Part II, Standard 2. Curriculum and Instruction

Contents

Executive summary

Journalism and mass communication schools in the United States and abroad are currently debating what's best for JMC education in the 21st Century. The SJMC is at the center of this debate, providing alternatives that can set a pathway and can be embraced by other institutions. Sometimes, this debate centers on artificially created dichotomies, such as the one between "practical" and "academic" mass communication education.

The school's leadership team and faculty think that it is possible to find a happy medium between those two extremes, providing an education that is focused on improving on centuries of the communication craft, while at the same time being informed by academic research and discovery and the latest changes in multimedia technologies.

The teaching hospital model of mass communication education adopted at SJMC is one of the best examples of this alternative pathway. The school's ultimate goal is to provide all students with opportunities to learn about and to apply the "best practices" of the professional world (in journalism, broadcasting, public relations, digital media and advertising), while at the same time learning, debating and practicing the fundamentals and principles that have been established by more than 60 years of academic research in mass communication.

SJMC has an established history and hard-earned reputation for graduating communication students with strong skills in writing, editing, global and multicultural understanding and critical thinking. They have a firm grasp on issues such as mass media ethics, social responsibility and the First Amendment. In addition, since 2002, the school has sought to prepare students with the technological, multimedia skills they need to survive and thrive in a globalized society.

This section describes the SJMC's curricula and programs and discusses major changes and accomplishments in this area in the past six years. Information about plans for the immediate future also is addressed. Highlights include:

- Development of a new major at the SJMC: Digital Media Studies.
- A complete overhaul of Broadcast Media major following the suspension of the TV production track during the most recent state-funding crunch.
- Development of new industry partnerships, starting with the South Florida News Service in 2008-2009, and continuing with public and private broadcasting, digital media, and integrated communications partnerships in the past three years. These partnerships have allowed us to offer many more opportunities for SJMC students to acquire "real world" skills.
- A huge push, especially in the past two years, to connect the school and its curricula with the dynamic, cutting-edge, creative media environment of Miami, especially as it relates to tech innovation, design and entrepreneurship. These activities include work with the Discovery Channel, LAB Miami, and SJMC's new Media Arts Film Festival. They have already had a positive impact on the curriculum.
- Initiatives such as the SJMC Media Innovation Incubator Lab and the new Knight Innovator in Residence that can impact the curriculum in significant and long-lasting ways.
- A planned update of the public relations and advertising undergraduate curricula so that the majors are more in line with the latest transformations in those industries and are attuned to new discovery and research developments.
- Progress in developing and improving online education efforts, especially with the creation of SJMC Online in 2013 and the appointment of its first director.

> **1. Discuss any testing of language competence required of students entering or graduating from the program.**

All SJMC majors and minors must develop a high degree of competency in writing mechanics and style before graduation. The learning process begins with Writing Strategies for Reaching a Mass Audience (MMC 3104C), an intensive writing course that teaches fundamentals applicable to every major. Students produce narrative writing every week and have in-class writing assignments. Over one semester, students are drilled on:

- Agreement (subject-verb, number, tense, etc.)
- Basics of Associated Press style
- Capitalization
- Case
- Parts of speech
- Phrases and clauses
- Proper use of quotes

- Punctuation
- Sentence and paragraph construction
- Spelling
- Tenses
- Verb conjugation
- Verb mood and voice
- Word choice

The course serves as a gatekeeper to all advanced courses. Students must have a C or higher before enrolling in most other classes.

Students entering the school take a 100-question exam that measures their knowledge of grammar, spelling, punctuation and other writing essentials. Until summer 2013, students had up to three opportunities to score 70 or higher and receive a passing grade on an accompanying writing prompt in order to qualify for enrollment in Writing Strategies.

Based on faculty assessments and discussions of students' writing skills, a new approach to language competence emerged. Faculty agreed that some students needed more intensive instruction in fundamentals than Writing Strategies could provide, given that the course also teaches narrative writing.

Boot camps and an experimental class in 2010 led to the development of a permanent three-credit course called Grammar Workshop (MMC 3021), which launched in 2011. This intensive, semester-long study of language basics is designed primarily for SJMC students who need a stronger foundation in language skills; the course was opened to non-majors and was promoted to them as a way to improve their writing ability in American English.

In summer 2013, the school changed the entrance requirements for Writing Strategies. Students who failed a one-time-only attempt were required to enroll in Grammar Workshop. At the conclusion of the semester, students took the entrance test again. Those who scored 70 or higher could then enroll in Writing Strategies.

At the same time, the school eliminated the requirement to score at least 78 on the exit exam in Writing Strategies, which consists of the same essentials as the entrance exam plus Associated Press style, before enrolling in most other SJMC classes. SJMC removed the pass-fail condition, but kept the value of the test score at 20 percent of the final grade.

Writing skills are developed in all advanced courses. They are emphasized in these classes:

ADV 4101   Advanced Print Concepts
ADV 4103   Radio/TV Concepts
DIG 4293   Multimedia Production
DIG 4552   Advanced Multimedia Production
DIG 4907   Digital Media Entrepreneurship
JOU 3117   News Reporting and Writing
JOU 3202   Editing and Layout
JOU 3300   Advanced News Writing
JOU 3312   Miami Herald Internship
JOU 3405   SFNS: The Newsroom
JOU 4101   SFNS: In-Depth Reporting
JOU 4208   Magazine Editing and Production
JOU 4341C   Senior Multimedia Project
JOU 4946   Journalism Internship

MMC 3021   Grammar Workshop
MMC 3104C Writing Strategies for Mass Audiences
MMC 4410   Integrated Media Campaigns
MMC 4609   Integrated Communications Research Strategy
MMC 4905   Advertising and Public Relations Internship
PUR 4100   Writing for Public Relations
PUR 4101   Publications Editing and Design
PUR 4106   Advanced Public Relations Writing
RTV 4101   Writing for Television
RTV 4320   Electronic News Gathering
RTV 4323   Long-format TV and Radio
RTV 4324   Broadcast News Magazine

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2. Describe the unit's curricular efforts, whether onsite or online, to develop in its majors ACEJMC's 12 professional values and competencies. This discussion should include efforts to respond to professional expectations of current digital, technological and multimedia competencies.

SJMC integrates the ACEJMC professional values and competencies of ACEJMC into learning outcomes in all majors. They are addressed in introductory requirements and continue through capstone courses.

Technology is transforming mass communication, and the school continually upgrades its programs, courses, classrooms and equipment to keep pace. Instead of playing "catch up," the school is interested in preparing students to chart the path for the future of the communications industry. With that in mind, we describe and discuss below some of the biggest recent changes to the undergraduate curricula, and how those changes were made and adopted in the past few years.

In addition, this section shows how professional values and competencies are addressed for undergraduate programs.

Digital Media Studies

In 2012, the school introduced the Digital Media Studies major to address communication trends and issues relevant to the digital revolution. The program focuses on developing students' fluency and expertise in researching, analyzing and interpreting media usage in today's rapidly changing communications landscape. The coursework lays the foundation for student success in the rapidly evolving world that is digital communications – allowing them to further apply their digital skills in a great variety of disciplines.

The Digital Media Studies major provides critical thinking, creative and applied skills that students need to stay relevant and competitive in today's marketplace. The course requirements and electives meet all ACEJMC's professional values and competencies, in particular concepts and theories in the use and presentation of images and information and the tools and technologies appropriate for the communications professions.

The major requires students to take the same core courses in writing and grammar, law and ethics, visual literacy, global mass media and multimedia skills as our journalism, public relations and Advertising students. Courses more specifically dedicated to digital media, including Introduction to Digital Media (DIG 3000), a study of metrics and the impact of social media on social movements, follow the core. Students then have the choice of continuing in one of two

directions: media management and entrepreneurship, or advanced production project-based courses that integrate Web, video and writing.

The major came out of a series of "Digital Rap Sessions" in which faculty discussed student competency in digital skills. Informal surveys of students had found that only 20 percent them felt comfortable working on the Web or in video. Faculty members agreed that the school needed to produce an organized program that addressed the concepts and theories of digital communication. That led to a major which launched in fall 2012.

Assistant Professor Moses Shumow, who develops and teaches Digital Media Studies courses, then created an 18-month Global Learning Fellowship project focused on the South Florida community. He and FIU undergraduates developed CultureMapped.com, an investigation of immigration and cultural patterns in South Florida, where nearly half of all inhabitants (2.6 million) come from outside the United States.

Using Geographic Information System (GIS) software and the 2010 U.S. Census data, Professor Shumow developed maps that presented population densities and percentages by census tract for the largest immigrant groups in the tri-county area, allowing for a visual representation of patterns of settlement. This work, which illustrated Miami's rich and diverse cultures, ethnicities, and nationalities, provided important insights into the impact of immigrant communities in the Miami area and rich data for future research focused on these publics.

In the fall of 2013, Shumow transformed the mapping project into a semester-long multimedia project for a senior Digital Media Studies capstone course. Working with professor Shumow, students created multimedia pages for three immigrant communities, Venezuela, Brazil and Nicaragua. Each community page contains videos, photos essays, and infographics that further illuminate the deep and lasting impact that each group has had on Miami and the region as a whole. In future semesters, other courses will build out the community profile pages, with a final goal of having a multimedia page for each of the 20 communities mapped on the site.

