

School of Journalism  
2001-2002 PRAC-CUL Report

### **Description of the School of Journalism Curriculum**

The journalism curriculum prepares graduates for all careers in journalism and mass communication. Careers include traditional media such as newspapers and magazines as well as "new media" areas such as web sites. Journalism majors have excellent preparation in reporting, writing, editing, and visual communication. Other course work provides students with a background in communication law and ethics. Our major prepares students for careers in journalism and other communication areas such as public relations. The undergraduate journalism major is excellent preparation for law school. The School of Journalism also offers certificate programs in Journalism and Public Relations for those students majoring in other programs but who want a concentration of courses within our school. Coursework is only part of the experience we offer in preparation for a journalism or communication career. Students can also learn on the job while working for the national award-winning student newspaper, *The Sagamore*. Our publisher, Pat McKeand, has been named national advisor of the year. The Indianapolis area offers a rich, and constant, supply of internship experiences that supplement what is learned in the classroom.

### **Mission of the Baccalaureate Program**

The mission of the baccalaureate program of the School of Journalism is to help students learn to read, think, and communicate clearly, critically, and creatively. The school is committed to liberal education in the arts and sciences, as well as to professional training in the skills of journalism and mass communication. The school believes that both breadth and depth of learning must characterize the undergraduate experience. To this end, the Bachelor of Arts in Journalism degree emphasizes:

(Corresponding IUPUI Principle(s) of Undergraduate Learning are in parentheses below.)

- (1, 2) development of basic skills in writing, critical thinking, independent learning, mathematics, foreign language, computers, and new information technologies;
- (1, 4) exposure to a broad range of coursework in the disciplines of the liberal arts and science, both in the School of Liberal Arts and the School of Science and within the School of Journalism;
- (5) study of human culture outside the United States and of selected minority cultures within the United States;
- (1, 2, 3) training in statistical analysis and quantitative and qualitative research; training in the professional skills of journalism and mass communication, including reporting, writing, editing, visual communication, new communications technology, and collaborative group work;
- (3, 5, 6) study of the institutions, processes, and effects of mass media in society;
- (4) study in depth of a field or discipline in the arts and sciences, other than journalism and mass communications;
- (1,2,3,4,5,6) preparation for a lifetime of learning.

<b>Principle of Undergraduate Learning 1: CORE COMMUNICATION AND QUANTITATIVE SKILLS</b>					
<b>Correlated School Competencies (Student will be able to:)</b>	<b>Educational Strategies and Opportunities</b>	<b>Measurements</b>	<b>Benchmarks</b>	<b>Met / Unmet</b>	<b>Actions Taken / Notes</b>
<ul style="list-style-type: none"> <li>• Develop basic skills in writing</li> <li>• Think critically</li> <li>• Learn independently</li> <li>• Perform mathematics</li> <li>• Be proficient in a foreign language</li> <li>• Operate computers</li> <li>• Use new information technologies</li> <li>• Write and edit stories -               <ul style="list-style-type: none"> <li>• Conduct research using Internet, online databases, library sources and government documents</li> <li>• Conduct interviews</li> <li>• Develop and nurture sources</li> <li>• Write a good lead, body, and conclusion for a story</li> <li>• Write using AP style</li> <li>• Write with proper grammar and punctuation</li> <li>• Attribute information properly</li> </ul> </li> </ul>	Required papers, stories, and presentations	Grades and feedback on papers, stories, and presentations	The School to have an 80% pass rate on all student papers, stories, and presentations		
	Student presentations and papers at competitions and professional events	Number of participants and ratings received	The School to have at least one student group present at the Thomas Keating Feature Writing Competition each year	Met	
	Graduation requirements outside of Journalism – including statistics, economics, mathematics, foreign language, U.S. history	Completion of graduation requirements outside of Journalism	All students to complete graduation requirements outside of Journalism		
		Accreditation	When appropriate, programs to meet accreditation standards for core communication and quantitative skills	Reaccredited in 2002	

<b>Principle of Undergraduate Learning 2: CRITICAL THINKING</b>					
<b>Correlated School Competencies (Student will be able to:)</b>	<b>Educational Strategies and Opportunities</b>	<b>Measurements</b>	<b>Benchmarks</b>	<b>Met / Unmet</b>	<b>Actions Taken / Notes</b>
<ul style="list-style-type: none"> <li>• Think critically</li> <li>• Verify the accuracy of information gathered for a story, discriminate between good and bad leads</li> <li>• Verify Internet resources</li> <li>• Seek the truth and be accountable for writing the truth</li> <li>• Recognize bias</li> <li>• Recognize plagiarism</li> </ul>	Class discussions	Feedback and grades on class participation , story critiques, and practical exams	The School to have a 80% pass rate on students' participation, story critiques, practical exams		
	Story critiques				
	Practical exams				
	Production of stories and visuals using reliable resources and accurate information	Ratings on applied student work	Student stories that are competent and publishable with some effort		
		Accreditation	When appropriate, programs to meet accreditation standards for critical thinking	Reaccredited in 2002	

