

Proposal for Revision of the Public Affairs Journalism Major in the School of Communication

1. General Information

- *Name of proposed major:* Public Affairs Journalism. The School of Communication has two majors, Communication and Journalism. The proposed revision is only relevant to the students majoring in Journalism.
- *Degree students will receive:* Bachelor of Arts in Journalism
- *Effective date:* Autumn 2010
- *Responsible academic units:* The School of Communication is solely responsible for the courses in the major. The premajor requires one English course (English 269, Digital Media Composing). In addition, all journalism students are required to complete a minor in an approved area of study. Most of the recommended areas are in the College of Social and Behavioral Sciences; the exception is in business.

2. Rationale

Rationale/purpose: Technology has revolutionized journalism and it is essential that our curriculum reflect this change. The values of public affairs journalism -- accuracy, honesty and fairness -- will remain at the core. The way journalists gather and deliver news will continue to evolve; the look of news operations and news products in the near and far future cannot be predicted. We can prepare students by teaching them to think critically and exercise the news judgment and ethical obligations that will be required regardless of the medium. And we can teach them to recognize diverse media, as sources of information as well as platforms for their news products.

Universities all over country are revising their journalism curricula at both undergraduate and graduate levels. In fact, an article in Chronicle of Higher Education, "Stop the Presses! Revamped Journalism Courses Attract Hordes of Students" (9-21-09) noted that programs seeing growth are training students for developing technologies. In fact, our peer or aspirational institutions have made this shift already. For example, Northwestern University's Medill School of Journalism aims to produce "multimedia journalists equipped to succeed in a dynamic media landscape," while the William Allen White School of Journalism and Mass Communications at the University of Kansas notes its reputation for "leadership in providing a multidisciplinary cross-platform curriculum that reflects the realities of the 21st century workplace." Other programs have revamped their curricula to address the changing environment for journalists, including the School of Journalism and Mass Communication at the University of North Carolina-Chapel Hill and the Walter Cronkite School of Journalism and Mass Communication at Arizona State University. Other top journalism schools have special tracks devoted to online or multimedia journalism, such as the programs at the University of Missouri, the University of Texas, and the University of Maryland-College Park. In Ohio, the E.W. Scripps School of Journalism at Ohio University offers a specialization in online journalism and

notes that the School is “equipped with state-of-the-art technology and provides courses and practical experience to aid students in developing the skills required to adapt to the new age of journalism.” To remain competitive, the School of Communication needs to revise its journalism major and provide students with instruction and experience with the multimedia tools they will need after graduation.

This proposed revision assures that students have a foundational understanding of new media and how to produce news reflecting that. Students will learn how to tell their stories in different ways for different audiences. We will encourage this by adding English 269 (“Digital Media Composing”) as a premajor course, revising three existing journalism courses (COMM 421, 422, and 621) to highlight the teaching of journalism skills across both traditional and newer platforms, and requiring a new course in Multimedia Journalism (COMM 426).

At the same time, the fundamental elements of our major will remain the same. Specifically, the curriculum will remain at 50 hours, will retain both the required internship and a minor, and will still require students to gain experience by working at *The Lantern*. The experience at the student newspaper will be different, however, as *The Lantern* itself has become a multi-media news outlet. Faculty and staff in journalism have determined that the student newspaper must keep pace with changes in the newspaper industry and provide students with the kinds of experiences that will best prepare them for careers in today’s journalism field. Therefore, *The Lantern* now delivers news in print, on the web, and in podcasts.

The School of Communication is well suited to offer this updated curriculum. New faculty and staff bring with them state-of-the-art expertise as well as research interests and capabilities that will keep instruction and intellectual content current. In addition, updated spaces will offer state-of-the-art facilities. Finally, our advising staff has been an integral part of the development of this revision and is well prepared to counsel students as they consider and work toward degrees in journalism.

Assessment data: Surveys of both students and alumni have indicated the need to revise our program to provide an updated curriculum that will better prepare students for the job market. For example, graduating seniors in Journalism wrote in the 2009 exit survey that their professional success demands up-to-date instruction with state-of-the-art facilities if they are to thrive and compete in their chosen profession. Their remarks were supported by disappointing ratings of satisfaction with the major by journalism students. For example, average ratings (on a 1 to 5 scale, with 5 indicating high levels of satisfaction) on a question assessing satisfaction with how the School of Communication met expectations for journalistic reporting and editing was 3.3 in 2009 and 3.8 in 2008. Our School’s Major Assessment Report sets a minimum criterion for success on this question at 3.8. Ideally, we would like to achieve or approach a level of

excellence for instruction in this area, with ratings of around 4.5 (see Goals/Objectives under #3).

