CURRICULUM AND INSTRUCTION

**HIGHLIGHTS**

- The School added a number of technology-related courses since its last accreditation visit to address the rapid changes in the industry and is evaluating other changes to its curriculum.
- The School implemented a training schedule for faculty and staff members to keep up to date with the latest technology.
- In 2011, the School launched an online graduate program called the Master of Arts in Technology and Communication (MATC) and graduated its first class in May 2014.

*Above: Assistant Professor Steven King talks with a student during his class, JOMC 491, "Design and Development of Mobile Apps."*
Introduction

Undergraduate and professional master’s students in the School learn the philosophy and skills to be nimble, adaptable and marketable in a dynamic, digital media environment. They are helping to create an entirely new world of media where the future is wide open and opportunities in digital and mobile communication abound. As to philosophy, all students in all programs are educated in fairness and ethical responsibility along with the crucially important function of informing the public as fully, fairly and accurately as possible. As to skills, students cannot have only one arrow in their quivers; they must have several. The School faculty recognizes that it is not enough for a student to have only one skill, for example, reporting or editing or TV anchoring or photojournalism. Instead, she or he must be able to function effectively in at least a second area and probably in a third or more.

The undergraduate curriculum has two broad plans. One is journalism. The other is advertising and public relations. Currently, students in all but one program receive a Bachelor of Arts in Journalism and Mass Communication. The degree in the other program is explained below.

The journalism area of the School has the following specializations:

**Broadcast and electronic journalism.** This specialization prepares students for careers in television and radio broadcast news, law, politics, business and other fields that require expressing oneself succinctly yet effectively across various media platforms. Students learn effective skills they need to succeed as audio and video storytellers: gathering and editing audio and video, broadcast writing style, and voice and diction reporting techniques.

**Business journalism.** Students receive a specialized degree in this program because it involves two professional schools at the university: our own School and the Kenan-Flagler Business School. The degree is the Bachelor of Arts in Business Journalism. Students learn to explain business and economics in ways that an average media consumer can understand. Business journalism majors must complete 21 hours in the School and 13.5 hours in the business school. Students must attain a grade of at least C in all courses in both schools.

While the business classes are not taught from the perspective of communications professionals, the School believes that communications professionals need many business skills to thrive in today’s media environment. In addition, the director of the business journalism program meets annually with the director of the Kenan-Flagler BSBA program to review the curriculum. In the past two years, a review of that curriculum has resulted in adding BUSI 101, “Managerial Accounting,” to the curriculum.

**Editing and graphic design.** Students in this specialization develop skills in story editing, headline writing, caption writing, page design and alternative story forms. Editing and graphic design courses reflect the need for journalists to be proficient in both print and online forms, including social media. Students may take advantage of advanced instruction in information graphics, 3D design and motion graphics.

**Multimedia.** Students learn to create informative and engaging interactive experiences through new technologies. Projects and applications integrate all media forms, text, audio, video, graphics and data. Students and faculty members embrace the power of code-based problem-solving to improve storytelling and to create visual packages that allow users to interact and personalize information.

**Photojournalism.** This specialization produces students who are well-versed in multi-platform documentary storytelling, including photojournalism and video storytelling. Students create an array of portfolio work throughout the program, ranging from photographic stories and essays to in-depth short-form documentaries. Students also have the opportunity to participate in award-winning interactive projects and internships.

**Reporting.** This specialization prepares students to think critically and write clearly for both print and digital media. Students learn to gather, verify and present information in courses that include reporting, news editing, business journalism, community journalism, and feature, opinion and magazine writing. The core class creates a hands-on learning experience with students covering beats under the guidance of instructors functioning as editors.
Students develop contacts, sources and stories while developing a rapport with their editor in the newsroom.

The advertising and public relations area of the School has the following specializations:

**Advertising.** Students in the advertising specialization, which has the second-largest enrollment in the School, learn the principles behind advertising campaigns and the theories behind marketing and branding products. Classes help students understand industry trends – specifically in digital marketing and social media – and new approaches in areas such as online analytics, search marketing and branded integration.

**Public relations.** This specialization, which has the largest enrollment in the School by far, equips students with the foundations and practices in public relations that are necessary to build strong relationships and communicate effectively. Students examine case studies and then develop ethical messages and campaigns using various platforms for real-world clients.

**Strategic communication.** This specialization provides students with effective foundations in ethical advertising and public relations practices. Students critically examine ways in which businesses and advocacy and government organizations build messages and campaigns on various platforms designed to persuade and inform.

In addition, the School offers three undergraduate certificate programs: sports communication, Latino media studies and business journalism. These are available to students in any of the above specializations. These programs allow students to take their mass communication skills and apply them to a specific area of interest.

The following graphic displays the School’s curriculum. It was produced in the academic year 2011-12 and is effective through 2014-15. It shows the curriculum’s two broad plans: journalism and advertising and public relations. It also lists the core courses for the School and each of the concentrations. The opportunities for immersive learning are also pictured. This curriculum structure is under review and will undergo a number of changes, as explained in item 4 of this Standard.
1. Discuss any testing of language competence required of students entering or graduating from the program.

Students must achieve a score of 70 on the School's grammar and word-usage exam to graduate. The exam was changed in 2012 from “grammar and spelling” to “grammar and word usage.” The change was approved by the faculty in a near-unanimous vote (only one dissenter.) The faculty felt that word usage was a better barometer than spelling of what students needed to know upon graduation.

Approximately 50 percent of the students who take the exam pass it the first time. Another 25 percent pass it the second time. Students who do not pass the exam the first two times are advised to take JOMC 100, “Grammar Review for JOMC Students,” a 1-credit remedial course given by the School twice a semester.

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

All JOMC majors are required to take a three-course core as part of their program of study. The three courses – JOMC 141, “Professional Problems and Ethics,” JOMC 153, “Writing and Reporting,” and JOMC 340, “Introduction to Mass Communication Law” – provide a solid basis for several of ACEJMC’s 12 core values and competencies.

**JOMC 141** (ethics) is an intensive study of professional and ethical issues and problems facing news and strategic communication organizations and their employees.

**JOMC 153** (basic news writing) discusses ethics, diversity, law, responsibility and fairness as students learn to write and report stories.

**JOMC 340** (law) provides an in-depth examination of libel, privacy, access to information, free press-fair trial, and broadcasting and advertising regulation.

The curriculum map on the following page shows how all the core courses, including those for journalism and advertising and public relations specializations, residential Master’s and online MATC programs, incorporate the 12 ACEJMC competencies.
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How do the core courses of the School of Journalism and Mass Communication incorporate ACEJMC Core Competencies?
In addition, this is how other courses relate to ACEJMC's values and competencies:

JOMC 424, “Electronic Media Management and Policy,” an elective course, covers legal issues one might encounter while working in electronic media, among other topics.

Additionally, the introductory course in advertising and public relations (JOMC 137) provides units on legal and ethical issues that have impacts on professional practice.

The School offers a number of classes where students can develop an understanding of the history and role of professionals and institutions in shaping communications:

JOMC 242, “The Mass Media and United States History,” provides an examination of the development of mass media in the context of history.


JOMC 137, “Principles of Advertising and Public Relations,” covers the history of the development of the advertising and public relations professions in the United States.

JOMC 428, “Broadcast History,” helps students develop an understanding of, and appreciation for, the role broadcast journalism has played in recent American history.

Numerous courses focus on an understanding of diversity of groups in a global society in relation to communications. They include:

JOMC 441, “Diversity and Communication,” examines racial stereotypes and minority portrayals in American culture and communication.

