

## Part II, Standard 2. Curriculum and Instruction



*SMSC multimedia students smile for the camera while in action behind the camera.*

### EXECUTIVE SUMMARY

- In 2010 the School of Media & Strategic Communications implemented a new curriculum. Instead of a catch-all B.A./B.S. single degree in Journalism and Broadcasting the school now offers three B.A./B.S. degrees: Multimedia Journalism, Sports Media and Strategic Communication.
- The new core curriculum requires all students to take a course in Ethics and Issues in Mass Communication and in Electronic Communication.
- The new curriculum came about as a team effort between faculty members, professionals and SMSC Advisory Council members.
- SMSC sees itself as a comprehensive media school, which means that all students in the school have access to technology and gain multimedia skills.
- The school produces some of the top students in the college and university. Since fall 2008 SMSC had 13 A&S Top 10 Senior, 13 OSU Seniors of Significance, and nine OSU Outstanding Seniors.
- In fall 2008 Evan Black was the gonfalon carrier at the A&S graduation ceremony, which means she was the best students in the College of Arts & Sciences.

The following syllabi are available in the workroom:

Spring 2014  
Fall 2013 syllabi  
Summer 2013 syllabi

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

In addition to incoming students meeting the requirements of admission to Oklahoma State University, the School of Media & Strategic Communications requires those who have completed at least 28 hours of college credit, have at least a 2.5 grade-point average and have successfully completed the Language Proficiency Examination (LPE) to enroll in upper-division courses. To enroll in most upper-division courses the School offers, students first must score at least 70 percent on the LPE. Students may retake the exam only once at least six weeks after the first attempt. An overall GPA of 2.5 is required to take the exam. Students on the Stillwater campus prepare for the exam by taking MC 2003 Media Style and Structure. Transfer students take similar courses at other schools to master the basic issues covered. Workshops are also available on the OSU Tulsa campus to further help students prepare for the exam.

The Language Proficiency Exam covers the essentials of language students must master to do well in upper-division coursework in the School, including spelling, grammar, punctuation and Associated Press style. The exam is given twice each semester in Tulsa and Stillwater. Students must preregister to take the exam unless they are an enrolled student in MC 2003 Media Style and Structure. Academic adviser Mary Daniels schedules the exam for transfer students during the first day of each new semester.

Students have two chances to pass the Language Proficiency Exam. If a student takes the exam twice and fails to earn 70 percent or better, that student will not be able to advance in the SMSC program and must declare another major.

University admission requirements (transfer students):

*English Proficiency Requirements:*

- All new applicants for undergraduate study for whom English is a second language are required to demonstrate English proficiency through one of the following testing procedures:
- Test of English as Foreign Language (TOEFL) score greater than 500 (paper-based exam) or greater than 173 (computer-based exam)
- International English Language Testing System (IELTS) score of 6.0.

**2. Describe the unit's curricular efforts to develop in its majors the professional values and competencies established by ACEJMC.**

The School has three degrees: Multimedia Journalism, Sports Media and Strategic Communication. Multimedia Journalism students can specialize in News or Production. Sports Media students can specialize in Multimedia Journalism, Production or Strategic Communications/Promotions. Students in Strategic Communication can specialize in Public Relations or Advertising. In addition to the School's core curriculum (to be discussed under point 3), which all students have to take, students must take required courses in each degree program and can also take electives.

To create awareness among students and faculty of the ACEJMC's professional values and competencies, the School adopted the O-State 8 in 2004 to develop an assessment of how the core values and competencies of the ACEJMC fit into the School's curriculum. The O-State 8 have since become institutionalized in the School's assessment process in terms of external evaluation of student portfolios, internships and alumni satisfaction surveys. These values and competencies also are displayed throughout the School. The O-State 8 represents all the professional values and competencies as follows:

- Demonstrate an appreciation of the relevant constitutional freedoms, legal issues and ethical principles involved in mass communication.
- Demonstrate an understanding of the relevance of human diversity in mass communications.
- Demonstrate an understanding of the history and social role of mass communications.
- Demonstrate critical, creative and individual thinking.
- Demonstrate an understanding of the relevant theories and concepts of mass communications.
- Demonstrate an understanding of the methods and techniques of research and information gathering.
- Demonstrate appropriate writing, editing and production techniques in mass communication.
- Demonstrate an understanding of relevant planning and management methods in mass communication.

Nonetheless, the following tables assess the degree to which the professional values and competencies as set out in the accreditation standards are developed in the required courses and electives in each sequence. The basic categories are: Does not apply (white), Awareness, Knowledge and Application. A key is included at the bottom of each table.

**TABLE 1:** Required Courses for **Multimedia Journalism (News)**

	1 Truth, accuracy and fairness	2 Freedom of expression	3 Ethical ways of thinking	4 History and roles of media	5 Diversity in a global age	6 Write clearly and accurately	7 Use the tools of technology	8 Apply theories to images, info	9 Engage in research and evaluation	10 Understand data and statistics	11 Think creatively, analytically
MC 1143 Media in a Diverse Society											
MC 2003 Media Style and Structure											
MC 2023 Electronic Communication											
MMJ 3153 Fundamentals of Audio & Video Production											
MMJ 3263 Reporting											
MMJ 3313 Editing in a Multimedia Environment											
MMJ 3553 Electronic Reporting											
MC 4143 Ethics & Issues in Mass Communications											
MC 4163 Mass Communication Law											
MMJ 4313 Public Affairs Reporting											
MMJ 4393 Data Journalism											
MMJ 4973 Multimedia Journalism Capstone											
	<b>Does not apply:</b> White cells indicate that this course does not lend itself to this learning outcome.										
	<b>Awareness:</b> Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.										
	<b>Knowledge:</b> The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.										
	<b>Application:</b> The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.										

**TABLE 2: Required Courses for Multimedia Journalism (Production)**

	1 Truth, accuracy and fairness	2 Freedom of expression	3 Ethical ways of thinking	4 History and roles of media	5 Diversity in a global age	6 Write clearly and accurately	7 Use the tools of technology	8 Apply theories to images, info	9 Engage in research and evaluation	10 Understand data and statistics	11 Think creatively, analytically
MC 1143 Media in a Diverse Society											
MC 2003 Media Style and Structure											
MC 2023 Electronic Communication											
MMJ 3153 Fundamentals of Audio & Video Production											
MC 3173 History of Mass Communication											
MMJ 3263 Reporting											
MMJ 3913 Field Production											
MMJ 3553 Electronic Reporting											
MC 4143 Ethics & Issues in Mass Communications											
MC 4163 Mass Communication Law											
MMJ 4953 Advanced Production Practices											
MMJ 4973 Multimedia Journalism Capstone											
	<b>Does not apply:</b> White cells indicate that this course does not lend itself to this learning outcome.										
	<b>Awareness:</b> Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.										
	<b>Knowledge:</b> The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.										
	<b>Application:</b> The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.										

**TABLE 3: Elective Courses for Multimedia Journalism**

	1 Truth, accuracy and fairness	2 Freedom of expression	3 Ethical ways of thinking	4 History and roles of media	5 Diversity in a global age	6 Write clearly and accurately	7 Use the tools of technology	8 Apply theories to images, info	9 Engage in research and evaluation	10 Understand data and statistics	11 Think creatively, analytically
MMJ 3623 Internet Communication											
MMJ 3823 Photography I											
MMJ 3943 Photojournalism											
MMJ 3900 Multimedia Journalism Internship											
MMJ 4433 Feature Writing											
MMJ 4553 Broadcast News Writing II											
MC 4360 Advanced Multimedia Projects											
MMJ 4243 Programs & Audiences											
MMJ 4423 Graphic Design in Multimedia											
MMJ 4960 Live Field Production											
	<b>Does not apply:</b> White cells indicate that this course does not lend itself to this learning outcome.										
	<b>Awareness:</b> Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.										
	<b>Knowledge:</b> The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.										
	<b>Application:</b> The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.										

**TABLE 4: Required Courses for Sports Media (Multimedia Journalism)**

	1 Truth, accuracy and fairness	2 Freedom of expression	3 Ethical ways of thinking	4 History and roles of media	5 Diversity in a global age	6 Write clearly and accurately	7 Use the tools of technology	8 Apply theories to images, info	9 Engage in research and evaluation	10 Understand data and statistics	11 Think creatively, analytically
MC 1143 Media in a Diverse Society											
MC 2003 Media Style and Structure											
MC 2023 Electronic Communication											
SC 2843 Sports & the Media											
MMJ 3153 Fundamentals of Audio & Video Production											
MMJ 3263 Reporting											
MMJ 3313 Editing in a Multimedia Environment											
SPM 3843 Contemporary Sports Media											
SPM 3853 Sports Writing											
SPM 3863 Electronic Sports Reporting											
MC 4143 Ethics & Issues in Mass Communications											
MC 4163 Mass Communication Law											
MMJ 4393 Data Journalism											
SPM 4883 Sports in the Newsroom											
	Does not apply: White cells indicate that this course does not lend itself to this learning outcome.										
	<b>Awareness:</b> Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.										
	<b>Knowledge:</b> The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.										
	<b>Application:</b> The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.										