In addition, in our 2009 survey of alumni, we learned that former journalism students also recognize the need for an updated curriculum that will prepare students to adapt to changes in the journalism field. However, they also cautioned that we should maintain the balance between a professional and a liberal arts education.

The School of Communication is committed to giving journalism students the experiences they need now as students, when they are on the job market, and years after they graduate. Our revised curriculum will not only give them instruction in multimedia journalism but will continue to provide a solid foundation in the principles of journalism within a social scientific framework that will continue to benefit them well after they leave our program.

- *Unique characteristics or resources:* The recently renovated Journalism building, along with investments in state-of-the-art equipment and technology, will allow us to provide students with the kind of multimedia experiences that are necessary for journalists today (see Existing Facilities and Equipment, Question #6). This reflects the School's continuing commitment to providing excellent experiences and opportunities for our students. In addition, students will gain experience working with a multimedia news outlet now that *The Lantern* has undergone significant changes in its format (including an online edition and live webcasts). As a result, the changes to the journalism curriculum are particularly relevant at this time.
- *Benefits for students, the institution, the region and state:* The revision to the journalism curriculum will benefit our students by providing them with the skills and knowledge they will need to gain employment as journalists. Journalism students currently perceive that our major does not adequately prepare them for future work or careers ($M=2.8$, on a 1 to 5 scale) and open-ended comments illustrate that journalism students crave the multimedia experiences they know they will need after graduation. Our faculty and staff in the journalism field regard multimedia journalism experience as integral to preparing today's journalists. The revised journalism curriculum will better prepare students for the job market and for their careers in journalism.
- *Career opportunities:* Journalism students should be able to better compete for journalism jobs after they have completed the revised curriculum (see Benefits for Students, above). We will continue to monitor progress in this area by tracking students' perceptions of the major's adequacy in preparing them for a career (via the graduating student exit survey) and also through annual surveys of our alumni.
- *Licensure or certification:* N/A

3. Goals/Objectives and Evaluation of Program

- *Goals and Objectives:* The faculty re-examined the Major Program Goals and Objectives (see below), in light of the revision, and decided to make minor adjustments, which are highlighted in italics.

Goal 1. To offer students knowledge of the principles of journalism within a social science framework and to foster an understanding of the role of public affairs journalism in society

- Students should have an understanding of the core concepts and principles of the role of media in society
- Students training to become journalists should be able to apply critical thinking and analytical skills to systematically evaluate problems and processes

Goal 2. To train students in the practice of *multimedia journalism and to adapt to an evolving field*

- Students graduating from the program should demonstrate basic competency in journalistic skills of reporting and editing *across platforms*.
- Students graduating from the program should demonstrate competency in a content area outside the field of journalism

Goal 3. To prepare students for jobs in the field of media and journalism

- students should demonstrate basic competency as staff members of *The Lantern* newspaper
- students should demonstrate basic competency in required internship experiences

- *Methods to assess goals and objectives:* Consistent with previous years, we will use indirect measures of success (e.g., student exit surveys of graduating seniors, student surveys of satisfaction with internship experiences) to assess our goals and objectives. In addition, we will now include responses to our alumni survey to gauge student success and will consider adding direct measures of student learning as well (e.g., embedded test questions in basic skills classes to assess competency in multimedia journalism).
- *Alignment of evaluation methods with objectives:* Our current assessment plan aligns each goal or objective with specific questions on the student exit survey. The following is a list of the proposed additions to our current assessment plan:
 1. To assess perceptions of competency in reporting and editing across platforms (Goal 2, revised objective 1), we will add one to three more questions to the student exit survey.
 2. To assess perceptions of competency in reporting and editing across platforms (Goal 2, revised objective 1), we will consider monitoring performance on exams in COMM 421 and COMM 422 in order to obtain direct measures of student competency in these areas.
 3. To assess success in preparing students for jobs in media and journalism (Goal 3), we will conduct an annual survey of alumni and evaluate their responses to questions tapping job placement and satisfaction with the major.