JOMC 442, “Gender, Class, Race and Mass Media,” focuses on gender as it relates to media producers, subjects and audiences with a focus on current practices and possibilities for change.

JOMC 443, “Latino Media Studies,” analyzes media portrayal of U.S. Latina/os in mainstream media in the United States. The course also examines media that cater to Latina/os and explores the way in which Latina/o audiences use the multiple media offerings available to them.


The School offers two courses specific to international communication:

JOMC 446, “International Communication and Comparative Journalism,” examines the development of international communication, the flows of news and international propaganda, and the role of communication in international relations. The course also provides an overview of communication in developing nations as well as a comparison of press systems.

JOMC 447, “International Media Studies,” examines media system operations in a particular country, such as Mexico, including how news and information are disseminated and used by audiences. The course includes a trip to that country during spring break.

Many of the other courses in the School include significant attention to issues of race, ethnicity and gender. The introductory courses in advertising and public relations both include significant discussions of marketing to diverse publics and audiences. And in virtually all the public relations courses, discussions of gender are included. The public relations profession is increasingly female. Studies show that about 60 percent of those working in public relations are women. Similarly, both advertising and public relations courses discuss the small percentage of diverse individuals who work in both fields.

The introductory newswriting course (JOMC 153) includes a unit on writing about members of diverse groups. Other courses that include units or significant discussions about diversity and gender include:

JOMC 240, “Current Issues in Mass Communication,” includes units on representation of women and minorities in the news, entertainment and advertising, and the numbers of women and diverse individuals in the workforce. Students read and write about diversity in one or more of three papers during the semester.

JOMC 445, “Process and Effects of Mass Communication,” examines mass communication as a social process. Students may carry out projects on how minorities and women are represented in the media.

Several news courses include units on covering diverse populations as well as including diverse individuals as media sources. Also included are discussions of representation of diverse groups and women in the workforce:

JOMC 153, “Writing and Reporting,” and JOMC 232,
“Public Relations Writing,” teach students how to write about individuals and groups in a way that is sensitive to issues of racism, ageism and sexism. The textbook used in all sections of the course has a chapter devoted to coverage of, and sensitivity toward, diverse groups and individuals.

JOMC 157, “News Editing,” discusses the importance of detecting and eliminating sexism, racism and ageism in news stories, including headlines and cutlines.

Many visual communication courses include units on the visual-graphic portrayal of diverse individuals or groups. Courses include JOMC 180, “Beginning Photojournalism,” JOMC 181, “Intermediate Photojournalism,” and JOMC 182, “Introduction to Graphic Design.” Student multimedia projects may include coverage of diverse groups and individuals who are part of a larger story. Students learn how to treat all groups and individuals with dignity and respect.

Several courses provide students with the opportunity to conduct research and evaluate information using methods appropriate to their chosen profession. In JOMC 279, “Advertising and Public Relations Research,” students learn to apply quantitative and qualitative research methods used in strategic planning and evaluation of advertising and public relations campaigns. Students who take JOMC 434, “Public Relations Campaigns,” and JOMC 473, “Advertising Campaigns,” use a variety of research methods to gather research data and information they will apply to the campaigns they develop in their classes.

Students who take JOMC 453, “Advanced Reporting,” use a variety of reporting methodologies to complete news and feature assignments, including interviewing, searching official records, learning about direct and participant observation, and learning about survey research.

Students in all areas of study in the School are required to take courses where correct style, grammar and clarity of writing are emphasized. Additionally, students in all writing classes use the AP Stylebook. Coursework is graded with points taken off for grammatical and spelling errors and lack of clarity in writing. Specific courses include JOMC 121, “Writing for the Electronic Media,” JOMC 153, “Writing and Reporting,” JOMC 157, “News Editing,” JOMC 232, “Public Relations Writing,” JOMC 253, “Introduction to Public Affairs Reporting,” and JOMC 256, “Feature Writing.”

Virtually all the advanced courses in every sequence offered in the School emphasize the importance of thinking critically, creatively and independently.

In terms of digital, technological and multimedia competencies, the School has made a number of changes to its curriculum since the last accreditation visit. These changes now require all news-editorial, visual communication and broadcast students to take JOMC 221 “Audio-Video Information Gathering.” This is important because students must have strength not just in one area but in several. Other curricular changes since the last accreditation visit include increased offerings for advertising and public relations students. A number of new technology courses are given, including JOMC 333, “Video Communication for Public Relations and Marketing,” and JOMC 334, “Presentation Design for Strategic Communication.” Another course offered for all students in the School is JOMC 477, “New Media Technologies.” These courses teach the latest in technology used in all forms of media.

In addition, the advertising curriculum has added a course called “Digital Marketing and Advertising.” A permanent course number has not yet been assigned to it, but the School hopes to add it to the permanent curriculum in 2015-16 because of the increasing presence of digital advertising. The School is also examining a media analytics course.

As always, the School continues to experiment with some courses that are not yet permanent parts of the curriculum. In fall 2014, the School offered “Design and Development of Mobile Apps” by Assistant Professor Steven King. In spring 2015, “Corporate Video Practicum for Advertising and Public Relations” is being taught by Associate Professor Francesca Dillman Carpentier.

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

Undergraduate program. The instructor in every online undergraduate course is required to submit a syllabus and post that syllabus online on the School’s Park Library website. Those syllabi are reviewed by the senior associate dean for undergraduate studies to ensure that the quality of the instruction meets the School’s standards. Each syllabus is reviewed for learning goals that are consistent with the curriculum, the principles of the School, and the values of ACEJMC. Each assignment is reviewed to ensure a strong tie between student work and the attainment of stated learning objectives for the course. In addition, the senior associate dean for undergraduate studies often asks to also be listed as an instructor in online courses. One example of this was the JOMC 153, “Newswriting,” course taught during the Summer 1 session in 2014 by Ryan Thornburg, associate professor.

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Since it was Thornburg's first time teaching the course online, the senior associate dean for undergraduate studies reviewed how it was going.

The School also offers JOMC 141, “Professional Problems and Ethics,” online during the summer and JOMC 349, “Internet Issues and Concepts,” online during the normal academic year. JOMC 441, “Diversity and Communication,” and JOMC 442, “Gender and Communication,” are taught online in summer. Faculty members took courses offered through the university’s Center for Faculty Excellence on how to use best practices in online teaching.

Online MATC program. The instructor in every MATC (M.A. in Technology and Communication) course is required to submit a syllabus and post that syllabus online on the School’s Park Library website. Syllabi are reviewed by the MATC academic director and the senior associate dean for graduate studies to ensure that the quality of the instruction meets the School’s standards. Each syllabus is reviewed for learning goals that are consistent with the curriculum, the principles of the School, and the values of ACEJMC. Each assignment is reviewed to ensure a strong tie between student work and the attainment of stated learning objectives for the course. In addition, the MATC academic director and the MATC administrative director are included in all MATC course rosters to allow for administrators to aid instructors with instructional technology and online pedagogy.

The MATC administration is integrally involved in the design of courses, particularly the first time a course is offered, or the first time a new instructor teaches a course, to ensure that course materials are available, accessible, and well organized. MATC administrators have offered programs in the Sakai learning platform to faculty and staff members to ensure best practices in online teaching and appropriate use of technology.

First-time instructors attend a follow-up meeting at the end of the semester to review course evaluations and talk about how to improve the course for the next year. Formal “moving-forward plans” are created for instructors who experienced challenges.

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


Each of these courses gives students a well-rounded educational experience that touches on all aspects of mass communication. JOMC 153 is required before students can take other skills courses in all majors except advertising and broadcasting. JOMC 340 is recommended for students later during their studies.