New Initiatives in Media Innovation and Entrepreneurship

The new major in Digital Media Studies and the technology-related curricular changes in Advertising, Broadcast Media, Journalism and Public Relations and described in the sections below, go hand in hand with our efforts to embrace media innovation and entrepreneurship. In the past three years, the school has sought to increase the number of industry partnerships and new initiatives that take full advantage of the dynamic, innovative, creative media environment that has been developing in Miami and South Florida. Those partnerships have included:

- Students in Multimedia Production and other courses working with the Discovery Channel Latin America to produce content that has been incorporated and showcased by company's promotional materials, including its award-winning and popular Web sites.

- Organizing and coordinating an entrepreneurial program called dotMIA with MasterCard Latin America, in which SJMC and FIU business school students were matched in groups with MasterCard employees to develop ideas and innovative projects. The program culminated in a daylong conference in October 2013, where eight groups presented their projects, and one of them was chosen as the overall winner. Each group member won an iPad as a prize, and the commitment from MasterCard that the winning project would be given serious consideration, and possibly developed as a prototype.

- The creation of the SJMC Media Arts Film Festival, an event intended to showcase the best visual and multimedia work done by FIU students and alumni. The first version of the festival took place in spring 2013, and the second showcase happened in June 2014. More than 30 films and multimedia works were shown each year. The MAFF also allowed us to develop partnerships with the Greater Miami Convention and Visitors Bureau, which acted as a main

sponsor, and creative hubs such as MBUS (Miami Beach Urban Studios) and LAB Miami, an entrepreneurial shared workspace collective located in the heart of Wynwood, Miami's arts and design district.

- In spring 2013, we partnered with FIU's Department of Architecture to develop the blueprints for the new SJMC Media Innovations Complex (MIC) (see standard 7 for more details on the MIC). 45 graduate students working at the MBUS sustainability studios developed nine quality projects for this innovative building and concept. The projects took into account not only the cutting-edge concept behind the MIC, but also the gorgeous and fragile ecosystem of the Biscayne Bay Campus, where SJMC is located. As part of this collaboration, a group of 12 SJMC students filmed and interviewed key players at different stages of the planning process, and developed a six-minute video as a final product.

In addition to the examples above, the SJMC created two very significant recent initiatives that have the potential to greatly impact our programs and curriculum: the Media Innovation Incubator Lab and the Knight Innovator in Residence endowment and grant.

In 2013, Dean Reis proposed to the Knight Foundation the creation of a position called the Knight Innovator in Residence . The idea is to bring a talented media and technology innovator to campus every year, and give him or her a 12-month assignment as the Innovator in Residence. This person will work with students and faculty as a leader and catalyst for innovation-related projects, and his or her recent industry experiences will allow them to work with faculty and students to impart some of those important skills and talents, while also overseeing the most exciting innovation projects developed at the school.

As an educator, the Knight Innovator in Residence will identify and work on perceived gaps in our curriculum, developing seminars, workshops and traditional/non-traditional courses that will target those curricular challenges. Instead of having to wait for the usual one- to two-year cycle for getting a new course developed and approved through the appropriate university curriculum channels, the Innovator in Residence will be much more nimble and free to develop experimental courses that target our perceived shortcomings.

The Knight Innovator in Residence will work as a leader and doer within the school, being a catalyst and accelerator for innovation initiatives. This person will lead students and faculty on current and future projects, such as the Media Innovation Incubator Lab, created by the school in fall 2013. The Knight Innovator in Residence will also play an important role as a researcher and scholar. The school wants this person to work with students, faculty and outside constituencies to develop research projects rooted in real-world problems and questions. One goal is to have SJMC be recognized by the community as a solutions center — a place where community and professional groups go for answers to some of today's most pressing problems and needs in communication.

The Knight Foundation agreed to fund this position in fall 2013, through an endowment that currently stands at over $1.6 million, much of it as an FIU transfer to the school, plus an additional $150,000 three-year grant. The school promoted and recruited for the position in spring 2014; and identified and interviewed finalists in summer 2014.

The first Knight Innovator in Residence is Alex de Carvalho, a well-known social media guru in South Florida. Prior to being appointed the inaugural SJMC Knight Innovator in Residence, de Carvalho was the South Florida regional development director for Constant Contact and served as an adjunct professor at the University of Miami's School of Communications, where he taught a course entitled "Social Media for Mass Communication." Over the years, de Carvalho has organized events for South Florida new media professionals, such as The Startup Forum, Social Media Club, BarCamp, Ignite Miami, Social Media Day and Mobile Monday events. He is also a founding member of RefreshMiami.

In Spring 2013, Dean Reis applied for an internal FIU technology grant to create the Media Innovation Incubator Lab (MIIL). The $90,000 grant was approved in summer 2013. The lab started working informally in fall 2013, and the physical space opened its doors for students in spring 2014.

The Media Innovation Incubator Lab will develop and nurture new ideas in mass communication, including media start-up companies, and new Web/mobile apps for creating and delivering digital content. Rapid changes in the media, accelerated by new digital technologies, demand that universities engage in education that is rooted in entrepreneurship and creativity. The MIIL will foster that by supporting research and teaching that is focused on finding answers and solutions to real-world problems related to the production and delivery of information and entertainment.

The MIIL is both a physical space and a concept. Its mission is to provide a space for activities related to entrepreneurship and creativity in digital media. Equipped with laptops, tablets and the appropriate software, the MIIL houses classes, meetings, seminars and research activities that will bring together faculty and students from mass communication, business, computer science and information technology. Working collaboratively, faculty and students from those disciplines will develop projects that address concrete information issues and needs.

Assistant Professor Susan Jacobson, who teaches multimedia storytelling and Digital Media Studies courses, has been leading the MIIL since it opened. One of her first projects was dotMIA, the MasterCard collaboration described above. In addition, the MIIL developed and sponsored a series of weekend long digital media workshops in spring 2014, with a second series in fall 2014 and a third planned for spring 2015. Dr. Jacobson has also been working with the Knight Innovator in Residence on the digital media workshops and other joint programs.

Advertising and Public Relations

Instruction on digital media has been integrated into almost every required and elective SJMC course for Advertising and Public Relations majors, as their industries make greater use of online media and digital production. Students gain knowledge and skills that prepare them to work at agencies and firms that have added digital media services and at new, digital-first firms that provide outsourced services and expertise to clients and agencies.

Students learn the value and application of digital media in advertising and public relations campaigns that also use traditional media and how to communicate online, where interaction with audiences is greatly different than via established channels such as print and broadcast media.

Advertising and Public Relations majors first develop digital media skills in shared required courses such as Visual Design for Global Media (VIC 3400), Multimedia Production (RTV 3260) and Creative Strategies (ADV 3200). In the first, they dissect the use of visual messages in journalism, advertising, public relations and in all media and examine how traditional visual design converges in present-day global media. In the second, they become proficient in:

- Producing and maintaining a website or blog that contains multimedia content.
- Using digital imaging techniques such as image capture and basic Adobe Photoshop image enhancement.
- Handling ENG equipment such as a video camera, lighting, and sound recording.
- Applying postproduction techniques in non-linear editing systems to create content for multimedia delivery systems, including how to adhere to streaming media standards.
- Managing new media outlets, including content compression, web streaming, and blogging.

In the last, students develop target-specific, multimedia solutions. These include assignments such as creating an ad (headline, tagline, layout with visual) and promotional campaign for the iPad and developing an advertising and public relations campaign that includes a website.

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Within the Advertising track, Advertising majors learn in Radio & Television (ADV 4103) how to select digital sound effects and music, edit digital media, and production procedures and techniques. Digital media are integral to a special topics course, Starting an Ad Agency, (MMC 4936), and Integrated Communications Campaigns (MMC 4410), in which students create a fully integrated public relations and advertising campaign that includes digital and online media.

Public relations students improve their competency when creating website pages and laying out brochures and magazine pages in Publications Editing and Design (PUR 4101). In Writing for Public Relations (PUR 4100), they develop social media skills while crafting Facebook posts, Tweets, website pages, content marketing such as infographics. Those skills are further developed in Advanced Public Relations Writing (PUR 4106).

Like Advertising students, Public Relations majors incorporate digital media into their capstone course, Integrated Communications Campaigns.). In this course, student groups must develop a 360 strategic campaign for corporate or nonprofit clients that must include all of the following elements: creative strategy, media strategy including social media, Web advertising and SEO, public relations/events, and evaluation, including social media metrics. They often produce digital video and audio clips for clients to post on their social media, their own websites, or pitch as public service announcements. The digital strategy is determined by the client needs and objectives, and is a critical component of the project and its assessment.

The BOLD agency is a faculty-supervised, student-managed agency started in 2013, as a special topics course. It promotes itself among potential clients with online and social media presence, as well as personal outreach among local organizations. Most clients have requested assistance promoting events, services, and new locations. The agency has provided opportunities for students to use their digital skills designing web-ready content and materials, social media strategies, and online content marketing for blogs.

Journalism and Broadcast Media

Developing digital competencies is also part of the Journalism and Broadcast Media majors. Students learn how to produce audio, still photography and video news and feature reports using digital equipment, create and edit websites in courses such as Multimedia Production I (RTV 3260), Electronic News Gathering (RTV 4320), Broadcast News Magazine (RTV 4324), Visual Storytelling (RTV 6309/VIC 4001), and Visual Design for Globalized Media (VIC 3400).

The school has developed a special course, "Radio Storytelling with WLRN," in collaboration with WLRN, the NPR station for South Florida. Students become proficient in using digital audio recording equipment and produce news and feature reports for broadcast and the station's website.