**TABLE 5:** Required Courses for **Sports Media (Production)**

	1 Truth, accuracy and fairness	2 Freedom of expression	3 Ethical ways of thinking	4 History and roles of media	5 Diversity in a global age	6 Write clearly and accurately	7 Use the tools of technology	8 Apply theories to images, info	9 Engage in research and evaluation	10 Understand data and statistics	11 Think creatively, analytically
MC 1143 Media in a Diverse Society											
MC 2003 Media Style and Structure											
MC 2023 Electronic Communication											
SC 2843 Sports & the Media											
SPM 3843 Contemporary Sports Media											
MMJ 3153 Fundamentals of Audio & Video Production											
MMJ 3263 Reporting											
SPM 3863 Electronic Sports Reporting											
MMJ 3913 Field Production											
MC 4143 Ethics & Issues in Mass Communications											
MC 4163 Mass Communication Law											
SPM 4813 Sports Media Production											
SPM 4883 Sports in the Newsroom											
	<b>Does not apply:</b> White cells indicate that this course does not lend itself to this learning outcome.										
	<b>Awareness:</b> Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.										
	<b>Knowledge:</b> The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.										
	<b>Application:</b> The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.										

**TABLE 6:** Required Courses for **Sports Media (Strategic Communications/Promotion)**

	1 Truth, accuracy and fairness	2 Freedom of expression	3 Ethical ways of thinking	4 History and roles of media	5 Diversity in a global age	6 Write clearly and accurately	7 Use the tools of technology	8 Apply theories to images, info	9 Engage in research and evaluation	10 Understand data and statistics	11 Think creatively, analytically
MC 1143 Media in a Diverse Society											
MC 2003 Media Style and Structure											
MC 2023 Electronic Communication											
SC 2183 Intro to Strategic Communications											
SC 2843 Sports & the Media											
SC 3353 Persuasive Writing for Strategic Comm.											
SC 3753 Graphic Design											
SPM 3783 Sports Public Relations											
SPM 3843 Contemporary Sports Media											
SC 3953 Research Methods in Strategic Comm.											
MC 4143 Ethics & Issues in Mass Communications											
MC 4163 Mass Communication Law											
SC 4933 Advanced Sports Public Relations											
	<b>Does not apply:</b> White cells indicate that this course does not lend itself to this learning outcome.										
	<b>Awareness:</b> Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.										
	<b>Knowledge:</b> The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.										
	<b>Application:</b> The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.										

**TABLE 7:** Elective Courses for **Sports Media**

	<b>1 Truth, accuracy and fairness</b>	<b>2 Freedom of expression</b>	<b>3 Ethical ways of thinking</b>	<b>4 History and roles of media</b>	<b>5 Diversity in a global age</b>	<b>6 Write clearly and accurately</b>	<b>7 Use the tools of technology</b>	<b>8 Apply theories to images, info</b>	<b>9 Engage in research and evaluation</b>	<b>10 Understand data and statistics</b>	<b>11 Think creatively, analytically</b>
SPM 3500 Sports Media Internship											
SPM 4053 Sports Announcing											
	Does not apply: White cells indicate that this course does not lend itself to this learning outcome.										
	<b>Awareness:</b> Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.										
	<b>Knowledge:</b> The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.										
	<b>Application:</b> The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.										

**TABLE 8:** Required Courses for **Strategic Communications**

	1 Truth, accuracy and fairness	2 Freedom of expression	3 Ethical ways of thinking	4 History and roles of media	5 Diversity in a global age	6 Write clearly and accurately	7 Use the tools of technology	8 Apply theories to images, info	9 Engage in research and evaluation	10 Understand data and statistics	11 Think creatively, analytically
MC 1143 Media in a Diverse Society											
MC 2003 Media Style and Structure											
MC 2023 Electronic Communication											
SC 2183 Intro to Strategic Communications											
SC 3353 Persuasive Writing for Strategic Comm.											
SC 3383 Strategic Comm. Management & Strategies											
SC 3753 Graphic Design											
SC 3953 Research Methods in Strategic Comm.											
SC 4013 Media & Markets											
SC 3606 Copywriting & Creative Strategy											
SC 4493 Advanced PR Writing											
MC 4143 Ethics & Issues in Mass Communications											
MC 4163 Mass Communication Law											
SC 4843 Strategic Comm. Campaigns or SC 4980 Ad. Competitions											
	<b>Does not apply:</b> White cells indicate that this course does not lend itself to this learning outcome.										
	<b>Awareness:</b> Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.										
	<b>Knowledge:</b> The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.										
	<b>Application:</b> The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.										

**TABLE 9:** Elective Courses for **Strategic Communications**

	1 Truth, accuracy and fairness	2 Freedom of expression	3 Ethical ways of thinking	4 History and roles of media	5 Diversity in a global age	6 Write clearly and accurately	7 Use the tools of technology	8 Apply theories to images, info	9 Engage in research and evaluation	10 Understand data and statistics	11 Think creatively, analytically
SC 3443 Social Media											
SC 3600 Strategic Communications Internship											
SC 3603 Copywriting and Creative Strategy											
MC 4360 Event Planning & Communication											
SC 4223 Media Sales and Marketing											
SC 4493 Advanced Public Relations Writing											
SC 4520 International Public Relations & Advertising											
SC 4530 Managing Social Media Channels											
SC 4603 Integrated Marketing Communication											
	<b>Does not apply:</b> White cells indicate that this course does not lend itself to this learning outcome.										
	<b>Awareness:</b> Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.										
	<b>Knowledge:</b> The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.										
	<b>Application:</b> The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.										

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

When the curriculum was revised in 2008, the core curriculum was expanded from three to five courses with additional courses in ethics and electronic literacy. (See Appendix 10 for the school's curriculum grid.) Each degree program also has core courses all students in the particular program have to take.

All students have to complete these core courses:

- MC 1143 Media in a Diverse Society
- MC 2003 Media Style and Structure
- MC 2023 Electronic Communication
- MC 4143 Ethics and Issues in Mass Communication
- MC 4163 Mass Communication Law

**Course Descriptions:**

**MC 1143 (D, S) Media in a Diverse Society.** A study of the media and their effect on our culture, with an emphasis on the media's role in racial, gender and sexual orientation issues in the United States. By analyzing the mass media, we learn to interpret the consequences of the stories they tell. An introductory survey course for majors and nonmajors.

**MC 2003 Mass Media Style and Structure.** Lab 2. Prerequisite(s): ENGL 1213 or 1223 or 1413 with grade of "C" or better and departmental majors only. Teaches basic writing skills vital to any career in mass communication. Begins by emphasizing language skills with a focus on the rules of grammar and the meaning of words. Also teaches the basic strategies of information gathering, including how to glean accurate and useful background information from traditional and online sources. Introduces students to the fundamental writing styles and objectives required to convey information in media.

**MC 2023 Electronic Communication.** Prerequisite(s): ENGL 1213 or 1223 or 1413 with a grade of "C" or better and departmental majors only. Introduces students to electronic communication with a series of hands-on projects to develop their skills with basic photography, videography, podcasting and Web page development. Compares media platforms and teaches students visual grammar. Students create slide shows and podcasts, learn to edit video and develop Web pages using content created in class.

**MC 4143 Ethics and Issues in Mass Communications.** Prerequisite(s): 2003 and 2023 with a grade of "C" or better in both and a minimum grade of 70 on the Language Exam. Students examine classical theories of ethical behavior and their relevancy to professional communicators. Students learn to analyze various moral viewpoints so they can discern a justifiable system of ethical decision-making. Students apply ethical reasoning and professional codes of conduct to scenarios to determine the most ethical action to take.

**MC 4163 Mass Communication Law.** Prerequisite(s): 2003 and 2023 with a grade of "C" or better in both and a minimum grade of 70 on the Language Exam. Major principles of media law are stressed by examining the important court decisions, statutory and regulatory enactments in each area of communication law. Relevant constitutional freedoms and legal issues affecting professional communicators and all participants in a self-governing society. Practice applying the

law and precedents to specific situations to determine if potential legal problems exist.

Next the core curriculum for each degree will be reviewed.

### **3A. CORE CURRICULUM IN B.A. AND B.S. IN MULTIMEDIA JOURNALISM**

**MMJ 3153 Fundamentals of Audio and Video Production.** Lab 2. Prerequisite(s): MC 2003 and MC 2023 with a grade of “C” or better in both and a minimum grade of 70 on Language Exam. Theory and practice of basic audio and video production techniques leading to later applications in radio, television and multimedia production.

**MMJ 3263 Multimedia Reporting.** Lab 2. Prerequisite(s): MC 2003 and MC 2023 with a grade of “C” or better in both and a minimum grade of 70 on the Language Exam. Introduces the basic sources, documents and reporting techniques needed to cover typical government beats. Real-world assignments provide practical experience reporting and writing on deadline across media platforms such as print, broadcast and Web. News judgment as well as interviewing, time-management and writing skills will be addressed. Gathering news in an ethical manner and telling substantive, multimedia stories that encompass the community’s diversity are emphasized.