The School faculty recently approved a fourth core undergraduate course – JOMC 221, “Audio-Video Information Gathering” – that will be taught in numerous sections. It is now a required course only for students in journalism. Beginning in fall 2015, advertising, public relations and strategic communication students will also be required to take the course.

Two additional courses have been proposed for the core. One would teach the business of media; the other would be a course in media data analytics. Faculty members are currently developing syllabi and course content, and the School hopes to implement these in fall 2017.

Residential M.A. program core. In the residential master’s program, all master’s students take two core courses, regardless of track: JOMC 701, “Mass Communication Research Methods,” and JOMC 740, “Media Law.” The core for students in the professional track also includes JOMC 753, “Reporting and Writing News,” or JOMC 732, “Public Relations Writing,” and JOMC 782, “Multimedia Storytelling” (students in the visual communication specializations are exempt from JOMC 782 because of their existing multimedia expertise, which allows them to take a more advanced multimedia course as part of their specialization.) This core provides a firm grounding in both critical thinking and multiplatform communication skills.

Online M.A. program. The MATC program does not have a core because all students take a prescribed set of courses. MATC students benefit from a curriculum that addresses both skills and theory across an array of subfields of mass communication: news (print, broadcast, online), public relations, advertising-marketing and visual communication. Technology and digital media are emphasized throughout.

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

Under our current curriculum, the nine undergraduate sequences vary in their degree of flexibility
regarding the JOMC courses that students must take. Considering all the possibilities, students in all our sequences have significant flexibility for electives in the School. As noted in item 4 above, all students take the same three core courses: JOMC 141, “Professional Problems and Ethics,” JOMC 153, “Writing and Reporting,” and JOMC 340, “Introduction to Mass Communication Law.” (Please note: Beginning in fall 2015, the School will offer two sections of the law course – one for journalism students, and one for public relations, advertising and strategic communication students.)

Students must also choose two immersion courses from one of the following areas: The Audience; Mass Communication Theory; History, Law and Regulation; Digital Media; Political Communication; Business and Entrepreneurship; and Sports Communication.

Students also take specific courses to fulfill their sequence requirements. For example, journalism students must take JOMC 157, “News Editing,” and JOMC 253, “Introduction to Public Affairs Reporting.” They must then take at least two more skills courses from a list.

Broadcast and electronic communication students take four required courses in addition to the core and one conceptual course.

Public relations students must take four courses in the sequence in addition to the core, plus a conceptual course.

Advertising students must take three specific courses in the sequence. They can then choose a fourth one from a list of courses.

Strategic communication students take courses in public relations and in advertising.

Visual communication students must complete five courses from a list of offerings in photojournalism, editing-graphic design and multimedia.

Business journalism students must take 18 hours in the School and five courses in the Kenan-Flagler Business School, but the rest of their course choices are up to them.

Students may take up to 48 hours in the School; they are required to complete a minimum of 39 hours. Most of our students take 39 to 42 hours. This gives them flexibility to take courses in their special interests.

Students have considerable flexibility in the minimum 72 credits required outside the School. Within those 72 hours, at least 65 must be in the College of Arts and Sciences. The College instituted a new curriculum in 2006 that has given all students more flexibility in the courses they may take. All students must take a certain number of courses that are labeled Foundations, Approaches and Connections. We continue to believe that students who plan careers in journalism-mass communication should be knowledgeable about certain subjects, so we have structured some of the requirements outside the School to ensure that our students take at least one course in each of these areas: economics, recent U.S. history, U.S. government and politics, and state and local government. We believe this gives our students fundamental knowledge in areas crucial to journalism-mass communication professions.

Our students also must take at least three courses in one department outside the School. This gives them some depth of knowledge in a particular subject. Many of our students complete a minor (typically five courses in a specific area, such as political science.) An increasing number complete a second major.

Build-your-own-major program coming. The School’s curriculum discussions during the 2013-14 academic year concluded that the School should offer a specialized major to a select group of students who could choose classes across its specializations. The School plans to implement a pilot program for this specialized major, which would give students a wide selection of skills courses and conceptual courses to pick from, in 2015-16. This would require students to take four core courses, 18-21 hours of skills courses, and 9-12 hours of immersion courses. Students would fill out a proposed course-of-study application form and apply for the build-your-own major with the senior associate dean for undergraduate studies.

Future changes. In addition, the School is examining its entire curriculum for ways to make its specializations more flexible for students. The School’s strategic plan calls for incorporating other changes in 2017-18 and 2019-2020. In 2017-18, the School plans to overhaul its immersion courses and to implement changes on its website to show students career options for different majors. In addition, as mentioned in item 4 above, the School plans to unveil two other core courses – one in the business of media and one in media data analytics. By 2019-2020, the School plans to add more deep-dive courses for its seniors. A deep-dive course is one where the students work on a semester-long, skills-based project. In spring 2015 the School will offer this capstone, multi-sequence course as a test of the idea.
6. Describe the unit’s involvement in service courses to non-majors.

A number of the School’s courses meet the university’s general education requirements. JOMC 101, “The Media Revolution: From Gutenberg to Zuckerberg,” can be used to fulfill the university’s Foundations requirement for first-year students and sophomores. Many JOMC pre-majors take the course, as do many non-majors.

Five JOMC courses satisfy university upper-level perspectives, or, as the courses are called under the new curriculum for the College of Arts and Sciences, Foundations and Connections. (See the 2014-15 Undergraduate Bulletin that describes the new undergraduate curriculum in the appendices. This will be available in the team’s workroom.) JOMC 242, “The Mass Media and U.S. History,” JOMC 342, “The Black Press and U.S. History,” and JOMC 445, “Process and Effects of Mass Communication,” all fulfill a social and behavioral sciences perspectives requirement. JOMC 342 is cross-listed with the African, African-American and Diaspora Studies department. JOMC 442, “Gender, Class, Race and Mass Media,” is cross-listed with the Women’s Studies department. JOMC 441, “Diversity and Communication,” satisfies the university’s cultural diversity requirement. JOMC 141, “Professional Problems and Ethics,” fulfills a requirement for the social justice minor.

The School also allows a limited number of students (45-50 per year) to complete a JOMC minor (five courses.) Although we have increased the number of students as minors in the past few years, we do limit the number so we can serve our majors first. Currently minors can be completed in news-editorial journalism, business journalism, advertising, public relations, electronic communication, and mass communication and society.

Nonmajors also take many other courses in the School. Art majors take our visual communication courses, political science majors take our news-editorial courses, business majors take our advertising and public relations courses, communication studies majors take our public relations courses, and information science and computer science majors take our interactive and digital communication courses.

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

As already discussed, all JOMC majors are required to take a three-course core in the School. JOMC 340, “Introduction to Mass Communication Law,” and JOMC 141, “Professional Problems and Ethics,” are two of the core courses.

Additionally, virtually all the introductory courses in each sequence of study include units in legal and ethical issues. Faculty members regularly incorporate discussions of current ethical issues into their classes. Several faculty members share examples of current ethical issues that other faculty members can use in their classes. Several guest speakers regularly visit JOMC 141 to speak about ethical issues relevant to journalism and strategic communication.

We evaluate the effectiveness of the teaching of those subjects by an examination of course syllabi and through regular classroom observations of professors. Also, we include questions about law and ethics in our assessment survey of graduating seniors.

Ethics. JOMC 141 is usually taught by Associate Professor Lois Boynton, whose primary research area is ethics. She is recognized in AEJMC as an expert in ethics education. Associate Professor Rhonda Gibson also teaches the course and has developed an online version that is taught during the summer. She has done extensive research in ethics as well.