- *Criteria for evaluating student learning:*
 1. For questions on the graduating student exit survey: the minimum criterion for success will be an average rating of 3.8, on a scale of 1 to 5. The criterion for excellence for those questions will be 4.5.
 2. For direct measures of student learning (if used): an average of 75% on relevant exam questions among a random sample of students enrolled in COMM 421 and COMM 422.
 3. For the alumni survey: at least 75% of alumni reporting gaining jobs in media or journalism within 5 years and at least 75% reporting satisfaction with our major's performance in preparing them for a job in media or journalism.
- *Time line:* We will continue to monitor responses to the student exit survey and our alumni survey on an annual basis. The results from the alumni survey will not be useful for assessing our revised major for several years (i.e., once students who have completed the revised major have graduated); however, the data we collect in the coming years can be used as a benchmark against which we can compare the data gathered in later years. In addition, in the next 1-2 years, we will explore the use of direct methods (e.g., exam questions in COMM 421 and COMM 422) and consider their utility as supplements to the student exit survey and alumni survey.
- *Use of assessment results:* The results of the assessment will be shared with the faculty at regular faculty meetings in the School of Communication. When ratings fall below our criteria, we will discuss whether and how changes to our methods of assessment, our instructional techniques, or our curriculum will be made.

4. Relationship to Other Programs/Benchmarking

- *Current major and minor programs:* We currently have two majors: Communication and Journalism. The proposed revision is to the Journalism major only. This revision will have no effect on the Communication major. In addition, we have 5 minors in our School. None of these minors will be affected by the revision to the journalism major.
- *Overlaps with other programs/departments:* Although there are other courses across the university that teach multimedia skills, none of them do so in the context of the goals and objectives of the journalism major. That is, it is essential for students to understand not only how to use multimedia technologies but to use them effectively to serve critical functions in a democratic society. Although the role of journalists is the same, the manner in which they tell and present news stories has changed substantially. Journalism courses, taught by experts in journalism, must explore the issues that journalists face in an evolving field.
- *Cooperative agreements:* None
- *Articulation arrangements:* None
- *Consultants/Advisory committees:* Numerous groups of relevant faculty, staff, and students from both the School of Communication and English have met during the past year to draft this major.
- *Previous submissions:* No

- *Where students will be drawn from:* We expect the majority of our students to come from within the university. We expect that current journalism majors will remain journalism majors and that we may see a slight increase in the number of students within the university electing the new journalism major. In addition, we expect a slight increase in the numbers of students electing the journalism major from outside the university as we become more competitive with other journalism programs within Ohio.

5. Student Enrollment

At any given time, there are approximately 250 students majoring in journalism. We expect a modest increase in student enrollment; however we will continue to use enrollment management whereby we can maintain a desirable student population via student applications to the major.

6. Curricular Requirements

- *Courses that constitute the requirements:* See Appendix A (new or revised courses are in italics). See Appendix B for a summary of the proposed course changes.
- *Minimum number of credits required for completion of major:* 85-90 (15 for the premajor, 50 for the major, 20-25 of the minor).
- *Average number of credits expected for a student at completion of major:* 85-90
- *Sample four-year student plan with average number of credits take per quarter:* See Appendix C.
- *Number of credits required from other departments:* 25-35
 From English: 5 hours for premajor (lower-division undergraduate course); see Appendix D for evidence of support from the Department of English
 From either Criminology, General Business, Economics, Geography, International Studies, Political Science, the Capital Program, or Legal Foundations of Society: approximately 20-25 hours (depending on the program) to complete a minor (combination of lower-division and upper-division undergraduate courses)
 From Statistics: 5 hours if students elect COMM 460 or COMM 463
- *Number of credits typical student might take as electives in other depts.:* 0-5
- *Other major requirements:* 5 hours of Internship (COMM 683 or COMM 690)
- *Accreditation seeking:* No
- *Number and qualifications of faculty:* 34 tenure-track or tenured faculty; 7 part-time or full-time lecturers (all have at least a Master's degree in Communication/Journalism or a relevant field). Two more full-time lecturers will be hired to support the Journalism major.
- *Existing facilities and equipment.*