**MMJ 3313 Editing in a Multimedia Environment.** Lab 2. Prerequisite(s): 3263 with a grade of “C” or better and a minimum grade of 70 on the Language Proficiency Exam. Principles and practice in editing copy for print, broadcast and Web, selecting pictures and video, and writing headlines, cutlines, blurbs, teases and promos. Strong emphasis placed on language usage and ethical decision-making.

**MMJ 3553 Advanced Multimedia Reporting.** Lab 2. Prerequisite(s): 3263 with “C” or better, MC 2023 with "C" or better, and minimum grade of 70 on the Language Proficiency Exam. Broadcast news writing and reporting techniques with an emphasis on producing multimedia stories. Provides practical experience reportings breaking news for webcasts and radio.

**MMJ 4863 Managing Multimedia News Outlets.** Prerequisite(s): 3263 with a grade of “C” or better and a minimum grade of 70 on the Language Exam. Basic issues, concepts, operational procedures and strategies associated with effectively managing media corporations. Examines management operations related to media convergence. Emphasis is placed on making ethical decisions and administrative choices in staffing and content that reflect a community’s diversity. No credit for students with credit in MC 5863. (Same course as MC 5863)

**MMJ 4973 Multimedia Journalism Capstone.** Prerequisite(s): 4313 or 4423 or 4953 with a grade of “C” or better in each and a minimum grade of 70 on the Language Exam. Separate, concurrent lectures teach advanced principles and techniques to students specializing in reporting, design or broadcast production. Students from each lecture section come together as teams to create multimedia news products.

### **3B. CORE CURRICULUM IN B.A. AND B.S. IN SPORTS MEDIA (MULTIMEDIA FOCUS):**

**SPM 2843 Sports and the Media.** Prerequisite(s): Departmental majors only. The introductory

course for sports media majors. Sports is a major industry in the United States, and this course is designed to study that industry and the opportunities for and responsibilities of the journalists who cover it. Topics covered include the evolution of the sports media, sports media relations, ethics and the sports media, racial and gender issues in sports and the media, and multimedia sports journalism in the 21st century.

**SPM 3843 Contemporary Sports Media.** Prerequisite(s): MC 2003 and 2023 with grade of "C" or better in both and a minimum grade of 70 on Language Proficiency Exam. Contemporary Sports Media will examine ethical and cultural considerations of the sports media as they pertain to sports gambling, drugs in sports, athletes and crime, privacy of athletes, gender and race in sports, international sports, labor issues in sports and how the Internet is changing sports coverage.

**SPM 3853 Sports Writing.** Lab 2. Prerequisite(s): MMJ 3263 and SPM 2843 with grade of "C" or better in both and a minimum grade of 70 on the Language Exam. Basics of sports writing and reporting including a wide range of writing assignments, including game coverage, advances, sidebars, features and off-field issues. Students are expected to produce copy that is far beyond the basic Associated Press advance, game stories and features that are littered with statistics and have little life. Lectures focus on discussions stressing the basics; labs provide time to put theory into practice.

**SPM 3863 Electronic Sports Reporting.** Lab 2. Prerequisite(s): MMJ 3263 with a grade of "C" or better, MMJ 3153 or concurrent enrollment and a minimum grade of 70 on the Language Proficiency Exam. Introduces students to various types of radio and television sports stories in the media. Students will learn to write in the aural style for broadcast/Web cast format. The course will emphasize other performance situations, such as producing and anchoring radio and television sportscasts. Students will be graded based on a combination of projects and testing.

**SPM 4883 Sports in the Newsroom.** Lab 2. Prerequisite(s): 4813 and MMJ 4863, or 3853 and 3863 and MMJ 3313 and MMJ 4393 with a grade of "C" or better in each and a minimum grade of 70 on the Language Exam. Capstone course for multimedia sports majors, giving them the opportunity to apply the skills they have learned to a final project that will be coordinated with a media outlet with the goal of publication. In addition, students will work on writing for print and electronic media, multimedia sports programming, management skills, and ethics and cultural issues in sports media.

### **3C. CORE CURRICULUM IN B.A. AND B.S. IN SPORTS MEDIA (PUBLIC RELATIONS FOCUS):**

**SPM 2843 Sports and the Media.** Prerequisite(s): Departmental majors only. The introductory course for sports media majors. Sports is a major industry in the United States, and this course is designed to study that industry and the opportunities for and responsibilities of the journalists who cover it. Topics covered include the evolution of the sports media, sports media relations, ethics and the sports media, racial and gender issues in sports and the media, and multimedia sports journalism in the 21st century.

**SPM 3843 Contemporary Sports Media.** Prerequisite(s): MC 2003 and 2023 with grade of "C"

or better in both and a minimum grade of 70 on Language Proficiency Exam. Contemporary Sports Media will examine ethical and cultural considerations of the sports media as they pertain to sports gambling, drugs in sports, athletes and crime, privacy of athletes, gender and race in sports, international sports, labor issues in sports and how the Internet is changing sports coverage.

**SC 3353 Persuasive Writing for Strategic Communicators.** Lab 2. Prerequisite(s): MC 2003 and MC 2023 and SC 2013 or 2183 with a grade of "C" or better in each and a minimum grade of 70 on the Language Exam. An examination of the language of persuasive communication, how persuasion works and the techniques of persuasive message strategy. Application of persuasive writing for traditional media and emerging digital media.

**SC 3753 Graphic Design for Strategic Communication.** Lab 2. Prerequisite(s): MC 2003 and MC 2023, and SC 2013 or SC 2183 with a grade of "C" or better in each and a minimum grade of 70 on the Language Exam. An analysis and application course focused on designing elements used in strategic communication to include traditional media and new media. Creative and practical aspects of typography, layout and design. Lab component offers hands-on instruction and skills development.

**SC 3953 Research Methods for Strategic Communicators.** Prerequisite(s): MC 2003 and MC 2023 and SC 2013 or SC 2183 with a grade of "C" or better in each; and STAT 2013 or 2053 and a minimum grade of 70 on the Language Exam. Provides an overview of strategic communication research, with an emphasis on its application to the development and evaluation of the strategic communication message. Audience and media research are studied, and primary and secondary information sources are employed. Procedures for conducting a research project are outlined, and students participate in the research planning process, the gathering of primary data, and the analysis and presentation of results.

**SPM 3783 Sports Public Relations.** Prerequisite(s): 2843 and MC 2003 and MC 2023 and SC 2183 with a grade of "C" or better in each and a minimum grade of 70 on the Language Exam. Provides an overview and introduction to the practice of public relations within the sport industry. The role of public relations in all aspects of sport, fundamentals of sport publicity and promotional campaigns is the primary focus.

**SPM 4933 Advanced Sports Public Relations.** Prerequisite(s): SPM 3783 and SC 3953 and 3353 with "C" or better in each and a minimum grade of 70 on the Language Proficiency Exam. Capstone course providing a study of relevant issues practitioners face in today's sports industry. Covers the scope and effect of sports on society and culture.

### **3D. CORE CURRICULUM IN B.A. AND B.S. IN STRATEGIC COMMUNICATIONS**

**SC 2183 Introduction to Strategic Communications.** Prerequisite(s): Departmental majors only. This course provides students with information and insights about strategic communications: how messages are created and framed, why we respond to messages the way we do and how to employ communications strategies to advance organizational goals. The course will address the media, methods, functions and ethics of institutions' communication and interactions with a variety of audiences with an emphasis on public relations and advertising.

**SC 3353 Persuasive Writing for Strategic Communicators.** Lab 2. Prerequisite(s): MC 2003 and MC 2023 and SC 2013 or 2183 with a grade of "C" or better in each and a minimum grade of 70 on the Language Exam. An examination of the language of persuasive communication, how persuasion works and the techniques of persuasive message strategy. Application of persuasive writing for traditional media and emerging digital media.

**SC 3383 Strategic Communications Management and Strategies.** Prerequisite(s): MC 2003 AND MC 2023 with a grade of "C" or better, SC 2183 with "C" or better and a minimum grade of 70 on the Language Exam. The practice and techniques of public relations as a management function in business, industry, agriculture, government, education and other fields.

**SC 3753 Graphic Design for Strategic Communication.** Lab 2. Prerequisite(s): MC 2003 and MC 2023, and SC 2013 or SC 2183 with a grade of "C" or better in each and a minimum grade of 70 on the Language Exam. An analysis and application course focused on designing elements used in strategic communication to include traditional media and new media. Creative and practical aspects of typography, layout and design are taught. Lab component offers hands-on instruction and skills development.

**SC 3953 Research Methods for Strategic Communicators.** Prerequisite(s): MC 2003 and MC 2023 and SC 2013 or SC 2183 with a grade of "C" or better in each, STAT 2013 or 2053 and a minimum grade of 70 on the Language Exam. Provides an overview of strategic communication research, with an emphasis on its application to the development and evaluation of the strategic communication message. Audience and media research are studied, and primary and secondary information sources are employed. Procedures for conducting a research project are outlined, and students participate in the research planning process, the gathering of primary data, and the analysis and presentation of results.