Law. Students studying advertising and public relations take the law course with Michael Hoefges, one of the School’s law professors. Hoefges, who has a law degree as well as a doctoral degree in mass communication research, practiced law for several years. His research interests focus on legal issues pertinent to advertising and public relations. He is recognized in AEJMC as a top legal scholar, as are Professor Cathy Packer and Assistant Professor Tori Ekstrand, who both have Ph.D.'s and teach media law at the undergraduate and graduate level. JOMC 340 students who are studying a journalism specialization take the course with either Packer or Ekstrand. Media law is a major research
area for the School, and our graduate students produce more legal research papers than any other graduate program in journalism-mass communication in the country. Graduate teaching assistants occasionally teach JOMC 340 but only after they have taken the graduate-level media law seminar and have apprenticed with Hoefges, Packer or Ekstrand.

The School also offers a number of courses related to history and theory of journalism-mass communication:

JOMC 240, “Current Issues in Mass Communication,” is an analysis of the interrelationships between the mass media and the society they serve. It is taught most frequently by Professor Lucila Vargas or Associate Professor Deb Aikat. Both have taught the course for a number of years; each has conducted research in this rather broad area. The course is taught at least once a year.

JOMC 242, “The Mass Media and U.S. History,” is an elective course that is offered regularly. It examines the development of mass media in the context of U.S. history. The course is taught by Associate Professor Barbara Friedman, a media historian and editor of American Journalism, a journalism history journal. She also teaches a comparable course at the graduate level.

JOMC 342, “The Black Press and United States History,” is cross-listed in the Department of African, African American and Diaspora Studies and is offered regularly. It chronicles key people and issues during critical eras in the African-American experience. The course is currently taught by Trevy McDonald, an assistant professor whose research focuses on African-American journalists in the 1960s.

JOMC 428, “Broadcast History,” offered regularly, is designed to help students develop an understanding of and an appreciation for the role broadcast journalism has played in recent American history. This class is taught by senior lecturer David Cupp, one of our broadcast faculty members.

JOMC 445, “Process and Effects of Mass Communication,” offered regularly, examines mass communication as a social process and incorporates literature from journalism, social psychology, sociology, political science and history. The course also examines factors in message construction, dissemination and reception by audiences. The course has been taught regularly by Sri Kalyanaraman, a noted scholar in mass communication theory and research. He left the faculty on June 30, 2014, and the School is currently seeking a replacement who can teach this course.

Many other School courses include several units that cover the historical development of a particular profession such as public relations. Several courses also pay significant attention to specific ethical issues that may arise in one or more professional areas. Some examples of these courses are:

JOMC 137, “Principles of Advertising and Public Relations,” discusses the development of the public relations profession, with particular emphasis on the Progressive Era and the importance of the growth of the mass media to successful public relations efforts. It also covers the history of advertising, with particular emphasis on its growth and development in the United States. The course integrates discussion of ethics into several topics during the semester and uses current examples of ethical issues as points of discussion.

JOMC 450, “Business and the Media,” includes several lectures on the development of media coverage of business in the United States, particularly in the early 1900s.

JOMC 476, “Ethical Issues and Sports Communication,” focuses on ethical dilemmas and decisions found in the commercialization and coverage of sports, including the influence of television and the press to change traditions and standards for monetary reasons, and negative influences on athletes. This course is one of three courses students take to earn the Certificate in Sports Communication.

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

Courses with multiple sections are taught using a uniform syllabus, except in the case of JOMC 340, “Introduction to Media Law.” In that class, one section covers media law as it relates to journalism, and another section covers media law as it relates to advertising and public relations. All sections of JOMC 340 have a common core.

The course with the most sections every semester is JOMC 153, “Writing and Reporting,” formerly known as “Newswriting.” In 2013, the School changed the name of this course (and the names or descriptions of a third of our courses, effective in 2014-15, to better reflect what was being taught in the courses.)

Because so many sections of “Writing and Reporting” are taught, a coordinated approach is essential. A full-time faculty member – Chris Roush, senior associate dean for undergraduate studies – serves as coordinator and teaches one section. A common syllabus is used by all JOMC 153 instructors and is constantly updated. Instructors use a common grading system and give three competency exams.
to test students' skills and knowledge. The coordinator develops exercises that are used by all instructors.

Another course with multiple sections is JOMC 253, “Introduction to Public Affairs Reporting.” The sections of this course are taught by Associate Professor Paul Cuadros and Paul O’Connor, a senior instructor. They meet regularly to ensure that their sections cover the same content. They also collaborate on syllabus changes to the course.

The same strategy is used with JOMC 232, “Public Relations Writing,” and with JOMC 431, “Case Studies in Public Relations.” At the beginning of every semester, public relations chair Lois Boynton meets with the faculty members and adjuncts teaching these sections to ensure a uniform teaching strategy. In addition, sections of JOMC 221, “Audio-Video Information Gathering,” use a uniform syllabus.

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

The School prides itself on providing students with excellent teaching. Our faculty is heavily involved in high-quality teaching. The senior associate dean for undergraduate studies is currently vice chair of the AEJMC Standing Committee on Teaching.

Here are examples of faculty members' achievements, mainly from the past six years. The notations follow the different faculty members' styles in listing them:

**Deb Aikat**

- Awarded a commemorative plaque at AEJMC’s St. Louis convention in August 2011 for initiating the AEJMC Teaching Workshop, which is now a permanent part of all AEJMC conventions. The award also recognized Aikat for conceptualizing AEJMC’s “Magnanimous Mentor” initiative in 2010.

**Andy Bechtel**

- Honorable mention, “Teaching News Terrifically,” a competition sponsored by the Newspaper Division of AEJMC. Recognized for use of Twitter in editing classes, August 2010.
- “Spot the Spam: How To Use Unwanted E-mail To Show How Grammar And Punctuation Affect Credibility,” presented at the Great Ideas For Teachers (GIFT) program at the national conference of the Association for Education in Journalism and Mass Communication, Boston, Mass., August 2009.

**Lois Boynton**

- Last Lecture Award, 2014, given by the UNC Class of 2014. This is a signal honor at UNC-CH. One professor across the campus is chosen each year to give “a last lecture” to students in all majors at the university. It receives considerable publicity at UNC-CH and is an important honor for the faculty member chosen.

**Ferrel Guillory**

- $5,000 university grant to develop the first-year
seminar “Entrepreneurism in American Journalism.” The university had funding from the Ewing Marion Kauffman Foundation.

**Cathy Packer**
- UNC General Administration for E-Learning/Online Program Development grant for creating an online course, $5,000, 2009.

**Chris Roush**
- Charles E. Scripps Award for the Journalism Teacher of the Year. Scripps Howard Foundation and Association for Education in Journalism and Mass Communication. $10,000 award. April 2010.

**Laura Ruel**

**Chad Stevens**
- Tanner Award for Excellence in Undergraduate Teaching. This University of North Carolina teaching award recognizes excellence in inspirational teaching of undergraduate students, 2013.

**John Sweeney**

**Lucila Vargas**
- APPLES UNC Service-learning program. Course enhancement grant. (Fall 2010.) $1,200.
- APPLES UNC Service-learning program. Course enhancement grant. (Fall 2009.) $1,000.

The school’s teaching awards. Internally, the School rewards outstanding teachers through the James H. Shumaker Term Professorship, the David Brinkley Teaching-Excellence Award and the Ed Vick Award for Innovation in Teaching.