Through the advanced reporting (JOU 3300) and multi-ethnic reporting (JOU 3188) courses, Associate Professor Neil Reisner created Liberty City Link, a partnership with the South Florida Times, a weekly newspaper covering the African American community in South Florida. The goal: generate news in local neighborhoods where mainstream media fail to provide coverage and to provide SJMC students with experience in street reporting. The program is modeled on "Bronx Beat," a Columbia University Graduate School of Journalism project in the '80s in which students covered the Bronx, parts of which resemble Liberty City in a number of ways.

Liberty City Link students take on the community as a beat, generating news and feature stories more deeply than anything seen in the mainstream media. Link students have, over the years, written profiles of important and not-so-important community figures, crime, politics, community events and urban development -- the kinds of stories a community newspaper would be expected to cover. Outcomes are based on students' commitments to the project and the quality of their

stories. On at least two occasions, students continued to work on stories over the summer on their own time.

The project is tied to professor Reisner's teaching schedule for the advanced reporting class. Reisner and journalism chair Teresa Ponte bring elements of Link into the capstone course (JOU 4341C) when they team-teach it, as they did in fall 2014. In those instances, students are required to do their term projects on Liberty City and outcomes are measured by the quality of those projects. However, the stories might not appear in the South Florida Times.

The school suspended the broadcast production track in 2009 due to budget cutbacks and reformed the television production major in 2012. There are now broadcast journalism and television production tracks within the Broadcast Media major. They share three of the six requirements for each track and have separate capstone courses. The TV production track includes two Digital Media Studies courses, something not offered before the launch of that major.

Community-focused Digital and Online Media Initiatives in Journalism and Broadcast Media

In 2008, Associate Dean Allan Richards assigned his undergraduate students to monitor media coverage of HIV/AIDS. They were surprised to learn of a lack of local reporting of the issue, despite the fact that South Florida led the nation in documented cases. He and Assistant Professor Kate MacMillin created a series of webisodes and documentaries through multimedia student-based work to raise awareness of HIV/AIDS.

Their work aired on Oct. 15, 2009, National Latino AIDS Day, on local PBS TV station, WPBT in a program titled "Tell Somebody: The New Face of HIV/AIDS." That work led to a multimedia public awareness campaign launched on World AIDS Day in 2010 under the title "Tell Somebody Now." While providing a public service, the intense effort was also aimed at giving students an understanding of gender, race ethnicity, sexual orientation and an understanding of the diversity of peoples and cultures.

In fall 2014, faulty will be teaching courses on rising sea levels using funds from a research grant from the Challenge Foundation. Students in Mapping Sea Level Rise for Media (MMC 4936) will create a website and mobile app that gives South Floridians information on current and projected sea levels. A visual storytelling course, Sea Level Rise Project (VIC 4001) will investigate the causes of rising sea levels along the Florida coastline.

South Florida News Service began in January 2009 as a collaborative effort with South Florida's three daily metro newspapers to give students experience in working in modern-day newsrooms. The school recognized that with major economic and technological changes occurring in news media, students and newspapers could benefit from working together.

Students earned credit for producing news coverage while gaining first-hand knowledge about one of the most culturally and ethnically diverse regions in the United States, learning professional ethical principles from newsroom editors, being taught accuracy, fairness, clarity, style and grammar in a newsroom environment, and being introduced to tools and technologies alongside experienced reporters and editors who were also seeing them for the first time.

Started in January 2009, at the height of the recession and in response to the massive cutbacks in newsrooms, students consistently contributed articles and multimedia packages for all three newspapers. Apart from having students develop stories for the three newspapers through the news service, the school embedded the more seasoned students in the papers' newsrooms so that they worked directly with editors. That led a number of local newspapers to hire them.

The news service operated as an online reporting class. In summer 2010, the students, mostly seniors with a handful of newly graduated students, were producing over 50 stories a semester for the newspapers. The school faced the challenge of rapid turnover due to graduation.

Chris Delboni, the South Florida News Service's director and former Washington correspondent for Brazilian news organizations, and Associate Dean Allan Richards addressed the problem by allowing newly graduated reporters to continue to report for the news service as they looked for work. By summer 2010, they decided the news service should be devoted to only students in our Journalism program.

To bring students into South Florida News Service earlier in their academic careers, Delboni began recruiting sophomores and juniors. They participated in weekly budget meetings and generated story ideas. Within two months, two students from an Introduction to Journalism class had their stories published through the South Florida News Service and another student, who was determined to help revivify our SPJ chapter, became its president.

South Florida News Service elevated the learning experience with the launch of its website in fall 2012. Students manage the content and operation of the news site, where they: write clearly and correctly using text, video, audio and multimedia; evaluate their work and that of others for accuracy, fairness, clarity, appropriate style and grammatical correctness; use digital tools and technologies; apply the principles of freedom of the press; and think critically, creatively and independently.

ACEJMC Values and Competencies

The 12 ACEJMC values and competencies are learned are SJMC undergraduate and graduate courses. They are detailed in the curriculum map in Standard 9, Section 2. The table below shows the totals by category for the 45 courses that make up the core curriculum, which includes required and standing courses:

COURSE	TITLE	Freedom of spch	History	Gender	Diversity	Apply Theories	Ethics	Critical Thinking	Research	Writing	Evaluate Work	Stats	Tech.
TABLE SUMMARY	46 COURSES	9	9	7	11	17	8	27	22	22	26	9	24

Heading	ACEJMC professional value and competency
Freedom of speech	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
History	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
Gender	Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
Diversity	Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
Theories	Understand concepts and apply theories in the use and presentation of images and information

Ethics	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
Critical Thinking	Think critically, creatively and independently
Research	Conduct research and evaluate information by methods appropriate to the communications professions in which they work
Writing	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
Evaluate work	Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
Statistics	Apply basic numerical and statistical concepts
Technology	Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

The following examples from the curriculum map show how the 12 values and competencies are applied to selected required and recommended courses:

1) Undergraduate students learn and apply the principles and laws of freedom of speech and press through introductory courses and the Mass Communication Law and Ethics class (MMC 4200, *required for all majors*). Its objectives and learning outcomes include a working knowledge of the First Amendment and the ethical values of the communications professions, an understanding of legal and ethical principles and vocabulary important to professional communicators, and an ability to recognize and to solve problems involving law and ethics that might arise in one's work.

    a. That learning continues with the Global Media and Society (MMC 3303, *required for all majors*), whose learning outcomes are: demonstrating knowledge of international media characteristics as they manifest in various globalized content and localized content; demonstrating engagement in responding to a global issue presented from different perspectives in media from various parts of the world; and detecting the distinctive and common qualities between students' own perspectives and the perspectives of others.

    b. 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 are further explored in Social Media and Globalization (MMC 4302, *required for Digital Media Studies major*), Hispanic Marketing Communications (MMC 4304, *required for Advertising major*), and Digital Theories (DIG 4800, *required for Digital Media Studies major*). The last is an international approach to applying critical-cultural theory to digital media and communities so that students can identify and apply hegemony, agency, social control, technological determinism, culture, and ideology to digital news, advertising, and social products.

2) Undergraduate students gain an understanding of the history and role of professionals and institutions in shaping communications through courses on the basic principles of their majors and through classes such as Mass Communication Law and Ethics and Media History (MMC 4500). They understand the history of commercialized news in America in News Literacy (JOU 4936).

3) Undergraduate students learn about differences in gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in courses on basic principles; the required Global Media and Society, in SFNS: The Newsroom (JOU 3405,

alternate to requirement for Journalism major) and Senior Multimedia Project (JOU 4341C, *required for Journalism major*); and Hispanic Marketing Communications (MMC 4304, *required for Advertising major*), which teaches communications in multicultural and global environments.

Issues of diversity are also addressed in advertising and public relations courses such as Principles of Public Relations (PUR 3000, *required for Public Relations majors*), Principles of Advertising (ADV 3008, *required for Advertising major*), and Integrated Communication Campaigns (MMC 4410, *required for Advertising and Public Relations majors*) requiring students to develop programs and campaigns for diverse publics. In Campaigns, student groups must develop a 360-degree strategic campaign for corporate or nonprofit clients that must include all of the following elements: creative strategy, media strategy including social media, web advertising and SEO, public relations/events, and evaluation, including social media metrics. Students often produce digital video and audio clips for clients to post on their social media, their own websites, or pitch as public service announcements. The digital strategy is determined by the client needs and objectives, and is a critical component of the project and its assessment.

4) Undergraduate students gain an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society in courses on basic principles; the required Global Media in Society; and Social Media and Globalization (MMC 4302, *required for Digital Media Studies majors*). Diversity is at the core of Hispanic Marketing Communication (MMC 4304), where students learn how to understand Hispanic consumers and the impact of culture; socio-economic differences, trends within Hispanic communities; and cultural differences relative to developing effective communication messages.

5) From introductory courses to capstone courses each undergraduate major teaches concepts and theories in the use and presentation of images and information. Competency is stressed in advanced classes such as Radio/TV Concepts (ADV 4103, *required for creative track of Advertising major*) and Visual Design for Globalized Media (VIC 3400, *required for all majors*). The last explores the relationship between images and messages in global media through topics such as the role and effects of imagery in news and documentary presentations, ethics of visual messages and the impact of technology on the communication of messages.

   a. Undergraduate students gain competencies using images and information in Creative Concepts (ADV 3200, *required for Advertising major*) where students develop target-specific multimedia solutions. The subject receives special attention through courses such as Multimedia Production (RTV 3260, *required for all majors*), which introduces students to the basics of video techniques for news and commercial purposes; Multimedia Production II (DIG 4293, *required for production track of Broadcast Media major*), where students gain knowledge of digital imaging equipment, including advanced Adobe Photoshop skills, advanced ENG equipment handling, and advanced postproduction techniques in non-linear editing systems; and Advanced Multimedia Production (DIG 4552, *required for TV production track of Broadcast Media major and Digital Media Studies major*), in which students master digital and non-linear digital video production and digital photography and editing. In the undergraduate research courses (MMC 4609 and MMC 4631), students learn to present data to different audiences, including clients, peers, researchers, and the public. Presenting research results in writing and in an oral presentation is a required component of each course.