**SC 4013 Advertising Media and Markets.** Prerequisite(s): 2013 and MC 2003 with a grade of "C" or better in both and a minimum grade of 70 on Language Exam. Introduction to the strategic use of media. Major principles of media planning and buying, audience measurement, media research, new media technology and market segmentation.

**SC 4843 Strategic Communication Campaigns.** Prerequisite(s): 3383, 3953, 4013; and 3603 or 4493 each with "C" or better and minimum grade of 70 on Language Proficiency Exam. Planning, preparation and presentation of comprehensive integrated strategic communication campaigns for national or local clients. Student teams produce all aspects of the campaign, from conception to presentation. Satisfies capstone requirement for strategic communication majors.

**OR**

**SC 4980 Advertising Competitions.** Three credits, maximum six. Prerequisite(s): Consent of instructor. Research and construction of a comprehensive communications marketing campaign for the America Advertising Federation National Student Advertising Competition. Student team members must make application for admission.

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

SMSC students are able to customize their academic plans to meet their needs in many ways. The degrees offered allow for four to 14 hours of general electives and require students take 51 to 61 semester credit hours outside of the major. This makes it easy for students to study a variety of subjects that interest them, or they may concentrate in another area enough to earn a minor or a double major in a field of study other than media and strategic communication.

Many SMSC students pursue minors or double majors in many areas. Some of these are Sociology, History, Geography, one of the Foreign Languages, Philosophy, Economics, Political Science, Theater, Psychology, Marketing, Management, General Business, Art, Design, Housing and Merchandising, and English. Some SMSC students prepare for health professions and law.

With the change in ACEJMC's accreditation requirements from 80 to 72 credit hours required in courses outside of journalism and mass communication, students will have an even greater opportunity to customize their programs. The School of Media & Strategic Communications allows students to have nine to 15 hours of electives (depending on their degree program) to customize their degrees to match their interests and career objectives. Students use this opportunity to take courses to further enrich their studies in their particular major, or they elect to take courses from one of the other SMSC degrees.

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

The School of Media & Strategic Communications offers MC 1143 Media in a Diverse Society to all university students. The course qualifies as a (D) Diversity and (S) Social and Behavioral Science, which is a General Education requirement. All students are required to complete six hours of S-designated courses and three hours of D-designated courses. This is a popular option for OSU students because it satisfies both of these requirements. Because of the class' popularity, A&S requested an additional section be offered each semester. As a result, more than 300 students take this course each fall and spring. The course also is offered online during winter break and summer. A course also is offered as a special Honors section.

MC 3173 History of Mass Communication is another course the unit offers to all university students. It meets the (H) Humanities General Education requirement, of which all students are required to complete six hours.

The School has started offering several online courses, particularly during winter break and summer to all OSU students on the Stillwater and Tulsa campuses. They are:

MC 4360 Media Effects

SC 4603 Integrated Marketing Communications

SC 4520 Managing Social Media Channels

SC 4520 International Public Relations and Advertising (Study Abroad)

**6. 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.**

SMSC offers separate mass communication law, ethics and history courses in the undergraduate curriculum. The law course has been required of all majors for many years and with the curriculum review ethics was added to the School's core curriculum as a required course of all students. The history course is an elective, as is the theory course, Process and Effects.

In addition to these courses, faculty members discuss law, ethics, history and mass communication theory in most classes, even skill-oriented professional classes. SMSC faculty members believe the decision-making process of professional communicators should be grounded in an understanding of legal and ethical principles, of mass communication theories and of the historical context in which contemporary events occur. (Please see Tables 1-9 in this section for a full review of classes where these topics are discussed and taught.)

The faculty members who teach law, ethics and history have advanced degrees and have published in professional and academic publications on these specific topics. Joey Senat has a Ph.D. from the University of North Carolina-Chapel Hill with an emphasis in media law and is the author of "Mass Communication Law in Oklahoma," a book widely used in newsrooms and on other college campuses in the state. Amanda Thrash, who teaches Media Law on the Tulsa campus, has a J.D. degree from Washington and Lee University School of Law and Nichole Nash has a J.D. degree from New York University.

Joey Senat also teaches Ethics & Issues in Mass Communication, as does Lori McKinnon, who has a Ph.D. in Communication from the University of Oklahoma. Danny Shipka, who will teach the ethics course in spring 2014, has a Ph.D. in Mass Communication from the University of Florida.

John McGuire teaches History of Mass Communication. He has a Ph.D. in Communication from the University of Missouri-Columbia.

Other courses that devote specific modules to history, theory, ethics and law are:

- MC 1143 Media in a Diverse Society: Students are exposed to the basic laws, ethics, history and theories of mass communication. Classroom discussions regularly focus on contemporary ethics situations. Student learning is assessed through classroom discussions, quizzes and examinations and an online discussion group. Students respond to ethical questions the instructor posed during the online courses taught in the winter break and summer.
- SC 2183 Introduction to Strategic Communication: Students explore the ethical and legal controls over advertising and public relations, including the social and regulatory aspects of commercial speech and speech in the public sphere. They also specifically address the historical evolution of strategic communication professions and their professional, ethical and legal responsibilities. Assessment of this learning outcome is accomplished through participation in discussions, quizzes and examinations in which students are required to apply the legal and ethical principles to hypothetical situations.

- MMJ 3263 Multimedia Reporting: Students are expected to meet the professional standards of a journalist, including avoiding conflicts of interests, having an adequate number of sources for stories and ensuring the accuracy of the information in their stories. Specific readings and class discussions focus on ethical decision-making and the laws affecting reporting. Classroom discussions frequently focus on ethics situations in the news. Student learning in these areas is assessed through quizzes, examinations and live reporting assignments.
- MMJ 3313 Multimedia Editing: In addition to learning to correct language-usage errors, students learn to recognize and eliminate passages and statements that are potentially libelous or in poor taste. Weekly quizzes include questions on media law and ethics. Classroom discussions regularly focus on contemporary ethics situations. Students are presented with such scenarios on exams and write one-page essays explaining what they would do to solve the problem as an editor.
- MC 3383 Management and Strategies: Segments of the course focus on ethical decision-making and on the mass communication theories used in identifying interests groups and creating targeted messages. Student learning is assessed through examinations and a paper.
- MMJ 3553 Electronic Reporting: Three class lectures cover ethical decision making in this course. Ethics issues in the news are discussed in class. This learning outcome is assessed through an in-class exercise and examination.
- MC 2023 Electronic Communications: Students study the history of the Internet and its role in society, including the evolution of social networks such as MySpace.com and YouTube.com. They also cover First Amendment, copyright and privacy issues related to the Internet. Content created for each student's semester website project is expected to comply with copyright laws.
- SPM 3783 Sports Public Relations: Students develop a perspective on the historical evolution of sports public relations and the relationship between mass media and sports. Students also are expected to develop a basic understanding of mass communication concepts so they can be successful in preparing communications products to support an organization's goals in the sports field. Assessment of student learning in these areas is accomplished through class discussions, class paper/project assignments and regular examinations.
- MMJ 4313 Public Affairs Reporting: A requirement for multimedia students with an emphasis on news, the course emphasizes cultivating government and nongovernment sources in an ethical manner, understanding the laws affecting public affairs reporting, such as FERPA, HIPAA and making use of the state's open meeting and open records laws. Specific readings and class discussions are devoted to striving for accuracy and avoiding media hype. The ASNE, RTNDA and SPJ codes of ethics are discussed throughout the semester. Ethical issues in the news are discussed in class. Expectations for ethical behavior are specified in the syllabus and in assignment instructions. Assessment of student learning of these outcomes occurs through quizzes, examinations and beat reporting.
- MMJ 4393 Data Journalism: Students learn about the relevant aspects of the law. In particular, students are expected to understand and apply the state's open records laws to obtain data. The course also emphasizes the importance of accuracy and the journalist's responsibility not to mislead the audience because reporting often involves original data analysis. Student learning is assessed through examinations and a project involving a main story, sidebar and graphic for possible publication or broadcast.

- SC 4603 Integrated Marketing Communications: Students examine the history of U.S. propaganda and public diplomacy. Theories of persuasion and propaganda are discussed in the context of anti-Americanism and public diplomacy. Students are tested on the history and theories during examinations. They also demonstrate their understanding of the basic principles of marketing communications in the creation of their communication campaign.
- SC 4843 Strategic Communication Campaigns: This course satisfies the capstone requirement for strategic communication majors. Students are expected to follow commonly accepted professional ethical and legal standards and apply relevant mass communication theories as they plan, prepare and present a comprehensive advertising and marketing campaign for national or local clients.
- SPM 2843 Sports and the Media. This course studies the sports industry and the role and responsibility of the journalists who cover it. It specifically focuses on issues of ethics, gender and race in the sport media. Assessment of students takes place through group discussions, quizzes and exams.
- SPM 3843 Contemporary Sports Media. This course specifically focuses on the ethical and legal issues sports journalists face. Students discuss and study issues pertaining to the coverage of gambling, crime, drug use, gender and race, among others. Assessment of students takes place through group discussions, quizzes and exams.