The School of Communication has completed extensive renovation of three rooms and the lobby in the Journalism Building and has equipped classrooms and *The Lantern* newsroom with the tools to support the new curriculum. For example, JR 106 will allow multimedia lectures and special programs, JR 270, *The Lantern*

newsroom, will feature laptop computers for reporters and editors, and JR 281 houses studios and labs which will allow *The Lantern* to offer multimedia news presentations (as of Autumn 2009, *The Lantern* ceased Friday publication of a paper edition, moving to an on-line edition with accompanying live webcasts). In addition, JR 281 will provide classroom space and equipment for multimedia journalism classes, including classroom sets of equipment for students to do newsgathering. Finally, by the end of Autumn 2009, two LCD displays in the lobby of the Journalism Building will offer continuous coverage of news events, on and off campus.

- *Additional university resources required:* None
- *Major description in college bulletin:* Same as previous description

Appendix A: Curricular Requirements							
CURRENT				PROPOSED			
	Hrs	Course Title	Prerequisites		Hrs	Course Title	Prerequisites
COMM 101	5	History of Human Communication	none	COMM 101	5	History of Human Communication	none
COMM 200	5	Communication and Society	none	COMM 200	5	Communication and Society	none
STAT 135 -OR-	5	Elementary Statistics	Math 050 or plcmt S	ENGL 269	5	Digital Media Composing (this is an existing c	ENGL 110 or equiv.
STAT 145	5	Intro to the Practice of Statistics	Plcmt L, M or 116 or equiv				
Major				Major			
Research Methods (5 hrs)				Research Methods (5 hrs)			
COMM 460	5	Communication Research Methods	Jour, Comm or Ag Com mjr	COMM 460	5	Communication Research Methods	Jour, Comm or Ag Com mjr; STAT 135 or 145*
COMM 463	5	Communication Industry Research Mthds	Jour or Comm mjr	COMM 463	5	Communication Industry Research Mthds	Jour or Comm mjr; STAT 135 or 145*
COMM 500	5	Quantitative Reasoning for Journ & Comm	Jour or Comm mjr	COMM 500	5	Quantitative Reasoning for Journ & Com	Jour or Comm mjr; STAT 135 or 145*
COMM 672	5	Qualitative Interviewing as Comm Practice	Jour or Comm mjr	COMM 672	5	Qualitative Interviewing as Comm Practice	Jour or Comm mjr
Foundation (5 hrs)				Foundation (5 hrs)			
COMM 604	5	Media Ethics	none	COMM 604	5	Media Ehtics	none
COMM 606	5	Development of Mass Media in America	Jour or Comm mjr	COMM 607	5	Mass Communication Law	Jour or Comm mjr
COMM 607	5	Mass Communication Law	Jour or Comm mjr				
COMM 642	5	Mass Communication and Society	none				
Skill (15 hrs)				Skill (25 hrs)			
COMM 421	5	News Reporting	Jour or Ag Comm mjr	COMM 421	5	Report and Writ Across News Platforms	Jour mjr
COMM 422	5	News Editing	421	COMM 422	5	Media Presentation	Jour mjr and 421
COMM 423	5	Lantern Practicum	421 and 422	COMM 423	5	Lantern Practicum	421 and 422
				COMM 426	5	Multimedia Journalism	421; ENGL 269
				COMM 621	5	Enterprise Report in Diverse Communities	421 and 422
Electives (20 hrs)				Electives (10 hrs)			
COMM 310	5	News Design	Jour or Comm mjr	COMM 310	5	News Design	Jour or Comm mjr
COMM 311	5	Visual Communication Design	221 or 367 and mjr	COMM 311	5	Visual Communication Design	221 or 367 and mjr
COMM 424	5	Principles of Civic Journalism	Jour or Comm mjr	COMM 424	5	Principles of Civic Journalism	Jour or Comm mjr
COMM 425	5	Media Management	none	COMM 425	5	Media Management	none
COMM 500	5	Quantitative Reasoning for Journ & Comm	Jour or Comm mjr	COMM 500	5	Quantitative Reasoning for Journ & Comm	Jour or Comm mjr
COMM 502	5	Crime and the News Media	none	COMM 502	5	Crime and the News Media	none
COMM 545	5	Strategic Media Planning	431 and Jour or Com mjr	COMM 545	5	Strategic Media Planning	431 and Jour or Com mjr
COMM 602	5	Magazine Writing	none	COMM 602	5	Magazine Writing	none
COMM 604	5	Media Ethics	none	COMM 604	5	Media Ethics	none
COMM 605	5	Explanatory Reporting	Jour or Comm mjr	COMM 605	5	Explanatory Reporting	421
COMM 606	5	Development of Mass Media in America	Jour or Comm mjr	COMM 606	5	Development of Mass Media in America	Jour or Comm mjr
COMM 607	5	Mass Communication Law	Jour or Comm mjr	COMM 607	5	Mass Communication Law	Jour or Comm mjr
COMM 614	5	Issues and Images in Political Communic.	Jour or Comm mjr	COMM 614	5	Issues and Images in Political Communic.	Jour or Comm mjr