6) Undergraduate students gain an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity through the required Mass Communication Law and Ethics, and principles courses writing and reporting classes (JOU 3117L and JOU 3300, *required for Journalism major*); Writing for Public Relations (PUR

4100, *required for Public Relations major*); and Visual Storytelling Production (VIC 4001, *required for Journalism major*), which creates an understanding of some of the legal and ethical issues facing journalists and other communication professionals who work with digital tools on the Internet. Accurate and truthful reporting of research findings is addressed in the undergraduate research courses (MMC 4609 and MMC 4631). Students learn to identify bias in research designs, data collection, and reporting, and how to help clients understand the importance of not overstating research findings, i.e. what can and cannot be concluded given the limitations inherent in all research.

7) Undergraduate students learn how to think creatively and independently in advanced courses in all majors as they apply concepts to individual assignments. Students take the first step in Writing Strategies (MMC 3104C, *required for all majors*), which applies creative thinking techniques to mass communication. All Advertising students take Creative Concepts and a capstone course; they can select a track titled Creative that includes the Advanced Print Concepts (ADV 4101, *required for Advertising major*), in which students learn to create print advertising from magazine and newspaper ads, direct response, outdoor and collateral pieces, and Radio/TV Concepts, in which they produce advertisements for radio and TV.

   a. Digital Media Studies majors learn these skills in required courses Social Media and Globalization, which introduces media, law and regulation within digital communications, while exploring implications for access to information and freedom of expression. Digital Media Studies majors who select the Content track apply that thinking in Multimedia Production II (DIG 4293, *required for Digital Media Studies major*) and Advanced Multimedia Production (DIG 4552, *required for television production track of Broadcast Media major*).

   b. Journalism and Broadcast Media majors use creative and independent thinking in writing, reporting, editing and production classes and the multimedia capstone course. Public relations majors apply creative and independent thinking in their writing courses, Creative Concepts and their capstone course.

   c. Critical thinking is essential to Integrated Communication and Research Strategy (MMC 4609, *required for Advertising and Public Relations majors*), which focuses on the process of gathering, interpreting and critically evaluating primary and secondary data to determine communication strategies, and Audience Analysis, Public Opinion and New Media (MMC 4631), which examines relationships among new media, public opinion, policy and audiences. It studies techniques for expressing and assessing public opinion within digital media and includes in-depth assessments of methods used to analyze digital media audiences.

8) The SJMC provides undergraduate instruction in the research and evaluation of information through courses that teach critical thinking, as noted above, and capstone classes. The school also offers Integrated Communication Research Strategy (MMC 4609, *required for Advertising and Public Relations majors*), which emphasizes gathering and analyzing primary and secondary data to determine communication strategies; Audience Analysis, Public Opinion and New Media (MMC 4631); BOLD agency (MMC 4936), SFNS: In-Depth Reporting (JOU 4101, *alternate to requirement for Journalism major*), which teaches use of research techniques such as data analysis and examination of public records in producing news stories.

9) The school builds a solid foundation for communication through its required Writing Strategies, which is described in detail in Response 1 of this section. Another undergraduate language fundamentals course, Grammar Workshop (MMC 3021) is also described in Response 1. Writing skills are reinforced in each major through intermediary and advanced courses on reporting, writing and editing for news, magazines and broadcast; writing for public relations; advertising print and broadcasting concepts; multimedia production; and the

South Florida News Service (JOU 3405 and JOU 4101, *alternate to requirement for Journalism major*).

10) Undergraduate students learn to evaluate critically their work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness in the courses described in the previous section. Editing skills are emphasized in Publications Editing and Design (PUR 4101, *required for Public Relations major*), Magazine Editing and Production (JOU 4208), Multimedia Production (RTV 3260, *required for all majors*), and Broadcast News Magazine (RTV 4324, *required for Broadcast Media major*).

11) Numerical and statistical concepts are taught in both theoretical and practical courses described in section 8, including Communications Research Strategies (MMC 4609) and Audience Analysis, Public Opinion and New Media (MMC 4631) research courses that examine methodologies applied during the conception, design, and production of mass communication campaigns, planning and scholarly inquiry, and distinguishes among quantitative, qualitative, and mixed methods and their use and implications in the communication industries.

12) Students apply tools and technologies appropriate for the communications professions in every intermediate and advanced course. Technology receives special attention in Advanced Multimedia Production (DIG 4552, *required for production track of Broadcast Media major and Digital Media Studies major*), in which students continue to advance their knowledge in Web platforms, digital audio, video and image production, and data visualization, and apply those skills to digital media storytelling techniques. The undergraduate media planning course (MMC 4936, *required for Advertising and Public Relations majors*) was added as a special topics course and teaches students to use electronic databases and courses to determine strategic media placement decisions. Preparing students to apply appropriate tools and technologies in the workplace is one of the key objectives and assessment criteria for the Advertising and Public Relations capstone course (MMC 4410).

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3. Explain how the accredited unit ensures its online courses and online degrees meet ACEJMC's standards.

The position of Director of SJMC Online was created in the fall of 2013 to improve and expand the online courses and programs offered by SJMC, while at the same time ensuring those courses and programs meet the highest quality standards. Dean Reis appointed Associate Professor Michael Sheerin, who previously served as assistant dean to technology and interim department chair, for the position.

The director's activities include oversight of online learning and initiatives across the school, including coordinating with FIU Online on related online activities. The director is also responsible for managing and promoting excellence in the development, delivery, and assessment of online courses and programs for the SJMC. The director reports to the dean and works with the school's departments and faculty, as well as with FIU Online, overseeing online course design and teaching initiatives to ensure that the school stays current in effective practices in online teaching and course design, and that online courses meet ACEJMC's standards.

The director is a member of the university's Online Faculty Advisory Board, which provides guidance and assistance to the university and FIU Online and has been active in developing best practices in online education. Examples of the board's work include the introduction of flexibility in registration deadlines for online programs, policy on instructional designers' course access, and the implementation of "coaches" in online programs.

In 2014, the school approved a policy, passed by the school's Faculty Assembly in March, to have all SJMC instructors obtain Quality Matters certification and all online courses obtain Quality Matters accreditation, which involves a peer review process that certifies the quality of online and blended courses.

The following faculty members have completed Quality Matters training:

- Margo Berman
- Kathy Fitzpatrick
- Yu Liu
- Elizabeth Marsh
- Juliet Pinto
- Grizelle de los Reyes
- Sigal Segev

- Michael Scott Sheerin
- Carlos Suris
- Teresa Ponte
- Judy Van Slyke Turk
- Maria Elena Villar
- Weirui Wang

The benefits of Quality Matters, according to FIU Online, are:

- Improved student learning outcomes and retention
- Adoption of a systematic and comprehensive continuous quality assurance process that includes faculty training, course development, and course revisions that are aligned with accreditation standards
- Incorporation of new technologies and research findings
- Opportunity to engage in benchmarking activities with peer institutions
- Ongoing faculty professional development
- Increased flexibility, creativity, and divergent thinking
- Increased efficiency in using institutional resources

In fall 2014, the fully online Global Strategic Communications program enrolled its first cohort of students. Director of SJMC Online Sheerin oversaw the recruitment of a marketing firm to promote the launch of the GSC Online program, worked as the creative director on the design of the program's website (http://sjmc-med.fiu.edu/gsconline/), and has worked closely with the associate dean of graduate studies and research in integrating student recruitment and online policies with FIU Online.

Beginning in 2009, SJMC made a concerted effort to increase the number of classes offered online. In the fall 2014 semester, five core undergraduate courses were offered in an online format:

- Global Media and Society (MMC 3303)
- Strategic Communication Seminar: Hispanic Marketing Communications (MMC 4304)
- Principles of Public Relations (PUR 3000)
- Publication Editing and Design (PUR 4101)
- Visual Design for Globalized Media (VIC 3400)

A fifth course, Grammar Workshop (MMC 3021), was also offered online

All SJMC online classes are being built -- or redesigned -- to Quality Matters standards. One course (MMC 4200) received QM certification, and as of fall 2014, another course (RTV 3007) was undergoing review. Ten new courses for the Global Strategic Communications Online graduate program were scheduled to be offered in the 2014-15 academic year.

SJMC has set the following goals for SJMC Online:

- Obtain Quality Matters certification for all faculty teaching undergraduate and graduate online courses;

- Build all new online course offerings for both undergraduate and graduate courses to accreditation standards and obtain Quality Matters accreditation;
- Update current online offerings for both undergraduate and graduate courses to obtain QM accreditation;
- Continue to expand online course offerings from the current roster; and
- Work with the administration to determine feasibility of launching additional online programs and certificate programs at both the undergraduate and graduate levels.

Implementation will take place in the following steps:

1) All instructors, including adjuncts, must take the Quality Matters training seminar (QM: Applying the QM Rubric) by the end of the fall 2014 semester in order to be assigned to teach an online course in spring of 2015. By spring 2015, new instructors, including adjuncts, must take the QM training course prior to teaching an SJMC online course.

   Starting with the fall 2014 semester, current SJMC online courses must be rebuilt to Quality Matters standards and presented for certification within two iterations of offering the course. Faculty earn a $1,000 stipend once a course is certified.