<b>Principle of Undergraduate Learning 3: INTEGRATION AND APPLICATION OF KNOWLEDGE</b>					
<b>Correlated School Competencies (Student will be able to:)</b>	<b>Educational Strategies and Opportunities</b>	<b>Measurements</b>	<b>Benchmarks</b>	<b>Met / Unmet</b>	<b>Actions Taken / Notes</b>
<ul style="list-style-type: none"> <li>• Demonstrate knowledge in the institutions, processes, and effects of mass media in society</li> <li>• Demonstrate knowledge in a chosen field other than journalism and mass communications</li> <li>• Gather information</li> <li>• Synthesize information</li> <li>• Identify a target audience</li> <li>• Write a multiple source story</li> <li>• Edit text</li> <li>• Create effective visuals (photography, edited video, computer design, hypermedia, typography)</li> <li>• Use Microsoft Access, Excel, Word, Power Point, and mapping software</li> <li>• Identify the use and relationship of media ads and public relations</li> <li>• Prepare information for a mass audience in multiple formats (newspapers, magazines, video, hypermedia, etc.)</li> </ul>	Story writing and editing / visuals creation and editing	Ratings on applied student work	Stories and graphics publishable with minimal editing required		
	Capstone course	Completion of capstone course	All students to successfully complete the capstone course		
	Production of <i>The Sagamore</i> student newspaper	Student participation; Outside awards received	8 or more Journalism students to participate each semester; <i>The Sagamore</i> to be nominated for an award	Met	
	Internships	Employer surveys	All surveys to show that students have above average ability to apply knowledge		
		Student job placement	80% of students in related job or in graduate study 6 months after graduation		
		Accreditation	When appropriate, programs to meet accreditation standards for integration and application of knowledge	Reaccredited in 2002	

**Principle of Undergraduate Learning 4: INTELLECTUAL DEPTH, BREADTH AND ADAPTIVENESS**

<b>Correlated School Competencies (Student will be able to:)</b>	<b>Educational Strategies and Opportunities</b>	<b>Measurements</b>	<b>Benchmarks</b>	<b>Met / Unmet</b>	<b>Actions Taken / Notes</b>
<ul style="list-style-type: none"> <li>• Demonstrate competency in the liberal arts</li> <li>• Demonstrate competency in the sciences</li> <li>• Demonstrate competency in journalism</li> <li>• Demonstrate awareness of current events</li> <li>• Conduct advance, in-depth research</li> <li>• Produce products in specialized areas (PR campaigns, photo journalism)</li> </ul>	Degree requirements in foreign language, arts and humanities, U.S. history, American political science, economics, and social and historical studies	Completion of degree requirements	All students to successfully complete the degree requirements in the liberal arts		
	Degree requirements in natural and mathematical sciences	Completion of degree requirements	All students to successfully complete the degree requirements in the sciences		
	Capstone course	Completion of capstone course	All students to successfully complete the capstone course.		
	Internships	Employer surveys	All surveys to show that students have above average intellectual depth, breadth, and adaptiveness		
		Accreditation	When appropriate, programs to meet accreditation standards for intellectual depth, breadth, and adaptiveness	Reaccredited in 2002	

**Principle of Undergraduate Learning 5: SOCIETY AND CULTURE**

<b>Correlated School Competencies (Student will be able to:)</b>	<b>Educational Strategies and Opportunities</b>	<b>Measurements</b>	<b>Benchmarks</b>	<b>Met / Unmet</b>	<b>Actions Taken / Notes</b>
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of human culture outside of the United States and in minority cultures within the United States</li> <li>• Demonstrate knowledge in the institutions, processes, and effects of mass media in society</li> <li>• Show awareness of current events</li> <li>• Use multiple and diverse sources in writing stories</li> </ul>	Reading the newspaper	Grades on current events quizzes	80% pass rate on daily current events quizzes		
	Summer 2001 foreign studies course in the Balkans	Level of student participation in the course; student surveys	Ten or more students to participate in the course when it is offered; student surveys to report a high level of learning about the Balkan culture	Met	
	Publication of Voices From The War Zone magazine	Level of student participation; outside ratings received in the publication of the magazine	All students from summer course in the Balkans to participate in magazine publishing; ratings in top 10 national student magazines	Met – Was one of the four best student magazines in the nation – Society for Professional Journalists, September, 2002	
		Accreditation	When appropriate, programs to meet accreditation standards for society and culture	Reaccredited in 2002	

**Principle of Undergraduate Learning 6: VALUES AND ETHICS**

<b>Correlated School Competencies (Student will be able to:)</b>	<b>Educational Strategies and Opportunities</b>	<b>Measurements</b>	<b>Benchmarks</b>	<b>Met / Unmet</b>	<b>Actions Taken / Notes</b>
<ul style="list-style-type: none"> <li>• Demonstrate knowledge in the institutions, processes, and effects of mass media in society</li> <li>• Report fairly, accurately, and in a balanced manner</li> <li>• Operate within the law and ethics of the profession</li> <li>• Act with academic honesty</li> </ul>	Creation of stories and visuals	Level of fairness, accuracy and balance demonstrated	All students to create stories and visuals that are honest, fair, accurate and balance at the level of the profession		
	Class discussions on academic honesty and fair reporting	Responses to issues of honesty	All incidences of academic dishonesty to be appropriately handled		
	Internships	Employer surveys	All surveys to show that students have an above average demonstration of values and ethics in the field		
		Accreditation	When appropriate, programs to meet accreditation standards for values and ethics	Reaccredited in 2002	