COMM 620	5	Public Opinion and Communication	Jour or Comm mjr	COMM 620	5	Public Opinion and Communication	Jour or Comm mjr
COMM 640	5	Science Communication	Jr or Sr standing	COMM 640	5	Science Communication	Jr or Sr standing
COMM 642	5	Mass Communication and Society	none	COMM 642	5	Mass Communication and Society	none
COMM 643	5	International Comm and the World Press	none	COMM 643	5	International Comm and the World Press	none
COMM 646	5	Media Economics	Jour or Comm mjr	COMM 646	5	Media Economics	Jour or Comm mjr
COMM 648.01	5	History of Am. Newspaper Comic Strips	none	COMM 648.01	5	History of Am. Newspaper Comic Strips	none
COMM 648.02	5	History of Am. Newspaper Political Cartoon	none	COMM 648.02	5	History of Am. Newspaper Political Cartoon	none
COMM 621	5	Topics in Public Affairs Journalism	Jour or Ag Comm mjr				
COMM 632	5	Risk Communication	Jour or Comm mjr				
Internship (5 hrs)				Internship (5 hrs)			
COMM 683	1-5	Internship in Journalism or Communication	Permission of advisor	COMM 683	1-5	Internship in Journalism or Communication	Permission of advisor
COMM 690	0-15	Comm Co-operative Education Experience	Permission of instructor	COMM 690	0-15	Comm Co-operative Education Experience	Permission of instructor
External Minor				External Minor			
Students will elect an approved minor from either Criminology, General Business, Economics,				Students will elect an approved minor from either Criminology, General Business, Economics,			
Geography, International Studies, or Political Science.				Geography, International Studies, Political Science, the Capital Program, or Legal Foundations of Society. Students may petition to take a relevant			
				minor in another area with permission of the School.			
				*STAT 135 or 145 is moving to a pre-requisite for Methods Courses COMM 460 and COMM 463; however, because STAT 135/145 satisfies the GEC, it is not seen as an extra burden to students. It should be noted that all OSU students are required to complete a course in data analysis; as a result, journalism students will continue to have a course in data analysis.			

Appendix B
Proposed Course Changes for Revised Public Affairs Journalism Major

Course Name (current) and Number	Requested changes
COMM 421: News Reporting	Name: Reporting and Writing Across News Platforms
COMM 422: News Editing and Design	Name: News Media Presentation
COMM 460: Communication Research Methods	Prereq: STAT 135 or 145
COMM 463: Communication Industry Research Methods	Prereq: STAT 135 or 145
COMM 500: Quantitative Reasoning for Journalism and Communication	Prereq: STAT 135 or 145
COMM 621: Topics in Public Affairs Journalism	Name: Enterprise Reporting in Diverse Communities Prereq: COMM 421 and COMM 422 or permission of instructor

Appendix C: Sample 4 year curriculum plan for Public Affairs Journalism

Autumn Winter Spring Summer

ENGL 110	5	Math B *	5	Stat 135 or 145	5		
COMM 101	5	COMM 200	5	ENGL 269 (VPA)	5		
For Lang. 102 *	5	For. Lang. 103	5	For. Lang. 104	5		
SBS COL 100	1						
	16		15		15		

* based on placement exam

COMM 421	5	COMM 422	5	COMM 426	5	Journalism Internship **	
Nat Sci	5	COMM research mthds	5	History	5		
History	5	Second Writing/US divs	5	Minor course	5		
	15		15		15		