   Note: A second workshop must be taken prior to submitting a course. This one-hour logistics workshop gives a step-by-step procedure for course submission. Dates are arranged depending on need.

2) A course may be exempted from this standard for a compelling pedagogical reason, such as the unsuitability of the objectives of the class with the Quality Matters criteria. To receive this exemption, the instructor must petition his or her chair (or chairs if the course is a core course), who will, in concert with the Director for SJMC Online, and with input from a FIU Online curriculum instructor, decide whether to approve an exemption.

3) Beginning in fall 2014, only faculty members who have taken the Applying the QM Rubric seminar can be assigned to build a new online course in conjunction with a FIU Online curriculum designer, and it must be initially built to standards. A stipend of $1,500 is given to the faculty member who builds the course (other options are available based on the collective bargaining agreement).

   The new course must be submitted for certification within two iterations of offering it, and an additional $1,000 stipend will be given to the faculty member once the new course is QM certified, as described in Step 2.

4. If the unit has a core curriculum, briefly list and describe the courses required.

The school requires all students to complete six courses totaling 15 credits, which are described in detail in the course catalogue and elsewhere in the standards:

- Mass Communication Orientation (MMC 3003 – 0 credits): This one-time class, conducted by Student Services, provides an overview and explains the program. Program advisers are informed about the sequence of courses in their majors, academic requirements, and scholarships. See Standard 6 for details.
- Mass Communication Law and Ethics (MMC 4200). This principles course examines legal and ethical issues confronting professional communicators. Focus on the responsibilities and rights of communicators, and the implications in the 21st Century. The course is described in section seven of this standard.

- Writing Strategies for Mass Audiences (MMC 3104C): This intensive writing course provides a solid foundation in narrative non-fiction and grounds students in writing mechanics. The course described in section 1 of this standard.
- Global Media and Society (MMC 3303): This course familiarizes students with a multi-cultural global perspective of a multi-media world. The aim is to create a foundation of media literacy through exposure to communication events using videos, selected readings, and online resources. The course is described in section 2 of this standard.
- Visual Design for Globalized Media (VIC 3400): This course takes a theoretical approach to how messages are conveyed visually and gives students basic skills in the application of the design concepts and theories into practical web design. The course is further described in section two of this standard.
- Multimedia Production (RTV 3260): This introductory course introduces students to the basic elements of multimedia production: audio recording and editing, basic photography, video production and editing, interactive infographics, and the basic functions of a web platform in order to combine these elements into a comprehensive multimedia website. The course is further described in section two of this standard.

Each major has requirements, areas of concentration, and a minimum of six credits for electives. The requirements and their prerequisites are listed in APPENDIX E.

> **5. Describe the ability of students to plan individualized programs of study to meet their special interests and needs.**

As noted above, students have course requirements for the school and their majors. They can individualize their majors by customizing their tracks. For example, Journalism majors can choose either print or broadcast. Broadcast majors chose either TV production or management, Advertising majors choose either creative or account management; Digital Media Studies majors choose digital management or digital content; and Public Relations majors do not have track choices.

Second, to achieve the 65 credits in liberal arts and 80 outside credit hours, students must take nine credits of liberal arts at the upper-division (3000 or 4000 course-number) level:

- Journalism majors must take one course of their choice in political science, one in international relations, and either "Business & Professional Communication" (COM 3110) or economics.
- Broadcast media majors must take one course in political science, one in international relations and "Business & Professional Communication."
- Advertising majors must take one course in sociology or anthropology, one in psychology, and "Business and Professional Communication."
- Public relations majors must take one course in economics or sociology, one in psychology, and "Business and Professional Communication." Advertising and Public Relations majors with previous credit in a public speaking course may choose a liberal arts to replace the business communications course.
- Digital Media Studies majors must take one course of their choice in political science, one in international relations, and either "Business & Professional Communication" or economics.

Third, all majors are required to have an area of concentration of at least 12 credits outside the SJMC. This allows students to supplement their communication education by specializing in another area. Students are allowed to select any area they want, so long as the courses have a cohesive element. For example, some Broadcast Media students select film studies. This

includes such courses as ENG 4132 Studies in Film and REL 3111 Religion in Film, among others.

Many students in Advertising and Public Relations minor in marketing at the business school or in a program at the Chaplin School of Hospitality & Tourism Management, which is on the same campus as SJMC. Many minors require five to six courses and fulfill the concentration requirement. Students are counseled to select an area that fits their educational needs, career aspirations and intellectual abilities.

Internships are strongly encouraged in all the majors. Students are informed of opportunities through an SJMC bi-weekly e-newsletter titled "The 'Ship." Faculty arrange internship experiences through their industry contacts. Students are also encouraged to see the Career Services Office for opportunities. Many of the internships are in the private and non-profit sectors; university departments also select SJMC students for internships in areas ranging from sports to the arts.

Finally, independent studies are offered on a limited basis for students who desire specialized study in a subject area that is not offered in course curricula.

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6. Describe the unit's involvement in service courses to non-majors.

The SJMC offers a minor to complement each major. They share basic courses, but minors have fewer total hours. The school also offers minors in Global Media Communication and Multimedia Production. The requirements and their prerequisites are listed in APPENDIX F.

Minors give FIU students the opportunity to acquire communications skills that support their majors. One popular combination is a major in hospitality and a minor in Public Relations or Advertising. Graduates of the Chaplin School of Hospitality & Tourism Management often pursue jobs at hotels, restaurants, cruise lines and tourism-related businesses that make up much of South Florida's economy. Some gravitate toward jobs that require knowledge and skills in public relations, marketing and advertising. An SJMC minor qualifies hospitality majors to pursue those employment opportunities.

SJMC works hand in hand with the Chaplin School on its world-renowned Food Network South Beach Wine & Food Festival, an annual winter gathering on Miami Beach of world-class chefs and restaurants, plus thousands of fans of fine food and drink. The event draws worldwide media coverage and SJMC provides students who act as public relations aides.

Students in the FIU College of Business who major in marketing often minor in public relations or advertising to enhance their skills and knowledge. While the business college offers courses on theory, strategy and management, there is only one advertising course and no public relations course. Students seeking more instruction find those courses in the SJMC.

Students who major in English, global and sociocultural studies, international relations, political science or public administration can choose SJMC minors to acquire strong communication skills. A minor in Journalism or Public Relations prepares pre-law students to think logically, read critically, and write and present clearly and correctly.

For the general FIU student population, SJMC offers introductory courses such as Global Media and Society, Mass Communications Law and Ethics, and Visual Design for Media. They have proven popular with students seeking to fulfill requirements or to broaden their general knowledge. Non-majors account for upwards of one-third of enrollment in some courses.

Since the launch of the Digital Media Studies major, Introduction to Digital Media (DIG 3001) has attracted a significant percentage of non-majors due to strong interest in the topic among Millenials, and Introduction to Television (RTV 3007) continues to attract a significant percentage of non-majors.

An online course, Grammar Workshop, was created in 2012 for SJMC majors and minors who need to improve their writing mechanics. That class draws students from engineering, business and other schools who are eager to improve their composition skills.

Professors Moses Shumow and Frederick Blevens teach a course that Blevens developed titled, "How We Know What We Know." The course is designed for students in all disciplines. In it, they develop critical thinking skills as they learn how information is managed and disseminated through readings, movies, presentations, and blog and wiki assignments.

In spring semesters, Shumow has taught the course with George Pearson of the FIU Library for the Office of Global Learning Initiatives (IDS 3309). Blevens has taught the class for the College of Business Administration. In the summer, Blevens and Pearson have taught the course as IDS 3309.

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7. Describe the teaching of ethics, law, history and theory of journalism and mass communications. If these subjects are taught as separate courses, describe instructors' qualifications. If these subjects are included in skills or other courses, tell how the faculty regularly evaluates the effectiveness of the teaching of these subjects.

SJMC has long taught ethics and law as one course -- Mass Communication Law and Ethics (MMC 4200) -- in the school's sequence of required classes for all undergraduate majors. Because the school's faculty and administration think that the teaching of ethics is critical to the professional and personal development of our students, ethics is emphasized throughout the curriculum, outside of class learning opportunities, and through university and unit mandated adherence to ethical values.

Mass Communication Law and Ethics has been an integral part of the SJMC core courses for the last 20 years. It has evolved as it reflects changes in the governing law, the professions and the use of technology. Traditionally it has been taught by full-time faculty and at present four faculty members take turns teaching the seven sections offered every academic year, including summer. All are faculty in the Department of Journalism and Broadcasting. Three are tenured professors; two have law degrees and two have Ph.Ds.

Faculty who teach the course participate in outside classroom opportunities such as the SJMC SPJ Student Chapter's panels on ethics in journalism; they also advise the South Florida News Service.

Since fall 2013, one of the three sections of MMC 4200 offered every fall and spring has been an online section developed by Prof. Juliet Pinto. Her online course has received Quality Matters Course Certification. One QM reviewer wrote: "A very well presented format which is one of the best that I have encountered. The course should be used as a Bench Mark by other universities."

After completing the course, students can demonstrate an understanding of:

- Ethical theories that apply to media industries and practices.
- How ethical and legal decisions are made in media industries.
- The historical and constitutional basis for free speech.
- The case law that governs journalism, broadcasting, public relations and advertising.

- The fragility of First Amendment protections in ethical situations.
- The critical challenges that face media decision makers in the areas of law and ethics.
- The relationship of a free press to democracy.