Years ago the **Shumaker Term Professorship** was endowed by contributions of more than $100,000 from alumni and friends of the School to honor the late Professor Jim Shumaker’s contributions to students, the School, and newspapers in the state and beyond. Full professors in the School recommend the honoree to the dean; the honoree is designated the James H. Shumaker Term Professor for one to three years (usually two) and receives an annual salary supplement of approximately $4,000. Professor Shumaker himself was the first to be honored in 1994-95. The following faculty members have served as the James H. Shumaker Term Professor since 2009:
- Lois Boynton, 2009-2010.
- Anne Johnston, 2012-current.

The **David Brinkley Teaching-Excellence Award** was created in 1991 with a gift of $30,000 from Mr. Brinkley, the ABC-TV commentator. His gift was supplemented by a $15,000 contribution from Capital Cities-ABC Inc. A committee of past winners makes a recommendation of two faculty members to the dean, who has the final decision on the award. Each year the winner, whose name is inscribed on a plaque, receives a stipend of approximately $2,500. Winners of the award since 2009 are:
- Napoleon Byars, 2009.
- Dan Riffe, 2011.
- Barbara Friedman and Dana McMahan, 2014. (There was a tie in the voting in 2014.)

In 2004, the **Ed Vick Prize for Innovation in Teaching** was created. The award is named to honor Ed Vick, one of the most creative and innovative executives in advertising during the last two decades of the 20th century. A 1966 graduate of the School, he retired in 2001 as chairman of Young and Rubicam, worldwide leader in marketing communication.

The award is given annually to a faculty member whose creativity and innovation in teaching over the past academic year most meaningfully enhanced his or her students’ learning experience. The award winner receives $10,000. Winners since 2009 are:
- Dana McMahan, 2011.
- Terence Oliver, 2012.
- Napoleon Byars, 2013.
- Lois Boynton 2014.
10. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

In 2012-13, the School provided access to Lynda.com tutorials for faculty and staff members who wanted to improve their technical skills in terms of what they teach or the work they perform. More than 20 faculty and staff members signed up for unlimited Lynda.com training, ranging from basic web design to how to use Illustrator.

Faculty and staff members who completed at least three Lynda.com training sessions were then given access to more training on the website at no additional cost. We believe this gave them an incentive to improve their skills.

In 2013-14, the School began a series of workshops designed to improve the skills of our teachers and our staff members. These workshops were held on Fridays after faculty meetings. That timing ensured that most faculty members would be in the building. In addition, the School provided lunch for those who attended.

Here were the topics and speakers for 2013-14:

- Sept. 6: Chris Roush and Ryan Thornburg on using WordPress and blogging.
- Oct. 4: Andy Bechtel on using Storify.
- Nov. 1: Maggie Hutaff and Rachel Lillis on getting more out of Sakai.
- Jan. 10: Joe Bob Hester on effectively using Twitter.
- Feb. 28: Jiang Gao and Joe Bob Hester on Google Analytics.
- April 4: Dylan Field on Premiere Pro training.

In addition, the senior associate dean for undergraduate studies holds a new-faculty training session at the beginning of each semester for new tenure-track faculty and new adjuncts. The School believes that he is a suitable candidate to direct such training because he is a past winner of the Charles E. Scripps Award for Journalism Teacher of the Year (2009) and a past winner of the N.C. Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (2010.)

Finally, all untenured, tenure-track faculty members, as well as graduate students and adjuncts, have a teaching observation at least once a year by a tenured faculty member. The tenured faculty member acts as a mentor in terms of teaching and meets with the instructor being observed before the observation. After the observation is complete, the tenured faculty member writes a report and goes over it with the instructor being observed. The written report typically includes suggestions on how to improve teaching. Tenured associate professors are observed for teaching when they go up for full professor. Full professors’ teaching is reviewed as part of post-tenure review every five years.

These written reports are then placed in the instructor’s permanent file. They are used for untenured, tenure-track faculty members as part of their tenure package. These observations have considerably improved the quality of teaching in the School.

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

Teaching is equal to service and to research or creative work in the School’s promotion and tenure guidelines.

Here is what those guidelines state:

The School prides itself on excellent teaching. Faculty members are expected to be exceptional teachers and include innovation where appropriate and whenever possible. The basic documentation of teaching quality is the School’s required course evaluation each semester. The results of the evaluation are quantifiable and are reported with an explanation of the person’s teaching performance, evidence of improvement over time, stability or decline. Subjective evaluations obtained in interviews with students are included if appropriate. All nontenured tenure-track faculty members, lecturers and graduate teaching assistants are observed in the classroom by a tenured faculty member at least once a year. A written report of that observation is given to the senior associate dean and placed in the teacher’s file. These reports are reviewed as part of the evaluation process for reappointment, tenure and/or promotion. Typically, in the research tenure track, a faculty member teaches four courses each academic year. Each faculty member in the professional track usually teaches five classes in an academic year. Full-time fixed-term faculty members teach six courses a year, unless other assignments are made by the dean.
12. Describe any special recognition that the unit gives to outstanding students. Exclude scholarships, which are summarized in Table 10, “Student Aid.”

Each year the School gives several awards to outstanding students. All of them are monetary awards as well as public recognition of their achievements. More than $16,500 is awarded each year to outstanding students; the vast majority of them are for undergraduates, but some go to graduate students. The awards are:

- Norval Neil Luxon prize to a junior journalism and mass communication major with the highest GPA.
- Norval Neil Luxon prize to a senior journalism and mass communication major with the highest GPA.
- John Robert Bittner Award to the outstanding graduating senior in electronic communication.
- O.J. “Skipper” Coffin Award to the outstanding graduating senior in news-editorial journalism.
- Lois and H.C. Cranford, Jr. Award to the outstanding graduating senior in public relations.
- James L. Mullen Award to the outstanding graduating senior in advertising.
- John L. Greene Award to an excellent junior or senior in electronic communication.
- Carol Reuss Award to an outstanding junior in public relations.
- Jeff MacNelly Award to an undergraduate student who has shown excellence in writing or political cartooning.
- Student service award to a student whose contributions to the School are above and beyond the call of duty.
- Joseph L. Morrison Award for excellence in journalism history to an undergraduate or graduate student.
- John B. Adams Award for excellence in mass communication law to an undergraduate or graduate student.
- Peter Lars Jacobson Award in medical journalism to a student in the School who writes the best medical story.
- Larry and Carolyn Keith awards in sports journalism to the School’s top graduate or undergraduate student in sports writing and sports photography.
- Earl Wynn broadcast award to a student whose excellent work and dedication to creative broadcasting, both inside and outside the classroom, have shown him or her to be a promising broadcast professional.
- Outstanding M.A. graduate award, given to the person who is judged by faculty members to be the most outstanding student in his or her class.
- Outstanding Ph.D. graduate award, given to the person judged by faculty members to be the most outstanding student in his or her class.
- William Francis Clingman Jr. ethics award, given to a graduate student with an expressed interest in media ethics.

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

Internships are not required but are highly recommended for all students. Our internship policy is posted on our website and states:

JOMC 393, “Mass Communication Practicum,” is open to students admitted to the School and allows students to earn 1 hour of credit for an internship. JOMC 393 may be taken up to three times for a total of 3 credit hours. The class is Pass/Fail. Students may be paid while earning internship credit. JOMC 393 is one of three JOMC courses that fulfill the experiential learning requirement for all undergraduates.

Students enroll in JOMC 393 via ConnectCarolina.

To earn credit in JOMC 393, students must take the following steps:

1. Secure a communications-related internship at a news outlet, advertising or public relations agency, broadcasting station, nonprofit, graphic design company or new media firm.

2. Work a minimum of eight hours per week for the entire semester (for fall and spring internships) or 20 hours per week for a minimum of eight weeks (for summer.) Exact working hours are set by the employer and student.