COMM 423	5	COMM 604 or 607	5	COMM elective	5	Journalism Internship **	
Nat Sci	5	Nat Sci	5	Literature/Intl' Issues	5		
Minor course	5	Minor course	5	Breadth course	5		
	15		15		15		

** one internship required

(Journalism Internship)	5	COMM elective	5	Issues of C.W.	5		
COMM 621	5	Social Sci	5	Minor course	5		
Minor course	5	Breadth/Intl' Issues	5	Elective	5		
	15		15		15		

Appendix D: Support for Including ENGL 269 as Premajor to Journalism Major
from Department of English

Original-recipient: rfc822;nathanson.7@osu.edu
From: Richard Dutton <dutton42@humanities.osu.edu>
To: Amy Nathanson <nathanson.7@osu.edu>
Date: Fri, 16 Oct 2009 09:18:03 -0400
Subject: RE: English 269
Thread-topic: English 269
Thread-index: AcpOAOCTgvt3+r4HS9mnYInEoZ5XvAAAYjbZg
Accept-Language: en-US
X-MS-Has-Attach:
X-MS-TNEF-Correlator:
x-ninja-pim: Scanned by Ninja
x-ninja-attachmentfiltering: (no action)
acceptlanguage: en-US
X-Spam-Score: 0.00 () [Tag at 4.50] SPF(none,0)
X-CanIt-Geo: ip=140.254.110.51; country=US; region=OH; city=Columbus;
postalcode=43201; latitude=39.9930; longitude=-82.9985; metrocode=535;
areacode=614; <http://maps.google.com/maps?q=39.9930,-82.9985&z=6>
X-CanItPRO-Stream: 11_tagonly_no_subject (inherits from default)
X-Scanned-By: CanIt (www . roaringpenguin . com) on 128.146.216.18

Hi Amy,

I believe we are now all square with this. We know we will need to train new GAs to handle some of the extra load, but we're very happy with the whole arrangement.

Best, Richard

From: Amy Nathanson [nathanson.7@osu.edu]
Sent: Thursday, October 15, 2009 9:34 PM
To: Richard Dutton
Subject: Re: English 269

Hi Richard,

I just wanted to follow up with you on the matter of adding ENGL 269 as a premajor course for our Journalism students. We would like to submit our proposal soon and, if everything is okay with you, include a letter of concurrence from English.

If you could please let me know where you are on this, I'd really

appreciate it.

Thanks very much,

Amy

Richard Dutton wrote:

> Amy,

>

> That sounds excellent to me. I'm running it past the people in the field to see how they feel about it!

>

> Richard

>

>

>

> From: Amy Nathanson [nathanson.7@osu.edu]

> Sent: Wednesday, October 07, 2009 1:50 PM

> To: Richard Dutton

> Subject: Re: English 269

>

> Thanks very much for your quick response. We plan to begin our new

> program in Autumn 2010.

>

> As for how many students we'd expect to take the course: currently
> we have about 130 students who apply to the journalism major each
> year -- we expect a modest increase based on the new major (let's say
> to 150). So the maximum number we'd expect to take ENGL 269 in the
> first year would be around 150. However, not all students will take
> the course right away, so that number will probably be smaller than
> 150. So for now, I think we'd be in good shape if we could count on
> you offering 4-5 sections of the course in the first year to
> accommodate our students. Over time, and as we see how things play
> out, we may need to adjust it some.

>

> How does this sound?

>

> Amy

>

> At 03:17 PM 10/5/2009, you wrote:

>

>> Dear Amy (if I may),

>>

>> Valerie Lee has forwarded me your message about a letter of
>> concurrence re having your Journalism majors take our 269 as a
>> pre-major course. I have heard about all this in general terms, and
>> know that my colleagues are enthusiastic about this. But I'm not

>> sure about a few of the practicalities, such as when you expect this
>> to start and approximately how many students you would anticipate
>> taking the course. We will, of course, have to do some planning for this.

>>

>> Very best, Richard

>>

>>

>>

>> Richard Dutton

>> Humanities Distinguished Professor and Chair,

>> Department of English,

>> Ohio State University,

>> 164 W. 17th Ave.

>> Columbus, OH 43210-1370

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>> 614 292 5802

>> Fax 614 292 7816

>> dutton42@humanities.osu.edu

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> Amy Nathanson, Ph.D.