Social Media and Globalization (MMC 4302), introduces globalization processes, social movements, new technologies, as well as law and regulation within digital communications. The course is required for Digital Media Studies and Broadcast Media majors, and open to the other majors,

According to the syllabus, notions of civic engagement, policy and governance are discussed from viewpoints including those of lawyers, scholars, activists, artists, businesses and media theorists. The class also cultivates historical perspectives of pre-digital policies and precedents.

Through readings, lectures and assignments, students:

- Understand relevant concepts and apply theories to contemporary issues.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Broaden understanding of globalization processes and media policies.
- Increase awareness about social, economic, political and cultural issues surrounding social movements in the digital age.

Advertising and Public Relations Majors

Ethics, law, history and theory of mass communication are taught in the fundamentals courses for advertising (ADV 3008) and public relations (PUR 3000). They are developed in courses that the majors share:

Integrated Communication Strategy (MMC 4609), which is a requirement for both majors, focuses on the process of gathering, interpreting and critically evaluating primary and secondary data to determine communication strategies. Learning outcomes include:

- An understanding of the relationship between theory and research methods as the basis for developing a communication campaign
- Development of skills needed to conduct communication research
- An understanding of professional ethical principles and ethical conduct in pursuit of truth, accuracy, fairness and diversity.

Creative Strategies (ADV 3200) introduces students to the principles of mind mapping, cognitive map development and word association. They learn how to implement creative strategizing and problem solving as they apply to integrated communications

Within their majors, ethics and law are reinforced in advertising courses on print and radio/TV and in the basic and advanced courses for writing for public relations.

Digital Media Studies, Journalism and Broadcast majors

Courses such as Introduction to Digital Media (DIG3100), News Reporting and Writing (JOU3117), Advanced News (JOU3300), Media Management (MMC3250) and Multimedia Production (RTV3260), reinforce the study of ethics and of law and stress the codes of ethics that are part of the guiding principles of professional organizations such as the Society of Professional Journalists, the Public Relations Society of America, the American Association of Advertising Agencies, the Radio and Television News Directors Association (RTNDA) and National Press Photographers Association.

Theories of journalism and mass communication are covered in two distinct courses:

Introduction to Journalism (JOU 3003) covers the history and theory of journalism in print, broadcast and digital. The course is taught only by full-time faculty. The course focuses on the history and theories of journalism and is not a skills course. The faculty regularly evaluates this course by looking at it during intervals of possible curriculum changes.

Global Media and Society (MMC 3300) is one of more than 140 university courses designated as Global Learning Courses from which undergraduates choose two as requirements for graduation. This course covers basic media and communication elements that are foundational and commonly encountered in all or most international media formats.

The presentation of formats and elements is done using the United States as the comparative model but with a global and cultural diversity perspective. It emphasizes the current reality that media are no longer driven solely by western media but that a more globally engaged media industry now drives media content.

Principles courses are kept current by regular revisions that add content related not just to the past, but to the present and future of the communications industry.

In multiple section courses that include ethics and theory, several procedures are in place to evaluate the quality and/or quantity of the presentation of these areas of study. Common course outlines are used and department chairs bear the responsibility for ensuring that teaching consistency is maintained.

In Audience Analysis, Public Opinion and New Media (MMC 4631), Digital Media Studies majors develop an understanding of:

- The history and role of professionals and institutions in shaping communications
- Concepts and theories in the use and presentation of images and information
- Professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

Ethics in the Classroom

All faculty take every opportunity to strengthen ethical teachings with activities outside the classroom such as screening in spring 2014 of the new documentary "A Fragile Trust: Plagiarism, Power and Jayson Blair at The New York Times," with the contribution of guest speaker Macarena Hernández, the reporter and former Times intern who blew the whistle on Blair after he plagiarized her story.

The school wishes to counter the open-source mentality some young adults have that anything on the Web is up for grabs. For example, many students have difficulty grasping the legal concept of copyright as the lines become increasingly blurred by the cut-and-paste and YouTube actions of the public.

All SJMC syllabi include the university policy on academic honesty and misconduct and its sanctions, as mandated by the university. The policy and the Code of Academic Integrity are also part of the university's Student Handbook.

The SJMC has a no-tolerance policy for cases of cheating and plagiarism. To assist faculty in monitoring student actions, the university provides Turnitin.com, an online tool to promote academic integrity as well as provide feedback on student writing. Inevitably, each semester faculty catch students taking shortcuts.

> **8. Tell how the unit ensures that the objectives of courses with multiple sections are achieved in all sections.**

Department chairs have the responsibility of assuring the learning outcomes of all sections of these courses. This is achieved through methods which include revision of the syllabi and course outlines and when necessary calling a meeting of the faculty teaching the multiple sections to discuss course objectives and learning outcomes.

The SJMC has two skills courses with multiple sections that are core requirements for all majors, Writing Strategies (MMC3104C) and Multimedia Production (RTV3260). The school schedules seven to eight sections of these courses in the fall and winter semesters plus multiple sections in the summer terms. The responsibility for these courses falls to the chair of the Department of Journalism and Broadcasting who must coordinate with full-time faculty and adjuncts.

The SJMC has produced a Teacher's Manual for Writing Strategies which acts as a primer to the course for new adjunct professors, and support material for full-time faculty. In this way, all professors, whether full-time or adjunct, have the same course reference material.

Multimedia Production was developed to answer the need for visual and technology training for all majors. Previously, the tracks requiring these skills, such as broadcast journalism and TV production, included specific courses in their sequence to fulfill that need. With the introduction of Multimedia Production in fall 2010, all SJMC graduates now have exposure to the visual and technology skills necessary for their professional development.

From the start, great care has been taken to balance the demands of the advertising, journalism, and public relations professions. To ensure consistency in instruction, associate professor Michael Sheerin built an online interactive website (http://rtv3260mss.wordpress.com) that serves as a guide on the learning outcomes and technology to be taught.

The course has gone through regular revisions and evaluations of the content and techniques being taught. Since its inception, faculty and the chair of the Department of Journalism and Broadcasting have met regularly to make adjustments. Those teaching the course originally decided not to teach print layout skills. In 2012, after discussion on how to best meet the needs of the Advertising students, they decided to add Adobe InDesign.

For other courses in the Department of Journalism and Broadcasting, three basic approaches ensure consistency in multiple sections of courses:

1. There is an attempt to schedule the same instructor or instructors to teach multiple sections, especially Writing Strategies.

2. If the first is not practical, the chair takes the leadership in coordinating instruction in those multiple sections.

3. The faculty meets several times a year to determine new content or approaches, and use email exchanges — especially with adjunct faculty who are not always available during the day — to maintain a sense of community among faculty, to review course content updates, and to engage in a dialogue regarding teaching techniques, to discuss new ideas for assignments and to discuss problems that may arise during the semester.

In the department of advertising and public relations, a similar multiple-step approach is employed:

1. The department has developed learning objectives for all undergraduate and graduate courses, all of which were voted upon by departmental faculty. The department reviews these

learning objectives on a periodic basis and, if necessary, makes adjustments after a vote of the faculty. By department mandate, these learning objectives are contained in each course syllabus to ensure that students and faculty stay focused on them.

2. The chair works with each faculty member and adjunct to review the proposed syllabus and ensure that the learning objectives are being met. Adjunct faculty are instructed to follow previous syllabi, with minor modifications if required, and the texts utilized are either mandated or approved in advance by the chair.

3. Whenever more than one faculty member is required to teach specific sections, participating faculty actively share materials, approaches and solutions to problems with each other. This sharing process is supervised and enforced by the chair to ensure that the learning and instructional objectives are being met in a consistent manner across the multiple sections.

4. Faculty meet frequently to determine new content and approaches. This is done in monthly faculty meetings throughout the academic year, and informally as faculty pursue individual interests.

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9. List achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc.

Associate Dean Allan Richards and Associate Dean of Graduate Studies Kathy Fitzpatrick developed and participated in a roundtable discussion titled "Teaching Innovations in Journalism and Mass Communication," at the 2014 conference of the Association for Education in Journalism and Mass Communications.

Fitzpatrick has authored a book chapter titled "Teaching Public Relations Ethics" in *Learning to Teach* (Public Relations Society of America, 2014), an online resource designed to advance pedagogy in the field.

Associate Dean Allan Richards and South Florida News Service news director Chris Delboni conducted a panel discussion at the fall 2014 SPJ convention titled "Building an Academic Newsroom." They described and discussed how the teaching hospital method is applied to SJMC journalism courses and the school's collaborations with its media partners.

Professors Robert Gutsche Jr., Susan Jacobson, Kate MacMillin and Juliet Pinto were awarded a $35,000 Online News Association grant in spring 2014 to develop journalism courses that investigate and report on the effects of climate change on South Florida.

Assistant Professor Moses Shumow won the FIU faculty award for Excellence in Engagement in 2014. He also won the SJMC Award for Exceptional Teaching in 2011.

Associate professor Juliet Pinto won the FIU faculty award for Excellence in Research and Creative Activities in 2014.

Instructor Grizelle De Los Reyes received a grant from NATPE to develop undergraduate and graduate advertising course content. She gathered information during a three-week internship in summer 2013 with the media department of advertising and design agency Crispin Porter Bogusky and a Comcast national and local advertising sales team.

Dean Reis won a competitive grant from the FIU-Wolfsonian Museum in spring 2013 to improve his class, Trends in Graphics and Design: Propaganda and Persuasion (VIC 5205), which is part of the GSC-Creative FIU-Miami Ad School master's program.