If an ethical problem occurs, the School of Media & Strategic Communications is required to follow the university's policies and procedures. Syllabi in the school contain the OSU Policy Statement:

Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in an official academic sanction. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript, and being suspended from the University. You have the right to appeal the charge. Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627. Go to <http://academicintegrity.okstate.edu/> for a video on OSU's academic integrity policy and additional information.

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

The School recognizes the importance of consistency in instruction, especially in courses that may offer several instructors. To ensure such courses are essentially the same, these processes are regularly in place:

- When multiple sections of the same course are taught in the same semester, the Director ensures faculty members assigned to the course develop a common syllabus and course

objectives and use the same textbook. Typically, a course leader takes responsibility for the coordination. Faculty members meet to ensure the course's content, tests and projects are similar.

- Ensuring uniformity of course materials, particularly when the same course is taught on the Stillwater and Tulsa campuses is the role of the program coordinators. The course assignments also are first submitted to the program coordinators for their final review to ensure faculty members have the necessary background and knowledge to teach the courses offered.
- In the case of multiple lab sessions several teaching assistants conduct, it is the instructor of record's responsibility to ensure and monitor the quality of instruction and grading in those labs.

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

**Jami Fullerton:**

*Editorship:*

Co-editor of Journal of Advertising Education (2010-present). A publication of the Advertising Division of the Association of Education for Journalism and Mass Communication, which publishes research and commentary on instruction, curriculum and leadership in advertising education.

*Awards:*

2009 Billy I. Ross Advertising Education Award (national award presented by the American Academy of Advertising)

*Publications:*

Fullerton, J., Kendrick, A. & McKinnon, L. (2013, in press). Advertising Ethics: Student attitudes and behavioral intent. *Journalism and Mass Communication Educator*, 67(1).

Fullerton, J., Kendrick, A. & Weir, T (2012). Online Behavioral Targeting Practices: Student Views on Controversial Issues. *Journal of New Communication Research: Anthology 2011*, 61-73.

Fullerton, J., & Kendrick, A. (2010). Where shall I go to work in advertising? Employment preferences of advertising majors in the Southwestern U.S. *Southwestern Mass Communication Journal*, 26(1), 71-82.

Kendrick, A., Fullerton, J. & Rodak, M. (2010). Advertising Student Interns: Career Preferences and Ethical Issues. *Journal of Advertising Education*, 14(2), 42-51.

Fullerton J., Kendrick A., & Frazier, C. (2008). A nationwide survey of advertising students' attitudes about advertising. *Journal of Advertising Education*, 12(1), 15-25.

Fullerton, J & Kendrick A. (2008). The national student advertising competition: Chapter advisers describe structure, resources and issues. Special Report for the Journal of Advertising Education, 12(2), 40-44.

Fullerton, J., Kendrick, A., & Frazier, C. (2006). An analysis of career aspirations of 1,200 U.S. advertising students. Journal of Advertising Education, 10(1), 5-16.

Fullerton, J., Kendrick A. & Frazier, C. (2009). Advertising student career preferences: A national survey. Special Report for the Journal of Advertising Education, 13(2), 70-74.

Fullerton, J., Kendrick, A., & Reichert, T. (2008). Opportunities for minorities in advertising: Growth is in multicultural agencies and media, not on Madison avenue. In T. Reichert (ed.), Issues in American Advertising, (2nd ed.; pp. 196-208). Chicago: Copy Workshop.

#### *Conference Papers and Presentations*

“The Need for a Shared Approach to Advertising Education: The Role of Academic Associations” (2009). Presented at the AAA Asia-Pacific Conference in Beijing, China.

“Advertising and Diversity: Industry Leaders Speak Out on Hiring Issues,” (2007). Presented at the AEJMC Conference, Washington, D.C.

Fullerton, J. & Kendrick, A. (2012, August). Perceptions of work/life balance among advertising students in America: A study of gender differences. Paper presented at the Association for Education in Journalism and Mass Communication conference, Chicago.

#### *Research paper “in press”*

Fullerton, J. & Kendrick, A. (2013, June). The Math problem: Advertising students’ attitudes toward statistics. Journalism and Mass Communication Educator, 67(2).

#### *Grants Secured*

Co-PI, “Public Relations Students' Ethics: An Examination of Attitude and Intended Behaviors” named Page Legacy Scholars for the 2012/2013 academic year. The Arthur W. Page Center awarded \$2,000.

American Advertising Federation research grant. Awarded \$1500 to augment faculty travel and research on advertising education, January 2006.

American Advertising Federation research grant. Awarded \$2000 to augment faculty travel and research on advertising education, January 2005.

### *Consulting*

Partner in Education with Tulsa Webster High School. Consulted on development of Journalism and Media program. October 2008-10.

American Advertising Federation, Washington, D.C. Conducted survey research and provided analysis and interpretation of findings for Education and Multicultural divisions. January 2005-present.

2000-09 Sponsored undergraduate students for the American Advertising Federation's "Most Promising Minority Student Award." Students were named in the top 25 in the nationwide competition and participated in a three-day, all-expense paid workshop with top agency executives in New York, NY.

### *National Committees:*

2004 – present Association for Education in Journalism and Mass Communication Advertising Division Executive Committee.  
Division Head 2009-10

1999-2012 American Advertising Federation National Academic Committee  
Chair 2006-07

### **Jack Hodgson:**

#### *Presentations:*

“The Changing Face of Journalism Education,” invited presentation for international conference at Al-Farabi, Kazakh National University, Almaty, Kazakhstan, October 2010.

#### *Workshops:*

Organizer for the annual OETA/OBEA Student Day program at OETA, October 2012.

Organized a faculty workshop on including diversity in the curriculum, conducted by Dr. Lillian Dunlap, February 2009.

### **Derina Holtzhausen:**

Named one of Oklahoma's Top 20 Woman Professors for 2013 by Online Oklahoma Schools.

PI, 2012 AEJMC Council of Affiliates \$1,000 research grant for research titled “Emerging Models of Journalism Entrepreneurship Curricula.”

Fellow of the Scripps Howard Journalism Entrepreneurship Institute, 2012 for the development of an Entrepreneurial Journalism curriculum for SMSC. Developed and offered first course in Media Entrepreneurship in SMSC.

Organized a 2010 summer workshop for SMSC faculty members on multimedia journalism conducted by Amy Zerba, a CNN online journalist at that time

**Stan Ketterer:**

*Grants:*

Co-PI with Ray Murray on the \$8,000 grant from the Association for Education in Journalism and Mass Communication to use new technology in the classroom. Used Document Cloud and student projects focused on the methamphetamine problem in Oklahoma. Taught the first two courses in which the grant was used and co-taught the third and last course.

*Publications connected to teaching:*

Murray, R., McGuire, J., Ketterer, S., and Sowell, M. (Fall 2011). Flipping the Field: The Next Generation of Newspaper Sports Journalists. *Journal of Sports Media*, 6(2), 65-66.

Nemecek, M., Ketterer, S., Ibrayeva, G., and Loos, S. (May 2011). Journalism Education and Professional Training in Kazakhstan: From the Soviet Era to Independence. In Freedman, E., and Shafer, S. (Eds.), *After the Czars and Commisars: Journalism in Authoritarian Post-Soviet Central Asia* (pp. 217-232). East Lansing, MI: Michigan State Press.

*Conference papers about education:*

“Contrasting Desired Sports Journalism Skills in a Convergent Media Environment” with Ray Murray, John McGuire, and Mike Sowell was presented in March 2012, at the Midwinter Conference of the Association for Education in Journalism and Mass Communication at the University of Oklahoma in Norman.

“Contrasting Desired Sports Journalism Skills in a Convergent Media Environment” with Ray Murray, John McGuire, and Mike Sowell was presented in August 2012, at the Association for Education in Journalism and Mass Communication Convention in Chicago.

“Training Sports Journalists in a Converged Newsroom: What Educators Need to Know to Train Future Sports Journalists” with Ray Murray, John McGuire, and Mike Sowell was presented August 2009, at the annual convention of the Association for Education in Journalism and Mass Communication in Denver.

“Training Sports Journalists in a Converged Newsroom: What Educators Need to Know to Train Future Sports Journalists” with Ray Murray, John McGuire, and Mike Sowell was presented March 5, 2009, at the Midwinter Conference of the Association for Education in Journalism and Mass Communication at the University of Oklahoma in Norman.

“Journalism Educators in Kazakhstan: Teaching, Curriculum and Practice” with Maureen Nemecek, Galiya Ibrayeva and Stanislav Loos was presented Sept. 18, 2008, at the Central Eurasian Studies Conference in Washington, D.C.

“Extending the Elaboration Model To Common Inferential Tests in Mass Communication” was presented in October 2007 at the Southwest Symposium of the Southwestern Mass Communication Association in Norman, Okla.

Inducted into the Fort Zumwalt/Fort Zumwalt North High School Hall of Fame in 2009.

