Program
Journalism

Department
Journalism

College
A&S

Year
2014

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Faculty Committee:
TBD

I. Program Overview

The B.A. in Journalism provides students with a strong foundation in professional journalistic skills and equips them with an understanding of the important role that journalism fulfills in society – particularly the role of a free press in the success of a democracy. Journalism majors can choose to specialize in one of three tracks within the curriculum—news, magazine or photojournalism—or may elect to take a sampling of courses from any or all tracks via the primary or "general" track within the journalism major. All Journalism majors and certificate students are required to complete a three-credit-hour professional internship under the supervision of a professional journalist/media manager. The internship provides students with real-world, hands-on application of the skills developed in the classroom.

The B.A. in Journalism also requires a minor in a secondary discipline, which grounds our students' education in a strong liberal-arts tradition and enhances their expertise in a secondary field, boosting their marketability after graduation. Students graduating from this program are prepared to pursue careers in journalism, media/publishing, communications and related professional fields or might pursue advanced studies at the graduate level in journalism or communication/media studies.

II. Program Outcomes

Program learning outcomes as they exist in the P-1 form (pretty much in the exact language of the ACEJMC, the organization that accredits journalism programs):

1) Understand and apply First Amendment principles and law appropriate to professional practice.
2) Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
3) Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
4) Understand concepts and apply theories in the use and presentation of images and information
5) Work ethically in pursuit of truth, accuracy, fairness and diversity.
6) Conduct research and evaluate information by methods appropriate to the communications professions in which you work.
7) Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
8) Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
9) Apply basic numerical and statistical concepts
10) Apply tools and technologies appropriate for the communications profession in which they work..

Proposed *new* program learning outcomes (still aligned with AEJMC standards, but more reflective of our program's core mission):

Upon completion of the B.A. program in journalism, students will be able to:
1) Demonstrate a knowledge of First Amendment principles and an understanding of the legal rights and limitations journalists must use in the field.
2) Recognize and apply professional ethical guidelines and practices in the pursuit of truth, accuracy, fairness and diversity in written and visual work.
3) Engage in in-depth research and demonstrate an ability to accurately evaluate and use data (statistical and qualitative) in the presentation of information and images for the public.
4) Demonstrate a knowledge of the history and role of journalism in shaping, reflecting and informing a diverse and global society and be able to defend the importance of this role in a democratic society.
5) Write correctly and clearly in forms and styles appropriate for a variety of journalistic venues and the audiences and purposes they serve, telling engaging stories that have meaningful impact in readers'/viewers lives.
6) Critically evaluate his/her own work and that of others for accuracy, fairness, clarity, appropriate style, grammatical correctness and depth of reporting.
7) Employ the tools and technologies currently being used by professionals in the field.

III.   Curriculum/Program Map

Please include in this section a grid that identifies connections that exist between required courses in this program and the corresponding program-level learning outcomes. In other words: how will program outcomes be met? This grid should further indicate the expected levels of learning at each level (whether emerging, strengthening, or achieved). The CET&L web site includes templates that you might find useful in completed this grid.

Please see following pages.

Note: The B.A. in Journalism includes four tracks: general journalism, news, magazine and photojournalism. In the following chart, all required courses for any track within the major are listed. The general track is the primary path to the major; for the additional tracks, required courses are designated as T1-News, T2-Magazine or T3-Photojournalism to identify the required sequences within those specialized tracks.

Key							
E: Emerging D: Developing A: Achieved							
OUTCOMES	JOUR-1010 CAREER EXPLORATIONS	EMED-1015 INTEGRATED MEDIA PRODUCTION	JOUR-1030 PRINCIPLES AM JOUR	JOUR-2010 REPORTING & WRITING	JOUR-2020 MEDIA LAW & ETHICS	JOUR-2040 EDITING	JOUR-3000 JOUR RESEARCH
PLO 1: FIRST AMENDMENT & LEGAL RIGHTS			E	D	D,A	D	D
PLO 2: ETHICAL PRACTICES	E		E	D	D,A	D	D
PLO 3: RESEARCH, DATA			E	D	D	D	D,A
PLO 4: HISTORY & ROLE, GLOBAL	E		E,A	D	D	D	
PLO 5: WRITING CLARITY, STYLE			E	D,A	D	D,A	
PLO 6: ACCURACY, BALANCE, FAIRNESS	E		E	D,A	D	D	
PLO 7: TOOLS & TECHNOLOGIES		E,D,A	E,D	D		D	D,A
8							
9							

* Please note that you are only identifying required courses and experiences that are house with in your academic unit.