3. Students must complete a four-page (double-spaced) paper evaluating their internship experience and a three-page (double-spaced) report on a book that deals with their intended career field. The evaluation paper and book report are due by the last day of classes.

4. Employers are required to complete an online evaluation at the conclusion of the internship. JOMC Career Services will contact the employer for the evaluation.
14. Describe the methods used to supervise internship and work experience programs; to evaluate and grade students’ performance in these programs; and to award credit for internships or work experiences. Provide copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences. (These documents can be placed in the appendices binder.)

Copies of the following internship documents are included at the end of this Standard (Supplemental 2-A):

- JOMC 393, “Mass Communication Practicum” syllabus.
- JOMC 393, “Mass Communication Practicum” work plan.
- JOMC 393, “Mass Communication Practicum” supervisor evaluation form.
- Sample letter sent to employers of students registered for JOMC 393, “Mass Communication Practicum.”

Students who register for JOMC 393, “Mass Communication Practicum,” either secure internships on their own or the director of career services works with the student to help him or her find an internship.

The School offers credit for summer, fall and spring internships. Students receive 1 hour of academic credit for an internship. (As said above, students may earn credit for up to three internships, for a total of 3 credits.) Internships generally last a minimum of eight weeks during the summer.

One of the most important functions of the School’s Career Services Office is helping students secure meaningful internships. The director, Jay Eubank, works with a variety of companies both in North Carolina and across the country, to help them identify strong intern prospects from the School. On-campus interviews are a regular occurrence, particularly by newspapers and business organizations looking for social media and digital expertise. These interviews give students a chance to make a strong personal impression on employers. Eubank works closely with students, usually meeting one-on-one with them to discuss career options, internship possibilities and job search strategies.

The School’s Career Services office has numerous resources to help students obtain internships:

- Email listserv that notifies students of internship opportunities.
- Partnership with University Career Services to use the Careerolina system. Students register with University Career Services (the overall career services system at UNC-CH) and have access to a range of internship and job postings. These postings can be parsed by type (such as advertising or public relations or print journalism), location, experience desired, etc.
- Regional and national directories that help students identify advertising and public relations agencies and other outlets that offer internships.
- Listings of internship opportunities and deadlines in the JOMC News, the School’s weekly e-newsletter.

Increasingly, more students are registering for the JOMC 393 course, largely for two reasons. First, many more employers are offering internships for credit only, instead of for pay. Second, the university now has an experiential education requirement, and the JOMC 393 course can satisfy that requirement.

The course requires students to work a minimum of 8 hours per week for the fall or spring class. At the end of the semester, students submit reports evaluating their experience and their employer. Their supervisors submit evaluations of their performance, and students submit reports on a book they have read that deals with their intended career field. Students are graded Pass/Fail.

Enrollment in JOMC 393 for fall 2014 is 34 students; enrollment for summer 2014 was 61 students. Enrollment for spring 2014 was 49 students; enrollment for fall 2013 was 38 students. Many more students perform internships without enrolling in JOMC 393 because they do not need the credit.

Students are encouraged early and often to gain practical experience in different ways. Data from School surveys of graduating seniors indicate that a majority of those responding worked on one or more campus publications or in professional advertising, public relations and graphic design agencies.

A great many students get experience by working on campus media, including “The Daily Tar Heel,” the award-winning daily that has been independent since it was founded in 1893. The newspaper, which is often led by a student from the School, is frequently a top finisher in the national Pacemaker Awards. The newspaper’s advertising staff, many of whom are JOMC students, has on many occasions been named the best student advertising staff in the country.

Broadcasting opportunities are available through “Carolina Week” and “Sports Xtra,” the weekly live broadcasts produced by the School, and through “Carolina Connection,” a weekly radio broadcast. Dozens of students in the School perform functions on “Carolina Week” and “Sports Xtra.”
ranging from anchoring to running teleprompters.

School students also take lead roles in the main campus general-interest student magazine, the monthly “Blue & White.” Students also play important roles in “Black Ink,” which focuses on African-American issues. They frequently serve on public relations or communications committees for the Student Government Association and General Alumni Administration, hold internships in communications in the UNC-CH athletics department and work with Heelprint Communications, the School’s in-house agency.

Overall, summer is when most students seek internship experience. The School asks students to self-report where they interned, and typically 250 to 300 students respond.

Students work for both local media and communication outlets such as “The Chapel Hill News,” “The News & Observer” and Capstrat public relations, as well as for well-known national employers such as “The Washington Post,” “National Geographic,” Ketchum, Fox News Channel and Saatchi & Saatchi.

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

Overview of Graduate Programs

The School offers three graduate degrees: a Ph.D. in mass communication, an M.A. in mass communication, and an online M.A. in technology and communication.

Our residential master’s program balances training in mass communication skills, concepts, and research methods for individuals interested in entering media professions, professional communicators who want more education in a specialized field, or individuals interested in mass communication research and teaching. The program accepts 25-35 new students each year. Enrollment in the program – which normally takes two years to complete – totals about 40 students.

The residential master’s program has three tracks:

1. The professional track is designed for people who hold bachelor’s degrees in fields other than journalism-mass communication and wish to enter the field, journalists or communicators who want more education in a specialized field, and journalism-mass communication graduates who wish to continue their education and career development. This degree requires 36 credit hours, allowing for one 3-credit class as a prerequisite for a higher-level skills course. Areas of specialization within the professional track include business and media, broadcast and electronic journalism, science and medical journalism, reporting, strategic communication, visual communication-interactive design, visual communication-photo-video, and visual communication-graphic design. Because we believe that our professional master’s curricula should prepare students to be leaders in the 21st century workplace, this balance ensures an elevated discussion of the journalism and media professions, how they work, and where they are going. Most students in the residential M.A. program are in the professional track.

2. The mass communication track requires 39 credit hours and is designed for students who are interested in pursuing a doctoral degree or for students interested in pursuing research positions in industry. The curriculum for students in this track is closely tied to the Ph.D. program curriculum, and students are required to complete a research thesis. Typically one to three students are enrolled into this track each year.

3. The Interdisciplinary Health Communication (IHC) track requires 39 credit hours and provides students with specialized training in the multifaceted field of health communication and builds expertise for applied practice, academic and research settings. UNC-CH has leading programs in journalism and mass communication, public health, information and library science, psychology and allied fields that are working together to build a new science of health communication. This program is designed for people who want to go on and pursue a doctoral degree in health communication or public health, or who desire to take a research-oriented position in healthcare or a public health department. Students in this track are required to complete a research thesis. This track was initiated with the fall 2010 cohort and typically includes two or three students each year.

The School also has an M.A.-J.D. dual-degree program designed for students interested in pursuing graduate studies in law and journalism and mass communication who plan to practice media or intellectual property law, pursue academic careers in law and mass communication fields, pursue a Ph.D. degree in a related field, or pursue a career in journalism or strategic
communication with a law-related emphasis. The M.A. portion of the program requires 39 credit hours and typically follows the mass communication track curriculum. In the dual-degree program, a student may count up to 12 credits of JOMC courses toward the J.D., and up to 12 credit hours of School of Law courses toward the M.A. That accounts for the 24 credit hours that are “shared.” That means that the dual degree requires a total of 101 unique credit hours, and 27 of those credit hours are JOMC credit hours. The program initiated with the fall 2008 cohort and has graduated four students to date.