*Consulting:*

Served as the writing and editing coach for the Oklahoman, the state’s largest newspaper, since February 2005. In summer 2012, worked with a record 20 interns, including several who did multimedia projects and four from SMSC. Several students were also graduate students. Work with reporters and editors on a variety of skills, including time management, organizing and writing stories, beat reporting, editing and page design. Generally, work with eight journalists from throughout the newsroom in eight-week sessions. Journalists are from the City Desk, Metro Desk, Business Desk, State Desk, Features Desk, Copy Desk and sometimes Sports Desk. Also work with student interns. This year conducted special eight-week sessions about computer-assisted reporting and tight writing. Recently, reviewed the paper’s use of multimedia storytelling.

**Ted Kian:**

Kian, E.M. (2012). Integrating sport marketing, public relations, promotions, sponsorship, and new technology into a single class project. Pedagogy session presented at the 2012 Sport Marketing Association annual conference. Oct. 23–27, 2012. Orlando, Fla.

**Bobbi Kay Lewis:**

*Awards:*

2010-2011 Oklahoma State University Advertising Club Educator of the Year

2009 Outstanding Faculty Adviser, Association for Women in Communications National Organization

*Publications:*

Lewis, B. K. & Nichols, C. (2012). “Social media and strategic communication: A two-year study of attitudes and perceptions about social media among college students” Public Relations Journal, 6(4). Retrieved from

<http://www.prsa.org/Intelligence/PRJournal/Documents/2012LewisNichols.pdf>

Lewis, B.K. & Nichols, C. (2011) "Social Media: Attitudes and Perceptions About Strategic Communication Among College Students and Professionals" Book Chapter in Social Media: Usage and Impact edited by Hana S. Noor Al-Deen and John Allen Hendricks (in press).

Lewis, B.K. (2010) "Social Media and Strategic Communication: Attitudes and Perceptions Among College Students" Public Relations Journal, Vol. 4, No. 3.

Lewis, B.K. (2010) "Experiential Learning and Advertising Media Sales: A Case Study Perspective." Journal of Advertising Education, Vol. 14, No. 2.

*Presentations:*

Lewis, B.K. (August 2011). "Building Relationships through Event Planning and Communications " Association for Education in Journalism and Mass Communication 2011 Annual Convention, St. Louis, Mo.

Lewis, B.K. (March 2011), Learning at Your Fingertips: The Impact of Technology on Student Learning," Association for Education in Journalism and Mass Communication Midwinter Conference, Norman, Okla.

Lewis, B.K. (February 2011), Learning at Your Fingertips: The Impact of the Apple iPad and Technology on Student Learning," Oklahoma State University Research Week, Stillwater, Okla.

**John McGuire:**

Nominated for the College of Arts & Sciences Student Council Teaching Award in 2008.

*Workshops:*

Participated in a 2010 OSU workshop on online teaching and subsequently developed an online course History of Mass Communication.

Participated in the Amy Zerba summer workshop on multimedia journalism.

*Publication:*

McGuire, J., Murray, R., Krein, M. (2013). Developing a curriculum for the sports media major. Journal of Media and Education, 4(1), 41-45. Available from <http://en.calameo.com/read/000091789274c7cdfafa5>

**Lori McKinnon:**

*Publications:*

Fullerton, J. A., Kendrick, A., and McKinnon, L. M. (2013). Advertising Ethics: Student Attitudes and Behavioral Intent. Journalism and Mass Communication Educator, 68(1), 33-48, DOI: <http://dx.doi.org/10.1177/1077695812472894>.

McKinnon, L. M., Longan, J., and Handy, B. (2012). Service-Learning For Branding Success: A Case of Student-Client Engagement in Oklahoma State University's \$1 billion capital campaign. Teaching Public Relations Monograph, 84 (fall).

*Presentations:*

McKinnon, L.M., and Fullerton, J. A. (2013, August). Public Relations Ethics: Student Attitudes and Behavioral Intent. Paper presented to the PR Division at the annual conference of the Association for Journalism and Mass Communication, Washington, D.C.

•Top Papers in PR Teaching Research

McKinnon, L. M., and Fullerton, J. A. (2013, March). Public Relation Students' Ethics: An Examination of Attitude and Intended Behaviors. Paper presented at the annual Midwinter Meeting of the Association for Journalism and Mass Communication, Norman, Okla.

Fullerton, J. A., Kendrick, A., and McKinnon, L. M. (2012, March). Advertising Ethics: Student Attitudes and Behavioral Intent. Paper to be presented at the annual Midwinter Meeting of the Association for Journalism and Mass Communication, Norman, Okla.

•Top Paper

McKinnon, L.M., Longman, J., and Handy, B. (2011, August). Service-Learning for Branding Success: A Case of Student-Client Engagement in Oklahoma State University's \$1 Billion Capital Campaign. Paper presented at the annual convention of the Association for Journalism and Mass Communication, St. Louis, Mo.

•Top Papers in Public Relations Teaching Research

*Grants:*

Page Legacy Scholar Grant (2012). Principle Investigator with Co-PI, Dr. Jami Fullerton. Awarded \$2000 grant for survey research on public relations students' attitudes toward ethics and intended ethical behaviors. Honored as a Arthur W. Page Legacy Scholar by the Page Center for Integrity in Public Communication at Penn State University.

Social Sciences Speakers Series Grant, (2011). Awarded \$1500 honorarium plus travel for Dr. Glenn Griffin, Associate Professor at University of Alabama to speak on creativity.

**Ray Murray:**

*Awards:*

One of 15 professors awarded a fellowship to attend the Business Journalism Professors Seminar at the Donald W. Reynolds National Center for Business Journalism at Arizona State University. The seminar was Jan. 4-7, 2011. The highly competitive fellowship was worth \$2,000 for four days of intensive study how to teach business journalism at the university level.

Won Teacher of the Year Award from the Oklahoma Society of Professional Journalists.

*Publications:*

McGuire, J., Murray, R., Krein, M. (2013). Developing a curriculum for the sports media major. *Journal of Media Education*, 1-17.

Murray, R., McGuire, J., Ketterer, S., and Sowell, M. (Fall 2011). Flipping the Field: The Next Generation of Newspaper Sports Journalists. *Journal of Sports Media*, 6(2), 65-66.

*Presentations:*

Participated on a panel regarding the School's use of an AEJMC Bridge Grant for the project In-Depth Reporting of Meth Production and Abuse in Oklahoma at the Association for Education in Journalism and Mass Communication conference in Chicago on Aug. 11, 2012.

Presented Training Sports Journalists in a Converged Newsroom: What Educators Need to Know to Train Future Sports Journalists at the Association for Education in Journalism and Mass Communication annual conference in Denver on Aug. 4, 2010.

Presented Building the Curriculum of a Sports Media Degree Program at the Broadcast Education Association's national convention in Las Vegas on April 15, 2010.

Presented Training Sports Journalists in a Converged Newsroom: What Educators Need to Know to Train Future Sports Journalists at the Association for Education in Journalism and Mass Communication Midwinter Conference at the University of Oklahoma on March 5, 2010.

*Grants:*

Awarded a Knight News Challenge grant for \$8,000 from the Association for Education in Journalism and Mass Communication in September. One of 10 recipients. The grant was used for a project titled, "In-depth Reporting of Methamphetamine Production and Abuse in Oklahoma."

*Workshops:*

Attended a Poynter Institute Backpack Journalism Workshop on June 11-15, 2012, in St. Petersburg, Fla., to learn the basics of shooting and editing video.

Attended a workshop Amy Zerba of CNN.com conducted to learn basics of HTML, WordPress, Audacity, Soundslides, Photoshop and Final Cut Pro at Oklahoma State University on June 21-23, 2010.

**Juliana Nykolaiszyn:**

*Workshops:*

“Getting started with Twitter: Tips and tricks for exploration,” Workshop presentation, Oklahoma 4-H State Roundup (Stillwater, Okla., July 2012).

“Documenting extension work through oral history,” Workshop presentation, Oklahoma Home and Community Education (OHCE) State Meeting (Oklahoma City, Okla., July 2011). [invited]

“Getting started with Twitter: Tips and tricks for exploration,” Workshop presentation, Oklahoma 4-H State Roundup (Stillwater, Okla., July 2011).

“Photo sharing online,” Presentation with Nicole Sump-Crethar, Oklahoma 4-H State Roundup (Stillwater, OK, July 2011).

**Gina Noble:**

*Awards:*

Outstanding Teaching Award - OSU Non-Traditional Student Association November 2012

Outstanding Educator of the Year April 2012 – presented by OSU AdClub

Outstanding Faculty Member, School of Media & Strategic Communications, April 2011 – presented by OSU AdClub

Nominated for Arts and Sciences Student Council Outstanding Professor Award, 2011

Outstanding Faculty Award for OSU’s College of Arts & Sciences, March 2009 – presented by OSU Panhellenic Council

Finalist, Outstanding Faculty Member For OSU’s College of Arts & Sciences. March 2008 – presented by College of Arts & Sciences

*Workshops:*

Fall 2011, Spring 2012, Fall 2012 – Conducted Student Workshops titled "How To Get An Internship" and "How To Develop Your Portfolio"

*Professional Development Programs:*

Attended "Preparing Online Instructors" six-week program at Oklahoma State University

Attended video and audio editing workshop conducted by Amy Zerba

Poynter’s Institute News Webinars For Educators:

- Soundslides for Journalists: Producing Stories with Photographs and Audio Webinar
- The Craft of Multimedia Journalism Webinar
- Photojournalism for Non-Photojournalists Webinar
- Key Elements to Compelling Video Storytelling Webinar
- Developing Your Social Media Voice

**Joey Senat:**

*Awards:*

2008-09 outstanding professor, School of Journalism & Broadcasting, selected by OSU Ad Club, April 30, 2009.