Key	T1-NEWS = NEWS TRACK T2-MAG = MAGAZINE TRACK T2-PHOTO = PHOTJOURNALISM TRACK						
E: Emerging D: Developing A: Achieved							
OUTCOMES	JOUR-4000 WRITING X MEDIA	JOUR-5050 INTERNSHIP	T1-NEWS JOUR-4010 PUBLIC AFFAIRS	T1-NEWS JOUR-6030 ADV EDITING	T2-MAG JOUR-3075 MAG WRITING	T2- MAG JOUR-4015 ADV MAG WRITING	T2-MAG JOUR-4025 MAG PUBLISHING
PLO 1: FIRST AMENDMENT & LEGAL RIGHTS	D	D	D	D	D	D	D
PLO 2: ETHICAL PRACTICES	D	D	D	D	D	D	D
PLO 3: RESEARCH, DATA	D	D	D	D	D	D	D
PLO 4: HISTORY & ROLE, GLOBAL		D	D	D	D	D	D,A
PLO 5: WRITING CLARITY, STYLE	D,A	D	D,A	D,A	D,A	D,A	D,A
PLO 6: ACCURACY, BALANCE, FAIRNESS	D,A	D	D,A	D,A	D,A	D,A	D,A
PLO 7: TOOLS & TECHNOLOGIES	D	D	D	D	D	D	D
8							
9							

Key							
E: Emerging D: Developing A: Achieved	**T1-NEWS = NEWS TRACK** **T2-MAG = MAGAZINE TRACK** **T2-PHOTO = PHOTJOURNALISM TRACK**						
OUTCOMES	**T3-PHOTO JOUR-2030 PRINCIPLES PHOTOJ**	**T3-PHOTO JOUR-3070 PHOTOJ**	**T3-PHOTO JOUR-4020 MULTIMEDIA FUNDAMENT**	**T3-PHOTO JOUR-6060 WORKSHOP**	**JOUR-6050/6055 JOUR SEMINAR**		
PLO 1: FIRST AMENDMENT & LEGAL RIGHTS	E			A	A		
PLO 2: ETHICAL PRACTICES	E	D	D	A	A		
PLO 3: RESEARCH, DATA				A	A		
PLO 4: HISTORY & ROLE, GLOBAL	E	D		A	A		
PLO 5: WRITING CLARITY, STYLE				A	A		
PLO 6: ACCURACY, BALANCE, FAIRNESS				A	A		
PLO 7: TOOLS & TECHNOLOGIES	E	D	D,A	A	A		
8							

II.   Methods and Measures

Please include in this section a description of the assessment methods that your program plans to use in assessing each of its program learning outcomes. These methods ideally include both direct and indirect examples of student learning, with authentic, performance-based assessment performed at all levels. You may find it helpful to include the "Assessment Measures Alignment Matrix" from Activity 5.

Please see following pages.

Please note—before "expected levels of achievement" can be adequately defined, we anticipate the need to collect assessment data for a period of 2-3 years to develop a baseline picture of student academic achievement. After this period of baseline data the Assessment Committee (or Undergraduate Studies Committee) will meet to define expected levels of achievement for each PLO.

Assessment Measures Aligned with Program Outcomes				
Program Outcome	**Assessment Tools Responsible Person, Course(s) and Time frame**	**Course/ Experience**	**Time Line**	**Responsible Person**
PLO #1: Demonstrate knowledge of 1st Amendment principles and an understanding of the legal rights and limitations of journalists	• Exam (JOUR-2020-E, D, A) • Portfolio/capstone project (JOUR-6050/6055 A)	JOUR-2020 Media Law & Ethics JOUR-6050/6055 Seminar	Evaluated annually	Director of Undergraduate Studies, Members of the Undergraduate Studies Committee OR Assessment Committee
PLO #2: Recognize and apply professional ethical guidelines and practices	• Exam (JOUR-2020 E,D) • Portfolio/capstone project (JOUR-6050/6055 A and 6060 A)	JOUR-2020 Media Law & Ethics JOUR-6050/6055 Seminar JOUR-6060 Photojournalism Wrkshp	Evaluated annually	Director of Undergraduate Studies, Members of the Undergraduate Studies Committee OR Assessment Committee
PLO #3: Engage in in-depth research and demonstrate an ability to accurately evaluate and use data	• Exam (JOUR-3000 D, A) • Research assignments (JOUR-3000 D, A AND JOUR-6055 A) • Portfolio/capstone project (JOUR-6050/6055 A)	JOUR-3000 Journalism Research JOUR-6050/6055 Seminar	Evaluated annually	Director of Undergraduate Studies, Members of the Undergraduate Studies Committee OR Assessment Committee
PLO #4: Demonstrate a knowledge of the history and role of journalism in society, and be able to defend its importance to democracy	• Exam (JOUR-1030 E, D, A, JOUR-6050/6055 A and 6060 A) • Portfolio/capstone project (JOUR-6050/6055 A and 6060 A)	JOUR-1030 Principles of American Journalism JOUR-6050/6055 Seminar JOUR-6060 Photojournalism Workshop	Evaluated annually	Director of Undergraduate Studies, Members of the Undergraduate Studies Committee OR Assessment Committee