Associate Professor David Park contributed a chapter, "Advancing a pedagogy of social change in post-Katrina New Orleans: Participatory communication in a time of crisis" to the book *Sustainability and Culture in Communication* (J. Servaes , Ed. University of Chicago Press. 2013). The contribution was based in part on conference presentations at the 2011 International Improving University Teaching Conference and the 2010 International Association for Media and Communication Research conference.

SJMC faculty members received a 2012 Recognition Award from FIU for the Digital Rap Sessions that led to the creation of the Digital Media Studies major.

Assistant Professor Lynne Farber was a guest professor in June, 2013 at MarketingProfs University, an online marketing training resource; she lectured on "Being a Journalist's Dream Writer." Farber also was interviewed in 2009 for a case study-driven textbook, *How to Be Successful in Your First Year of Teaching College: Everything You Need to Know That They Don't Teach You in School* (T. Webster. Atlantic Publishing Group Inc., 2010).

Associate Professor Maria Elena Villar coordinated the poster sessions featuring teaching abstracts from public relations educators at the PRSA's Educator's Academy from 2012 to 2014. She and former SJMC Associate Professor Rosanna Fiske presented an academy session titled "Teaching Public Relations through Hybrid In class-Online courses" with Jon Amador of College of the Canyons in 2009.

Associate Professor Michael Sheerin and Assistant Professor Moses Shumow authored a peer-reviewed article titled "Making Ends (and Bytes) Meet: The Challenges of Teaching Multimedia at an Urban, Underfunded University" (3-U). *Journalism & Mass Communication Educator* (JMCE), January, 2013.

Villar and Assistant Professor Elizabeth Marsh authored a peer-reviewed article titled "Demographic or disciplinary digital divide?: A comparison of technological proficiency and employment expectations of mass communication students." (*Media Education Research Journal*, 3(1), 63-78.)

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10. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

FIU offers an array of resources to encourage and support effective teaching, and SJMC undergraduate and graduate faculty routinely take advantage of these opportunities. Most programs are open to all members of the university teaching community, both full-time and adjuncts. They include programs provided by the Center for the Advancement of Teaching, the Division of Educational Technology and FIU Online.

Center for the Advancement of Teaching

The center provides a variety of programs from intense full-day trainings to short workshops to teaching observations. Programs are run on a recurring basis and programs are added on a regular basis. In order to familiarize incoming faculty with the services provided by center and the importance placed by the university on effective teaching, all incoming faculty are required to participate in center's all-day orientation held in August.

Professional Development in Teaching

The Center for the Advancement of Teaching offers a professional development series to assist new faculty in the transition to teaching. Workshops are held on a monthly basis. The program assists with course design, classroom strategies, and presentation and communication skills. Additional series components include test and syllabus design workshops and techniques for the best use of i>clicker in the classroom.

Other resources are available for more experienced teachers:

- **Teaching Observations**: Center staff is available to visit classrooms and review the learning environment, teaching style, and the level of student engagement. All consultations are confidential.

- **Faculty Learning Groups**: The center facilitates the formation of small interdisciplinary groups of faculty who wish to explore new ways of learning and of teaching. They may focus on a particular teaching issue or they may be focus on exploring new ways or techniques for communicating knowledge.

- **Workshops**: The teaching workshop series includes workshops on fundamentals, best practices, innovative teaching methods and new developments. They take different forms, from full-length one-hour workshops to micro-workshops (5-10 minutes) best suited for department meetings and orientation sessions. Colleges, schools and departments may also request the center to develop a specialized workshop. In addition, the center provides a graduate teaching certificate program that equips graduate teaching assistants with the important basic skills for college teaching.

- **Division of Educational Technology**: The Resource Center provides faculty with a place to explore the possibilities that exist for teaching and learning with technology such as non-linear video editing software as well as audio equipment for recording and editing. It also provides workshops throughout the year that train faculty on the use of software such as Blackboard, Excel, PowerPoint and Adobe Connect.

- **FIU Online**: With increased emphasis at FIU on online teaching, the office of FIU Online provides resources and training for faculty wishing to develop an online course. It provides instructional design courses and support for faculty, a mentorship program, and a series on best practices for teaching online. Since 2008, FIU Online has held a yearly on-site conference with trainings and workshops designed to provide faculty with an opportunity to learn from other experts in the field. In 2014, the all-day conference offered workshops such as, "The effect of QM Certification on Faculty and Student Satisfaction," "Academic Innovation and Culture Change in Higher Education," and "Motivating and Engaging Students in Online education." SJMC faculty interested in online teaching have participated in these conferences.

- SJMC has committed to fund travel to a professional convention or conference for each faculty member each year. Faculty are encouraged to take advantage of sessions offered on teaching innovations and best practices.

11. Describe the importance of teaching in promotion and tenure decisions.

Teaching is an important component of tenure and promotion discussions, as it is in our annual evaluation of faculty which is a vital part of the process for tenure and promotion.

The SJMC policy and procedures manual dictates that in a promotion evaluation, "Teaching performance at the level corresponding to the higher faculty ranks is an indispensable condition for promotion." Teaching is also a criterion in the tenure/promotion application process.

In the school's evaluation of teaching, taken from the SJMC Policies and Procedures Manual (See APPENDIX C.), faculty are expected to:

- Be knowledgeable in their fields of study
- Be well prepared and well organized for all classroom or associated activities
- Be successful in the presentation of knowledge
- Be actively helpful to students outside class
- Provide academic, career counseling and advising
- Supervise internships and independent studies
- When necessary, supervise graduate projects.

When faculty are evaluated on their teaching, the tenure/promotion committee considers:

Evaluations by students, peers (at discretion of faculty member) and the department chair
Quality of course syllabi and samples of tests or exams, project assignments, etc.
Activities that have enhanced a faculty member's ability and qualifications to teach, including new course development, new course preparation, new course materials, development of new teaching modes, attendance at teaching seminars or workshops, curriculum development or revision, or other innovations which would influence the determination of the quality of teaching.

The committee may also consider:

Formal studies or assessments from the Academy for the Art of Teaching for the purpose of improving ability; e.g., attendance at quality teaching seminars
Grade distribution for each class
Documented support from alumni and professionals currently working in the field regarding knowledge gained from courses taken from the professor
Special honors, awards, or other recognition of teaching

The university also has an Academy for the Art of Teaching which offers sessions for new faculty, adjunct faculty, graduate assistants and those needing to retool or learn new technologies. Faculty are encouraged to attend these workshops. Associate professors Elizabeth Marsh and Michael Sheerin participated in the reading/work group on "Now You See It: How Technology and Brain Science Will Transform Schools and Business for the 21st Century."

In addition, new faculty are assigned senior faculty as mentors to help them as they enter their careers in the SJMC. Chairs also review student evaluations of faculty teaching carefully and counsel faculty who may be having problems.

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12. Describe any special recognition that the unit gives to outstanding students. Exclude scholarships, which are summarized in Table 10, "Student Aid."

Since1991, the SJMC has held an annual student recognition ceremony. Students are honored with the "Outstanding Student" in a major award in each of the majors and the graduate program. Scholarship recipients are also honored.

In order to recognize SJMC students in a variety of ways, each semester those students who achieve the Dean's List due to outstanding grades are sent a congratulatory letter. Their names are also submitted to several national publications, notably the National Dean's List and Who's

Who Among Students in American Colleges and Universities. These same lists serve as guidance to both academic departments when it comes time to select the Outstanding Student Awards in each academic track presented at the annual SJMC Student Celebration and Awards Ceremony.

The ceremony also recognizes the Outstanding Alumnus and scholarship recipients and the winner of the Dean's Citation Award. Kappa Tau Alpha holds its annual induction of members at that time. Gannett, Telemundo, Fox Sports Florida and the Hearst Foundation have sponsored the reception at the awards ceremony for the past years.

The awards process is monitored through the Office of Student Services, but a faculty committee chaired by the office supervisor makes the final selections. In 2014, the committee was highly selective and awarded $26,900 to 11 highly qualified and deserving students.

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13. Attach a copy of the unit's internship policy.

Internships are an essential component of the SJMC program and the professional development of our students. From orientation to graduation, students are urged to take their internship experiences seriously, to make conscious decisions as to where they will solicit and accept internships, and to approach an internship as they would a professional work experience.

The school offers students extraordinary internship experiences because of professional connections and active, international media market. The school has more requests for interns than it can fill with students prepared for those experiences. To provide our students with the best opportunities, we have developed relationships at the national level as well. Our journalism and broadcast students have interned at NBC News in New York, CNN in Atlanta, Scripps Howard News Service, NPR and The Washington Post.

SJMC Advertising and Public Relations majors have interned and now work for international agencies such as Burson-Marsteller, Edelman and Republica. Advertising students have interned and worked at international agencies such as Crispin Porter+Bogusky and Zubi Advertising.

Advertising and Public Relations majors

The school has developed an extensive network of advertising and public relations internships for its students. The international nature of South Florida has given them an opportunity to work on large-scale client projects and develop global contacts. Students receive wages or academic credit in Communication Internship (MMC 4945). Students also have the opportunity to complete an internship for experience but without academic credit. The internship policy is attached as APPENDIX P.

Internship sponsors range from private-sector agencies to public entities such as the Greater Miami Convention & Visitors Bureau to tourist destinations such as Jungle Island. Some internships are alumni-driven, such as those from alumna Annabel Beyra, owner of Fusion Communications, a public relations agency, alumna Allison Filella, marketing manager at brand management agency Turkel Brands, and Zubi Advertising, where the school has placed five graduates.