*Presentations:*

“We’re All Citizens of Intern Nation: Perspectives on the Professional, Legal and Academic Issues Surrounding Internships.” Panel discussion at Association for Education in Journalism and Mass Communication Midwinter Conference, University of Oklahoma: March 3, 2012.

“Ethically Following the Story.” UCO Media Ethics Conference 2012, Edmond, Okla., Oct. 17, 2012.

“Legal/Ethical Issues in Journalism.” Oklahoma Scholastic Media Initiative, University of Oklahoma: July 29, 2012. (Three-hour session for workshop for 11 high school journalism advisers.)

“Open meetings and open records issues.” College Publication Editors & Advisers Meeting, sponsored by the Oklahoma Newspaper Foundation and Oklahoma Collegiate Media Association, Oklahoma City: July 26, 2012.

“Is It OK to Use 30 Seconds of Copyrighted Music Without Asking?” Spring Media Monday, 97th Annual Spring Conference, Oklahoma Scholastic Media/Oklahoma Interscholastic Press Association, University of Oklahoma: April 3, 2012.

“Steering Clear of Legal Quagmires: Some Media Law Basics for Teachers and Students.” Spring Media Monday, 97th Annual Spring Conference, Oklahoma Scholastic Media/Oklahoma Interscholastic Press Association, University of Oklahoma: April 3, 2012.

“Is It OK to Use 30 Seconds of Copyrighted Music Without Asking?” Fall Media Monday, 96th Annual Fall Conference, Oklahoma Scholastic Media/Oklahoma Interscholastic Press Association, University of Oklahoma: Nov. 14, 2011.

“Steering Clear of Legal Quagmires: Some Media Law Basics for Advisers and Students.” Fall Media Monday, 96th Annual Fall Conference, Oklahoma Scholastic Media/Oklahoma Interscholastic Press Association, University of Oklahoma: Nov. 14, 2011.

“Reporting on the Courts.” Education Summit, Justice & Journalism Series, First Amendment Center & Judicial Branch Of The Judicial Conference Of The United States, Washington, D.C., Oct. 26, 2011. (Federal judges and invited journalism educators discussed creating a national program helping j-schools train students to cover courts. This was the first time the series focused solely on journalism education.)

Education Day, 10th Annual First Amendment Congress Of Oklahoma, University of Central Oklahoma, Edmond, Okla., 22, 2008.

**Mike Sowell:**

Arts and Sciences Student Council Outstanding Professor Award, 2010-11. The A&S Student Council gave the award.

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

Faculty development opportunities at SMSC come in different formats, namely those ITLE offered, those the School offered and those professional organizations offered. During the past six years faculty, members participated in many of these opportunities.

**9a. OSU Institute for Teaching and Learning Excellence:**

Faculty members in particular make use of ITLE for improving the adoption of technology in the classroom and particularly for the development of online courses. Participation is voluntary; nonetheless, faculty members participated in the following opportunities, to mention but a few:

- OSU Difficult Dialogue Series (September 2013). Difficult Conversations in the Classroom: Strategies to facilitate controversial topics in the classroom.
- Flipping Your Classroom: Discovering Why Flipping is Important and How to Do It Effectively (August 2013) OSU Institute for Teaching and Learning Excellence
- Writing Workshop series (2009-10) OSU Provost’s Faculty Development Initiative
- Diversity General Education Workshop series (2008-09) OSU Provost’s Faculty Development Initiative
- Teaching Courses Online

**9b. The School of Media & Strategic Communications offered the following teaching workshops for its faculty members:**

- Including Diversity in the Curriculum, by Dr. Lillian Dunlap
- Teaching Multimedia Journalism, by Amy Zerba
- Using Data for Investigate Journalism, by Dr. Stan Ketterer, in cooperation with Investigative Reporters and Editors (IRE)

**9c. Workshops by Professional Organizations:**

- Teaching Pre-Conference Workshops at AEJMC.
- Attending in-person and online workshops at Poynter Institute.

Individual faculty members attended the following development workshops since 2008:

### **Jami Fullerton**

- Two Teaching Workshops sponsored by the Ad Division of AEJMC since 2008.

### **Derina Holtzhausen**

- American Council on Education (ACE) Leadership Forum, Sacramento, Calif., 2012
- Attended the Scripps Howard Journalism Entrepreneurship Institute, 2012
- Journalism and Mass Communication Leadership Institute for first-time deans and directors of journalism, mass communication or communication programs, 2010-2011
- Executive Management and Leadership Training, OSU Spears Business School, 2008
- A daylong workshop in 2012 by the American Society of Business Writers and Editors for business writers about how to cover the energy industry.

### **Stan Ketterer**

As the writing, editing and database coach of The Oklahoman since 2005, the state's largest newspaper, attended the following workshops there:

- A daylong writing workshop sponsored by Southern Newspaper Publishers Association in 2007 that included Paula LaRocque, the former writing coach of the Dallas Morning News.
- A daylong writing workshop in 2008 by George Getschow, the writing coach at the Dallas Morning News.
- A daylong Society of Professional Journalists traveling workshop in 2010 about doing deadline news stories and writing for the Web.
- A daylong session in 2011 by The Oklahoman reporters regarding how to more effectively use social media.
- A daylong workshop in 2012 by the American Society of Business Writers and Editors for business writers about how to cover the energy industry.
- Attended sessions at numerous IRE Better Watchdog Workshops.

### **Ken Kim**

- ITLE workshops on Difficult Dialogues: Workshop 1. Controversial topics; Workshop 2: Race
- ITLE Written Communication and Evaluations.

### **Bobbi Kay Lewis**

- OSU Difficult Dialogue Series (September 2013). Difficult Conversations in the Classroom: Strategies to facilitate controversial topics in the classroom.
- Flipping Your Classroom: Discovering Why Flipping is Important and How to Do It Effectively (August 2013) OSU Institute for Teaching and Learning Excellence.
- Teaching Advertising Pre-Conference Workshop (2012, 2011, 2010, 2009, 2008, 2007, 2006, 2005), Association for Education in Journalism and Mass Communication.
- Writing Workshop series (2009-10) OSU Provost's Faculty Development Initiative.
- Diversity General Education Workshop series (2008-09) OSU Provost's Faculty Development Initiative.

**Lori McKinnon**

- UCO Ethics Conference. (2010, 2011, 2012, 2013). Attended annual conference on professional ethics at the University of Central Oklahoma. Edmond, Okla.
- ITLE: Preparing Online Instructors, (2012), a six-week, noncredit course, summer course.

**Allison Meija**

- ITLE: Teaching online courses.

**Ray Murray**

- Backpack video storytelling seminar at The Poynter Institute in June 2012.

**Cynthia Nichols**

- ITLE Training: D2L, SafeZone for GLBT and Creative Writing.
- Plank Center For Public Relations, Edelman Fellowship, 2012: A week in Chicago receiving professional development from Edelman PR.

**Juliana Nykolaiszyn**

- ITLE Diversity Workshop (2013-14 In progress).
- High Performance Sound Technologies for Access and Scholarship (through UT Austin–2013).
- Preservation Back to Basics (2013 – AMIGOS).
- Fast Forward: The Future of Audio Visual Materials (2012 – AMIGOS).
- Fundamentals of Digitization: Digital Disaster Planning (NEDCC – 2012).

**Mike Sowell**

- Diversity Workshop, ITLE, Oklahoma State University, September and October 2013 (to be completed April 2014).

**10. Describe the importance of teaching in promotion and tenure decisions**

See Section 5, page 13, School of Media and Strategic Communications Policy on Tenure and Promotion (Appendix 11).

Promotion and tenure requirements in the School of Media & Strategic Communications specify, “Untenured faculty, to meet minimum requirements for tenure, should demonstrate ‘excellent’ achievement in either (a) teaching or (b) research or scholarly/creative activity. They will have attained a minimum level of ‘good’ in the other area and in service.” A favorable recommendation for the granting of tenure by tenured faculty is basically a prediction that the faculty member under consideration will continue to perform at a high level, post-tenure.

Earlier in the document, we spell out *excellent*: “Performance creates original and/or significant contributions beyond expectations associated with the faculty position. The faculty member’s work enhances the School’s reputation at the state, regional, national or international level.” Because the School is a professional program with a curriculum designed to provide skills training in concert with an understanding of the theoretical models of communication and a fundamental liberal arts education, excellence in teaching is considered to be of vital importance.