> Associate Professor

> School of Communication

> Ohio State University

> Columbus, OH 43210

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**TRANSMITTAL HISTORY FOR REVISION TO
PUBLIC AFFAIRS JOURNALISM MAJOR**

CCI Social, Behavioral, Biological, Mathematical and Physical Sciences Subcommittee

Approved Minutes

Monday, January 11, 2010

11:00 AM- 12:30 PM

4187 Smith Laboratory

1. Proposal for Revision of the Public Affairs Journalism Major in the School of Communication
 - This is a very large major.
 - Q: Are they going back for accreditation. A: Not sure.
 - Feedback given by SBS working group: The revisers of the major reduced the number of foundation courses; moved these to other places. Stat 135 or 145 is no longer a prereq. The only problem with that is: you can go through program with no stat course (other than the GEC requirement). In response to that, the revisers of the major added Stat as a prerequisite to 3 of the research methods courses. Other changes: writing courses have been brought up-to-date (more emphasis on multi-media; not only old-style print media).
 - **Comm 422: “News Media Presentation”:** Though course title has changed, the syllabus content does not really reflect that change. This comment actually could apply to several of the other Communication courses currently being reviewed: i.e., Comm 421 and Comm 621—though the latter one seemed a little better.
 - From advising point of view, curriculum plan looks fine.
 - Appendix A: Curricular Requirements
 - **External minor: “Life Sciences” minor no longer offered by Arts and Sciences (unless a student started and declared the minor before Spring 08 when it was done away with). It is suggested this information be removed from the “current” column.**
 - None of the science minors are listed. However, students may petition to take a relevant minor in another area.
 - **Suggest adding “Capital Program” as a minor.**
 - Assessment:
 - In general, what should an assessment plan look like (direct v. indirect measures; is there a particular point in semester when it is preferable to conduct assessment)? ASC has no “check list” to go by. In this major, they rely mostly on indirect measures but will consider direct measures in the future—if necessary.
 - This is a unit in ASC that should be commended for regularly surveying its alumni.
 - The question of assessing the core goals does not seem to be addressed. However, idea of surveying alumni is commendable.
 - **Direct measures of student learning could easily work in the context of this major: e.g., portfolio of student work with new technologies (indicating how many students have used new media). However, it is true that such measures would probably yield**

**information identical to the information obtained through indirect measures.
Suggestion: complement surveys with more direct measurements (would be useful for
discussion at CAA).**

Bitters, Daniels, **unanimously approved** (suggestions indicated in bold above)

----- Forwarded message -----

From: **James Fredal** <james.fredal@gmail.com>

Date: Tue, Jan 19, 2010 at 3:04 PM

Subject: Public Affairs Journalism Major

To: nathanson.7@osu.edu

Dr. Nathanson:

The Sciences Subcommittee of the Committee on Curriculum and Instruction met last week to discuss the proposed revisions to the Public Affairs Journalism major. I'm pleased to report that the proposal was unanimously approved, albeit with a few suggestions. These are not contingencies, so you don't need to respond to them for full approval, but they were questions that arose during the meeting that I thought I would pass along.

1) The course title changes (esp., for example, Comm 422: News Media Presentation) does not seem to fit the syllabus as well as the old title did. A few committee members suggested that the new course did not represent a change in content, only a change in title, and that this left the new title somewhat less descriptive of the course contents than the old title. Similar concerns were expressed for other title changes.

2) The committee expressed strong support for surveying alumni as a part of the overall assessment plan, as it seemed to provide important and relevant information about the value of the major in meeting its professional goals. On the other hand, all the assessment measures were indirect (querying students about their work) rather than direct (examination of student work itself), and didn't seem closely tied to the goals and expected learning outcomes. The direct assessment of portfolios or of student assignments (papers, tests, etc) in light of expected learning outcomes might complement indirect measures of student and alumni satisfaction.

3) The "Life Sciences" minor is no longer being offered by Arts and Sciences and should be removed from the "current" column. On the other hand, "Capital Program" is a current minor being offered that should be added to the list.

Thank you.

Jim Fredal

CCI Sciences Subcommittee Chair

Director Second Level Writing

Speech and Debate Advisor

Dept. of English

Ohio State University

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James Fredal