriate for the communications professions in which they work.