It is therefore expected that demonstrated effectiveness in the classroom is a mandatory requirement for promotion and tenure.

This effectiveness can be demonstrated in a number of ways, some of which are itemized in the Policy on Tenure and Promotion (pg. 13). These include a required narrative on teaching effectiveness for each annual Appraisal and Development report, review of instructional materials such as syllabi, bibliographies, grading policies and procedures, student evaluations, teaching awards and student learning.

Personnel Procedures for the College of Arts & Sciences also dictate teaching effectiveness be a major factor in promotion and tenure deliberations, though latitude is given to individual departments to define the criteria to be satisfied. The College policy notes that “To promote professionalism, every candidate for promotion and/or tenure must demonstrate meritorious achievement in two of the three mission areas of the university: teaching, scholarship and extension/service/outreach.” (See the College of Arts & Sciences Personnel Procedures, p. 5, Appendix 12.) The policy further notes that “The college expects that every candidate for tenure and promotion be an effective teacher. Each academic unit shall establish criteria and methods by which to evaluate teaching effectiveness.” (p. 7).

During the annual Appraisal and Development process, all faculty members include a statement on and review of their teaching. The Director of the School of Media & Strategic Communications reviews student evaluations of each course a particular faculty member has taught, as well as the remarks students made. The Director often cites students’ remarks that are representative of a faculty member’s teaching performance. The Director comments on the teaching strengths and weaknesses of each faculty member, which are considered when faculty members go up for tenure and promotion to associate professor and also for promotion to full professor.

**11. Describe any special recognition that the unit gives to outstanding students. Exclude scholarships, which are summarized in Table 9, “Student Aid.”**

Each year 15 to 20 students are selected to serve as Ambassadors. This program was implemented in 2007 and has been a sought-after appointment for students. These students represent the School of Media & Strategic Communications at official OSU recruitment events, make recruitment appearance at high schools and give tours to prospective students. This is a highly selective process, with a selection committee consisting of faculty members to interview applicants and examine their credentials. Each of the student organizations in the School makes an effort to award the accomplishments of outstanding members and recognize outstanding students.

In addition to scholarships, each degree program and the different options within those programs select an outstanding senior and all are recognized with a plaque and formal introduction at the Annual Awards Banquet. The School of Media & Strategic Communications also nominates a student as the outstanding senior from the program for the College of Arts & Sciences. These students are also recognized at the college banquet and the school’s annual award banquet.

The Alumni Association annual accepts applications for a group of “Seniors of Significance.” From this group a smaller number of Outstanding Seniors representing the whole university is selected. SMSC students regularly achieve these honors:

<b>Arts &amp; Sciences Top Ten Seniors</b>	
<b>Year</b>	<b>Student Name</b>
2013	Sara Fevurly
	Anna Geary
	Bridget Harkin
	Mackenzie McDaniel
2012	Elizabeth Goodfellow
2010	Stacey Brandhorst
2009	Germaine Paul
	Meagan Wheeler
2008	Evan Black*
	Kassidy Conway
	Jessica Ward
	Megan McGuire
	Tanner Tebow

\*Top A&S senior and gonfalon carrier fall 2008  
Fulbright Scholar

<b>OSU Seniors of Significance</b>	
<b>Year</b>	<b>Student Name</b>
2012	Rachel Benbrook
	Sara Fevurly
	Anna Geary
	Bridget Harkin
	Mackenzie McDaniel
	Rachel Noland
2009	Stacey Brandhorst
2008	Evan Black
	Megan Byford
	Carin MacAllister
	Germaine Paul
	Lindsey Reimer
	Meagan Wheeler

<b>OSU Outstanding Seniors</b>	
<b>Year</b>	<b>Student</b>
2013	Sara Fevurly
	Anna Geary
	Bridget Harkin
	Rachel Noland
2010	Stacey Brandhorst
2009	Evan Black
	Germaine Paul
	Meagan Wheeler
2008	Ebonie Hill

Phi Kappa Phi and Kappa Tau Alpha are honor societies for top students in the school.

## **12. Attach a copy of the unit's internship policy.**

A copy of the School Internship Guidelines is in Appendix 13. The statement is supported by degree sheets for all majors, and notes that no student may count more than six hours of internship credit toward graduation. Internships are not required, but are highly encouraged, in all SMSC degrees. Students are counseled about internships by their academic adviser, faculty members in their program and by the School Director. They also are directed to the SMSC Facebook page. In all cases, our emphasis is to encourage students to take internship credit that will help them in their academic and professional careers.

Before enrolling for internship credit, students must complete an application form for the internship. (See Appendix 14.) Internship policies, requirements and assessment are consistent for all programs.

The policies and requirements are detailed in the individualized internship packets that are provided to students when they submit an application and contract to the academic adviser.. These packets contain directions for application, enrollment, submission of weekly and final reports and a copy of the evaluation form used by supervisors at the end of the internship.

## **13. 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**

To help students find internship opportunities, students are encouraged to join a closed Facebook group a strategic communications professor created and manages. The Facebook page lists open internship opportunities for all majors. Students are required to find and secure their internships.

### **13a. Credit:**

Students are not required to complete an internship for credit hours but are encouraged to do so. Students may complete up to six hours of credit for an internship. Students must complete 60 hours of approved internship work for one hour of credit; 120 hours of approved internship work for two hours of credit; and 180 hours of approved internship work for three hours of credit. Students may choose to earn three credit hours at one time (one internship) or divide the credit hours among several internships.

### **13b. Supervision:**

When an internship is secured, the student and the supervisor must complete the internship application. The internship professor then approves or denies the internship for credit hours based on the criteria and internship responsibilities the supervisor described. These are:

- Responsibilities must include professional experience for the student.
- Student must be able to produce portfolio items during the internship.
- Supervisor must possess a college degree in a similar major and at least five years work experience in a communications-related field.

### **13c. Student responsibilities:**

#### ➤ *Weekly Reports*

Once approved, the student begins sending weekly reports via email to the internship professor and continues sending the reports until the internship ends. The reports must include:

- Total hours worked for the week; total hours worked for the internship.
- Tasks assigned for the week; tasks accomplished during the week.
- Discussion about the one most interesting part of the student's week.
- Discussion about the most challenging part of the student's week, if any.

#### ➤ *Final Paper*

At the end of the internship, students must submit a final paper to the internship professor. The paper must summarize the internship. It is due one week after the internship is completed. The paper must include:

- Summary of activities during the internship.
- Summary of what student learned.
- Summary of what skills student learned during the internship.
- Summary of skills student needed but didn't have before the internship.
- Summary of students' strengths and weaknesses during the internship.
- Summary of what student enjoyed most about the internship and what student enjoyed least about the internship.
- Summary of how student was supervised by the internship supervisor.
- Any other information student feels is important for the internship professor to know.

#### ➤ *Portfolio items*

At the end of the internship, students must send the internship professor a digital link to the student's portfolio. Students are required to add items created during the internship to their portfolio.

### **13d. Evaluation:**

(See Appendix 15 for the standard Internship Evaluation Form.)

#### ➤ *Written Evaluation from internship supervisor*

At the end of the internship, internship supervisors are required to provide a written evaluation and discuss the evaluation with the student. The internship professor provides an evaluation form. The evaluation must be sent via email from the supervisor to the internship professor. The written evaluation must include:

- Describing the student's responsibilities as an intern.
- Evaluating the student's performance in terms of her/his interpersonal relations with supervisors, colleagues and public contacts.
- Providing written comments regarding the intern's performance.

#### ➤ *Grade assessment of student's skill and knowledge*

Supervisors must provide a grade of A-F or NA for the following items:

- Student understands the fundamental communications challenges in specific assignments.
- Student recognizes target audiences and can direct communication to them effectively.

- Thinks creatively with assignments.
- Writes with appropriate style.
- Writing skills.
- Attention to details.
- Ability to deal with ideas.
- Overall ability to visualize situations.
- Computer skills.
- Video or photography or both skills.
- Design and layout skills.
- Interpersonal skills.

➤ *Assessment of overall learning outcomes expected of all graduates from the School of Media & Strategic Communications*

Supervisors are asked to numerically rate the intern's/student's ability for the following core values and competencies The Accrediting Council for Journalism and Mass Communication specifies. This part of the evaluation is intended to assist the School of Media & Strategic Communications in improving its program to better facilitate these outcomes. Supervisors are asked to use a scale from one to seven and indicate to what extent they believe the student demonstrates the following characteristics.

- An understanding of the relevance of human diversity in mass communications.
- An understanding of the history and social role of mass communications.
- Critical, creative and individual thinking.
- An understanding of the relevant theories and concepts of mass communications.
- An understanding of the methods and techniques of research and information gathering.
- Appropriate writing, editing and production techniques in mass communications.
- An understanding of relevant planning and management methods in mass communications.

The internship professor determines the final grade for the internship based on:

- |   |            |
|---|------------|
| • Timeliness and thoroughness of weekly reports | 25 percent |
| • Final paper                                   | 25 percent |
| • Portfolio items added to student's portfolio  | 25 percent |
| • Supervisor's evaluation                       | 25 percent |