Other connections are developed through outreach efforts of faculty; they have established relationships with the promotions and marketing departments of local TV stations, broadcast networks, newspapers and magazines, and event planning firms.

Students work with account executives in all areas – creative, account management, publicity, event planning and so on. Students are encouraged to secure more than one internship so that when they graduate they can demonstrate to prospective employers they have experience in a variety of workplaces.

Digital Media Studies, Journalism and Broadcast Media majors

Digital Media Studies, Journalism, and Broadcast Media majors have opportunities for internships and onsite learning at eight local South Florida TV stations, several cable news channels, the network newsrooms of Univision and Telemundo, and the Miami bureaus of CNN, Discovery and Aljazeera plus several radio stations, most notably WLRN, the local affiliate of NPR. Journalism majors have interned at the Atlanta Journal-Constitution, Scripps Treasure Coast Newspapers, Fort Myers News-Press and Miami Herald. The internship policy is attached as APPENDIX P.

Through a journalism or broadcast course, they learn news gathering, news programs, production, and other radio-related skills. The three major metropolitan newspapers and dozens of community newspapers also provide valuable training through internships, as described below, and the South Florida News Service, as described elsewhere.

SJMC policy is that most internships should be paid activities. As we partner with host organizations, this is part of the conversation. Employment law states that internships must be either paid or for academic credit. Unpaid internships remain part of the school's portfolio as long as they provide the structure and mentorship necessary for a valuable learning experience.

These internship courses have academic credit components depending on the level of structure and immersion:

Journalism Internship (JOU 4946: Print and Broadcasting): 1 academic credit and may be repeated up to three times
Communication Internship (MMC 4945): 1-3 credits for Advertising and Public Relations majors depending on the structure and length of the internship experience
Media Practicum (MMC 4940): 0-3 credits depending on the immersion, structure and length of the internship experience
Television Production (RTV 4940L): 3 credits and is reserved for TV Production majors
Television Management (RTV 4941L): 3 credits and is reserved for students in the TV Production track
Digital Media Internship (DIG 4940): 3 credits and is reserved for SJMC students with full admission into upper division program

In addition, the journalism and broadcasting department has developed special internship programs with key organizations that provide an excellent level of structure and mentorship for the students.

The Miami Herald internship (JOU3312) is a two-to-three-semester program that provides an excellent opportunity for our students to be mentored by Herald editors as they work as full-fledged reporters covering municipal and community beats. This is a paid internship consisting of 15-hours a week paid at $8/hour rate plus reimbursement for car mileage.

The selection process is very competitive and the potential intern is prescreened by submitting an application essay and work samples and by recommendation of department faculty. At the second round, the candidate must complete a writing test and be interviewed by Herald editors.

Successful interns leave the program with a portfolio of work and an invaluable experience. Of the graduates of this internship, the Herald has hired one person as a full-time reporter and has continued working with others as freelancers after their graduation. Several other former interns

have gone on to successful careers as full-time reporters at other Florida newspapers and other publications.

In spring 2011 SJMC and Telemundo Network, the second largest Spanish-language television network in the United States, signed a three-year gift agreement for the development and execution of the Hispanic Media Futures program and a two-semester internship/teaching clinic program based on principles of engagement and mentorship.

In much the same way that clinics give medical and law school students hands-on experience in their fields, the internship program was created to address a need in the bilingual journalism field. Students graduating with this immersed experience can perform with less training and direction and are therefore more desirable to potential employers.

This internship program was open to all SJMC students and every semester a new cohort of approximately eight students joined the program.

During the first semester of the program, Telemundo's senior staff engaged the students by giving them an overview of the company and the day-to-day responsibilities of the various departments. The executives led workshops that enhanced the interns' skills. At the same time, the students were involved in Telemundo's programming by reviewing existing content with the supervision of an SJMC internship faculty coordinator. They also researched and proposed program modifications.

During the second semester, the students became immersed in different Telemundo departments (news, digital, programming, marketing research, public relations, etc.) and a Telemundo mentor supervised and evaluated their performance.

The program ended in December 2013. Of the 57 students who completed the two-semester internship, Telemundo hired 13 of them.

Since 2006, the Scripps Howard Foundation has considered the SJMC a partner-university and has awarded the school three $3,000 summer scholarships for 10-week internships. These internships may be conducted at either a Scripps Howard property or at a non-competing news organization and has been an excellent training ground for our students. In past years, Journalism students have been interned at Scripps Treasure Coast Newspapers, where four alumnae are now reporters, and at the Naples News.

In 2010, the Scripps Howard Foundation extended its semester in Washington, D.C. summer internship program as a short-course for SJMC students. This program runs for 5 weeks and carries a stipend of $720, plus free housing. Interns report for work each day at the Scripps Howard Foundation Wire offices located four blocks from the White House. They report and write a variety of stories on government, politics, breaking news, business, sports and features and are lectured by experts on best practices in covering the news. As others before them, the two 2013 graduates of this program have successfully gone on with their careers; Silvana Rodriguez is a producer at MSNBC and Barbara Corbellini Duarte is a reporter at the Sun-Sentinel.

In fall and spring, a WLRN reporter-producer teaches Special Topics: Radio Storytelling@WLRN (MMC4936). Every summer two or three graduates of the course are offered paid internships. This relatively new relationship has been worthwhile for all involved. From that very first fall 2013 class, student Julia Duba was offered a summer internship and later hired as a reporter; she was recently promoted to morning producer.

At least one Journalism major per session was selected for the biennial New York Times Institute, which was held at SJMC in 2009 and 2011. Students competed for a small number of positions for the two-week program in which Times editors directed a news project that the newspaper published.

> **14. Describe the methods used to supervise internship and work experience programs;** to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. Provide copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences. (These documents can be placed in the appendices binder.)

SJMC has developed excellent and long-standing working relationships with numerous South Florida news media, advertising and public relations organizations. As a result, we have developed a number of ongoing internship programs with many of these organizations. In addition, we are regularly approached by other organizations looking for internship support for specific projects or to help with a short term need.

Traditionally, the chairs coordinated internships. In recent years, internships became an integral part of the student experience and demand increased for SJMC students. In 2013, the faculty decided to provide a faculty internship and career adviser for each department.

The adviser reaches out to internship partners to review procedures and make adjustments specifically in cases of changes in the programs. When organizations with no previous ties approach the school, the faculty adviser starts a vetting process that may include an interview with the internship supervisor, a written proposal of the structure of the internship and even a site visit to ensure that the opportunity meets school standards. The intent is to approve sites that offer an experience most akin to real-world work practice, and offer the student an opportunity for growth and learning.

It is of utmost importance to the adviser that students are provided with an internship opportunity that is worthwhile and enhances learning and skills.

Students identify internship opportunities in several ways:

- Determine the type of internship experience desired (i.e., news outlet, agency, corporate, non-profit or governmental) and approach an employer directly to discuss the possibility of an internship before presenting the specifics to his or her internship adviser for discussion.

- Obtain an internship posting from the "'Ship," a biweekly SJMC email newsletter that summarizes internship and scholarship opportunities available to students. Listings include a brief description of the employer, the learning experience, hours, requirements, paid or class-credit status, and online contact or application information. Students can find more information, usually online, before presenting the specifics to a faculty adviser for discussion.

- Consult the regularly updated database of internship opportunities maintained by the university's Office of Career Services.

- Directly approach the organization or discuss specifics with the department faculty adviser.

- Meet with an organization when it makes a campus visit. Organizations often request that SJMC screen candidates, provide their resumes, and set up interview schedules and locations.

- Receive an offer from an adviser. In limited circumstances, an internship may be hand-picked based on who the adviser knows will meet specific qualifications.

Approval for internship is granted upon determination that the student has the following:

- Obtained the necessary grade point average to enroll in an internship
- Taken the necessary prerequisite classes
- Obtained full admission to SJMC

Before commencing, the intern must present a contract signed by all parties specifying the work to be accomplished and the learning outcomes. The internship adviser supervises the internship and evaluates both the student and the internship organization. The school has terminated an internship relationship because it is deemed that the experience is no longer worthwhile. This is often as a result of changes in management or a devaluation of the importance placed by the organization on the internship program.

During the internship, the faculty adviser maintains contact with the intern to gauge the experience and review progress. The adviser is always available to the internship host supervisor for consultation either by phone or email. At the end of the term, the intern's host supervisor is asked to fill out an internship evaluation and encouraged to personally meet with the intern to discuss the evaluation. The faculty adviser is responsible for issuing a grade based on her supervision and evaluation and taking into account the host supervisor's evaluation.

Because as many students complete internships for no academic credit as for credit each semester, faculty in both departments are working to create a zero-credit course in which non-credit internship students would enroll, allowing the faculty internship advisers/coordinators to monitor them as well as those of students enrolled in the credit-bearing internship course.

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15. Describe the process by which students are admitted to the graduate program. What is the typical number of applications, admissions and enrollments?

Not applicable.

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16. Tell how the graduate program is distinct from the undergraduate program. Show how instruction and curricular requirements for graduate students are at a more advanced and rigorous level than courses for undergraduate students, including courses open to both undergraduate and graduate students. This discussion should include online courses.

Not applicable.

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17. Provide a list and a brief description of specialized professional graduate courses offered as part of the curriculum.

Not applicable.

18. Show that at least half the required credit hours in the master's program are in professional skills courses appropriate to professional communications careers.

Not applicable.

19. Describe the unit's curricular efforts to develop in its master's graduates the ability to contribute to knowledge appropriate to the communications professions in which they work.

Not applicable.

20. Complete and attach Table 4 and Table 4A.

Not applicable.