Program	Assessment Tools	Course/ Experience	Time Line	Responsible Person
PLO #5: Write correctly and clearly in forms and styles appropriate for a variety of journalistic venues and the audiences	• Exam (JOUR-2010 E, D, 4000 D, 3075 D, 4010 D) • Written assignments (JOUR-2010 D, 4000 D, 3075 D, 4010 D) Portfolio/capstone project (JOUR-5050 D, 6050/6055 A)	JOUR-2010 Reporting and Writing JOUR-4000 Writing x Media JOUR-3075 Mag Writing JOUR-4010 Public Affairs Reporting JOUR-5050 Internship JOUR-6050/6055 Seminar	Evaluated annually	Director of Undergraduate Studies, Members of the Undergraduate Studies Committee OR Assessment Committee
PLO #6: Critically evaluate his/her own work and that of others	• Exam (JOUR-2040 D) • Written/photo assignments (JOUR-4015 D, 3070 D) • Portfolio/capstone project (JOUR-6050/6055 A and 6060 A)	JOUR-2040 Editing JOUR-4015 Advanced Magazine Writing JOUR-3070 Photojournalism JOUR-6050/6055 Seminar	Evaluated annually	Director of Undergraduate Studies, Members of the Undergraduate Studies Committee OR Assessment Committee
PLO # 7: Employ the tools and technologies currently being used by professionals in the field.	• Exam (EMED-1015 E, D A, JOUR-4020 D) • Multimedia project (JOUR-4020 D) • Portfolio/capstone project (JOUR-5050 D, 6050/6055 A and 6060 A)	EMED-1015 Integrated Media Production JOUR-4020 Multimedia Fundamentals JOUR-5050 Internship JOUR-6060 Photojournalism Workshop JOUR-6050/6055 Seminar	Evaluated annually	Director of Undergraduate Studies, Members of the Undergraduate Studies Committee OR Assessment Committee

IV.   Assessment Infrastructure

Please include in this section a description of the process by which your program intends to assess its learning outcomes.
- *Describe which program faculty will be charged with overseeing the execution of the assessment plan as well as the ways in which they will carry out that charge, including a description of the planned timeline for assessment.*
- *Identify what kinds of administrative support will be available for those faculty*

Please note that assessment plans should be capable of producing reports annually based on their review of the relevant data from their programs. The work of your faculty might also be coordinated and aligned with similar assessment efforts at the college and institutional levels.

Proposed Assessment Committee Structure

The department will need to create an Assessment Committee, or this might be a task to be managed by the existing Undergraduate Studies Committee (*tbd* by department faculty and head). Members of the committee will review assessment information annually. The assessment committee will include a representative from each of the specialized tracks within the major (news, magazine, photojournalism). The Director of Undergraduate Studies will serve as the committee chair. The committee will be in charge of setting up a Blackboard site that all teaching faculty (of all ranks) will use for uploading relevant assessment information from their courses. The committee will be charged with analyzing and interpreting these data, producing an annual report, and disseminating that report to other departmental faculty. It should be noted that given the anticipated large volume of work associated with assessment activities – in addition to the existing workload for the department's undergraduate studies committee, if that committee takes on this additional role -- that faculty on this assessment committee should be identified as having a substantial department service load according to departmental workload policies and merit criteria.

Proposed Assessment Schedule

At the beginning of each semester, the committee will contact all faculty teaching required courses and remind them of the assessment data that will need to be collected for each course (e.g., scores on standard assignments, exams, final papers, etc). At the conclusion of the semester, faculty will be asked to submit the relevant data electronically to the Blackboard site set up by the committee. The faculty members will be asked to organize these data according to the PLO that they address. The data submitted by all teaching faculty will be provided to the committee for review. The committee will meet *annually* (at the conclusion of the spring semester) to review assessment data for each required course and determine if actual level of achievement for each PLO matches the expected levels. (A note about "expected levels": Initially, these reviews will be used to generate baseline data sets to measure student achievement and to help define expected levels of achievement for each PLO.) The committee will produce a summary report that will be disseminated to the faculty at the beginning of the fall semester for their review and comment. If changes or

modifications appear to be needed, the Department Head will explore the issue with relevant faculty, the committee will review the relevance of expectations, modification of student preparation will be considered, and potential adjustments will be examined (for example, enrolling in a summer CET&L class in course design, re-examination of course SLOs, etc). Annual reports of the committee and associated data and proposed recommendations (if any) will be stored on the Blackboard site.

      While these annual reports and meetings allow for small-scale changes of courses, it is anticipated that every five years the assessment committee will conduct a larger-scale analysis of assessment data, with the end goal of identifying (and recommending) any major programmatic changes that may be needed.

III.   Findings

Here you will describe and explain in this section any multi-year patterns and trends that your assessment efforts have identified, including a description of any relevant relationships to national standards.

IV.   Use of Findings

In this final section, you will describe how your program intends to make use of the program-level assessment data it has gathered.
- *How will this information be presented to and discussed among the faculty?*
- *How might this data or these discussions result in review and possible revision of course or program learning outcomes and pedagogical strategies?*