In 2011, the School admitted the first cohort for the **M.A. in technology in communication degree (MATC)**, an online master's degree that addresses issues at the nexus of communication and technology that are reshaping journalism and mass communication. The MATC program is a 30-credit program delivered online, allowing working professionals to advance their educations while maintaining their work and family responsibilities. During the two-and-a-half-year program, students travel to Chapel Hill twice: for a two-day orientation before starting the program and for a weeklong summer residency after completing the first year. The program has a set schedule of courses that canvas issues faced by communication professionals whether they are oriented to a journalism or strategic communication perspective. The first cohort graduated in May 2014.

## Application Process for the Residential M.A. Program

Applicants apply to the UNC-CH Graduate School, which collects and forwards applications to the School. The School's graduate admissions committee for the residential master's program consists of the graduate program administrators and faculty members from each sequence. Three faculty members review each application. Application materials include:

- Evidence of an earned bachelor's degree from an accredited college or university.
- Official transcripts of all undergraduate and graduate courses taken.
- Recommended undergraduate GPA of 3.0 or higher.
- Recommended 55th percentile verbal and 50th percentile quantitative score or higher on the Graduate Record Exam (GRE) and a 3.5 or higher on the 6-point analytical writing scale taken within the last five years.
- A resume (a portfolio is only required for visual communication applicants.)
- Three letters of recommendation.
- A three-page purpose statement for pursuing the degree.
- If English is not an applicant’s native language or the language of instruction, a Test of English as a Foreign Language (TOEFL) minimum score of 620 (paper-based) or 260 (computer-based) or 105 (Internet-based.) English translations of transcripts and explanations of grading systems are required.

Admission decisions are intertwined with the selection process for **Roy H. Park Fellowships and other assistantships**. In 2008 through 2010, two fellowship interviews were held in the School for finalists identified through the regular graduate application process. (There is no separate application for the Park Fellowships.) The School interviews 15 to 20 finalists for the Ph.D. fellowships and 30 to 40 finalists for the master’s fellowships. The School pays the finalists’ travel expenses. In addition to interviews, events include an information session, tours of Carroll Hall and campus, meals with current students, research presentations by current students, opportunities to meet professors who are not on interview panels, and social activities with current students.

In 2011, the School adopted a new procedure for making admission and fellowship decisions for residential master's students to more precisely allocate recruitment funds toward top applicants. (Personal interviews continue for Ph.D. applicants.) Based on recommendations from the graduate admissions committee, finalists for admission and funding offers are invited to participate in 20-minute Skype interviews with a panel consisting of two faculty members from the applicant's area of specialization and either the M.A. director or the senior associate dean for graduate studies. Feedback from these Skype interviews guide admission and funding decisions. All residential master’s applicants offered admission are invited to attend a two-day campus visit in late February or early March coordinated by current master's students. The School provides accommodations for all applicants and limited travel funding for those offered Park Fellowships. During the visit, prospective students attend a welcome reception with current students and faculty members, learn more about the program, tour the facility, spend time with current master's students, and meet with faculty members who did not participate in the Skype interviews. Faculty members and students agree that the interviews have been extremely valuable in improving the quality of our students and ensuring that new students have a thorough understanding of the nature of the program, its suitability for their needs and interests, and its expectations.

Admission statistics compiled by the university's Graduate School for 2008-13 show that our School averaged 170 master's applicants per year. We accepted an average of 35 per year, or 21 percent of those applying. Our average yield was 19 students, or 54 percent.
Applicants, admits and enrollments for the residential master's program

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Admissions</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>158</td>
<td>39</td>
<td>25</td>
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<tr>
<td>2009-10</td>
<td>190</td>
<td>49</td>
<td>24</td>
</tr>
<tr>
<td>2010-11</td>
<td>217</td>
<td>38</td>
<td>21</td>
</tr>
<tr>
<td>2011-12</td>
<td>142</td>
<td>21</td>
<td>13</td>
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<tr>
<td>2012-11</td>
<td>175</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td>2013-14</td>
<td>136</td>
<td>26</td>
<td>12</td>
</tr>
</tbody>
</table>

Although we recognize that GRE scores are just one measure of student quality and likelihood of success in graduate school, they are the only standardized measure that currently exists. Here are average GRE scores and undergraduate grade-point averages for admitted students in 2008-13:

<table>
<thead>
<tr>
<th>Year</th>
<th>Verbal Avg. Score</th>
<th>Verbal %</th>
<th>Quantitative Avg. Score</th>
<th>Quantitative %</th>
<th>Analytical Avg. Score</th>
<th>Analytical %</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>613</td>
<td>84</td>
<td>660</td>
<td>63</td>
<td>5.0</td>
<td>77</td>
<td>3.56</td>
</tr>
<tr>
<td>2009</td>
<td>616</td>
<td>83</td>
<td>608</td>
<td>51</td>
<td>5.0</td>
<td>65</td>
<td>3.47</td>
</tr>
<tr>
<td>2010</td>
<td>635</td>
<td>84</td>
<td>651</td>
<td>60</td>
<td>5.0</td>
<td>65</td>
<td>3.22</td>
</tr>
<tr>
<td>2011</td>
<td>620</td>
<td>85</td>
<td>643</td>
<td>58</td>
<td>5.0</td>
<td>74</td>
<td>3.29</td>
</tr>
<tr>
<td>2012*</td>
<td>159/587</td>
<td>87/80</td>
<td>153/676</td>
<td>65/64</td>
<td>4.5</td>
<td>69</td>
<td>3.60</td>
</tr>
<tr>
<td>2013*</td>
<td>158/600</td>
<td>83/82</td>
<td>155/660</td>
<td>66/57</td>
<td>4.5</td>
<td>66</td>
<td>3.50</td>
</tr>
</tbody>
</table>

* GRE adopted a new scoring system in 2012.

All master's students must receive a score of 70 or higher on the School's grammar and word-usage exam before they receive a degree. The exam is initially given during orientation for incoming master's students and then several times during the academic year.

Application Process for MATC Program

The process is much the same as described above, but here are the details:

MATC applicants apply to the UNC-CH Graduate School, which collects and forwards applications to the School. The MATC Admissions Committee consists of five people: the academic director, the administrative director, and three full-time School faculty members. Each application is evaluated by three members of the committee, and the committee makes recommendations as to which applicants should be considered for admission. Application materials include:

- Evidence of an earned bachelor's degree from an accredited college or university.
- Official transcripts of all undergraduate and graduate courses taken.
- Recommended undergraduate GPA of 3.0 or higher.
- Recommended 55th percentile verbal and 50th percentile quantitative score or higher on the Graduate Record Exam (GRE) and a 3.5 or higher on the 6-point analytical writing scale taken within the last five years.
- A resume.
- Three letters of recommendation.
- A three-page purpose statement for pursuing the degree.
- If English is not an applicant's native language or the language of instruction, a Test of English as a Foreign Language (TOEFL) minimum score of 620 (paper-based) or 260 (computer-based) or 105 (Internet-based.) English translations of transcripts and explanations of grading systems are required.

All applicants recommended by the committee are interviewed in person or through Skype by the academic director and administrative director, who determine each applicant's fit for the program. Final admissions recommendations are made by the academic and administrative directors and approved by the MATC admissions committee before being submitted to the senior associate dean for graduate studies.

MATC admission statistics compiled by the Graduate School for 2011-13 (the three years the program has been in existence) show that the program averaged 31 master's applicants per year. We accepted an average of 19 per year, or 61 percent of those applying. Our average yield was 19 students. No more than 20 students may be admitted each year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Admissions</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>36</td>
<td>20</td>
<td>20</td>
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<tr>
<td>2012-13</td>
<td>29</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2013-14</td>
<td>28</td>
<td>18</td>
<td>16</td>
</tr>
</tbody>
</table>
Here are average GRE scores and undergraduate grade-point averages for admitted MATC students in 2011-13:

<table>
<thead>
<tr>
<th>Year</th>
<th>Verbal</th>
<th>Quantitative</th>
<th>Analytical</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Avg. Score</td>
<td>%</td>
<td>Avg. Score</td>
<td>%</td>
</tr>
<tr>
<td>2011</td>
<td>607</td>
<td>83</td>
<td>583</td>
<td>45</td>
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<tr>
<td>2012*</td>
<td>158/591</td>
<td>79</td>
<td>150/530</td>
<td>43</td>
</tr>
<tr>
<td>2013*</td>
<td>159/563</td>
<td>76</td>
<td>150/587</td>
<td>40</td>
</tr>
</tbody>
</table>

* GRE adopted a new scoring system in 2012.

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

Faculty members teaching graduate-level courses in both the residential M.A. and online MATC programs set high academic performance standards, knowing that all students have completed undergraduate degrees with strong GPA’s and high scores on the GRE. In the 2013 Percept Report, students in both programs describe the program as rigorous and the curriculum as challenging. At UNC-CH, all graduate-student grades are on a different scale than that of undergraduates: H (High Pass), P (Pass), L (Low Pass) and F (Fail.)

Residential M.A. Program – Professional Track

The undergraduate program and the master’s program differ greatly in terms of course content and scope. The undergraduate program is primarily skills-based, although there are conceptual and seminar courses. The master’s program provides skills courses but also teaches students how to think more critically and prepares them to become thought leaders in their fields.

A prime example of the difference between the two programs is the media law class. It is required of both undergraduates and graduates. But the graduate course covers much more territory, and all students are required to research and write a 25- to 30-page paper by the end of the semester that is of the quality to be presented at a conference. Undergraduates take the JOMC 340 law class; graduate students take JOMC 740, which is open to graduate students only.

Many courses at the 400- to 600-level are open to both undergraduate and graduate students; in some cases they are cross-listed. In most cases, faculty members require additional work for graduate students in these courses. Three examples are JOMC 552/752, “Leadership in a Time of Change,” JOMC 475, “Concepts of Marketing,” and JOMC 477, “Market Intelligence.”
“Leadership in a Time of Change.” Graduate students are expected to be day-to-day project directors (operating similarly to account managers at consulting firms) for semester-long, in-field projects (which account for 50 percent of the course grade.) This means that graduate students taking the course should have had several years of managerial business experience, or have taken JOMC 551, “Digital Media Economics,” or the upper-level marketing and advertising courses. Graduate students are expected to set much higher goals for themselves in the “Give Yourself an ‘A’” letter required from all students – graduate and undergraduate – at the beginning of the semester. This letter sets out the personal goals and expectations for each student and is used by the professor at the end of the semester to evaluate performance in the class.

“Concepts of Marketing.” Each graduate student must write an original case study or conduct an original market research project that is presented to the class. Students are encouraged to approach the assignment as a pilot study or as a way to bolster their program of research or thesis project.

“Market Intelligence.” This course is designed to help students learn to make better business decisions by teaching contemporary analytical tools to solve brand and advertising problems. The course is specifically geared for future agency account executives, planners and marketing communications managers who will be the ultimate users of the data, and who will determine the scope and direction of the research conducted. Graduate students are expected to master more complicated market intelligence concepts. Thus, all cases and the 12-week progressive assignment (a case study of typical advertising quantitative data that has six different assignments using progressively difficult multivariate tools) are graded on a more rigorous basis than undergraduate students are. Additionally, graduate students are required to read and submit the Ocean Spray Cranberries Harvard Business Review case (segmentation case.)

Online MATC Program

All MATC courses were created specifically for working professionals with at least three years of full-time professional media or communication experience. Courses are not open to any undergraduates or to residential graduate students who do not have at least three years of professional communication experience. Courses focus on how to use and strategically integrate digital media tools in communication settings. It is assumed that students already understand the basics of communication practices.

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

Residential M.A. – Professional Track

JOMC 701, “Mass Communication Research Methods.” Covers a broad range of research methods used in industry and academic research. Content includes the process and organization of writing research; applying a variety of quantitative and qualitative research methods; evaluating research design; and ethical issues inherent in research.


JOMC 732, “Public Relations Writing.” Graduate-level public relations writing. Service learning provides education and practice in communication skills for PR practitioners. Additional emphasis for M.A. students on news concepts and writing across media platforms.

JOMC 740, “Mass Communication Law.” Intensive study of press freedom and the First Amendment, including libel, privacy, access to information, free press-fair trial, advertising and broadcast regulation, journalistic privilege and prior restraints.

JOMC 753, “Reporting and Writing News.” Provides study and practice of the primary activities of a print journalist: gathering the news and writing about it for publication.

JOMC 782, “Multimedia Storytelling.” Theories and practices of multimedia content creation. Students gain critical understanding of various multimedia presentation methods. Hands-on experience with audio and video collection and editing.

The following 700- and 800-level courses are available for professional track M.A. students. Every professional track M.A. student is required to take at least one 800-level seminar as part of the program.

• JOMC 704, “Statistics for Mass Communication Research.”
• JOMC 705, “Theories of Mass Communication.”
• JOMC 742, “Readings in Mass Communication History.”
• JOMC 795, “eHealth.”
• JOMC 825, “Seminar in Interdisciplinary Health Communication.”
Online MATC Program

Please note that as of fall 2014 residential M.A. students may enroll in select MATC courses if they have three years of professional communication experience. These courses are noted with asterisks after their titles in the following list.

JOMC 711, “Writing for Digital Media.” Digital media combine and converge skill sets, tools and technologies. They also converge or blur the traditional roles of producer and consumer, publisher and reader, message sender and message receiver. These evolutionary convergences and the new demands they place on writers and content developers are the focus of this course. Of special concern are the changes these media force in terms of learning how to effectively communicate in and with them. Beyond exploring these convergences, this course also asks students to put that learning into practice and, in fact, to learn by doing.

JOMC 714, “Database and Web Research.” This course introduces free and commercial online tools for conducting research. It examines current search engine and database technologies, the process of conducting research and evaluating results, techniques and commands for conducting advanced searching, tools for finding multimedia, book content, and online conversations as well as information that has been modified or removed, and ways in which to trap information as it is created. It ends with an introduction to the highly specialized area of public records research.

JOMC 715, “New Media and Society.” The diffusion of new media and communication technologies – especially the Internet and the World Wide Web – and the rising sophistication of computer software and hardware have transformed the nature of electronic communication and information. Indeed, this transformation is occurring at such a rapid pace that current new media theory, research and practice are continually evolving.

JOMC 716, “Research Methods and Applications.” Knowledge of the logic, conduct and ethics of research is essential and empowering. Communication professionals have more research tools at their disposal than ever before, and they are under more pressure to measure and evaluate the impact of communication products and services. Through readings, discussions, activities, and papers, we will explore the premises, values, and limitations of research and the scientific method, critique qualitative and quantitative methods, and introduce ways to understand and critically interpret research results. This course provides both a broad overview of relevant research methods and practical experience in conducting research.

JOMC 717, “Information Visualization.” This course explores the overlap among several disciplines: cognitive science, graphic design, information visualization-architecture, and journalism. Based on readings from some of the main authors of each field and on discussions of real-world examples and on the design of several projects, the class aims to provide students with the tools to succeed in this critical area of communication. Content covered includes visual communication; information design and visualization; rules of graphic design; cartographical and statistical representation; diagrams as journalistic tools; and ethics of visual communication.

JOMC 718, “Media Law for the Digital Age.” Just as the Internet has jolted the communication business, it has sent a shockwave through the field of communication law. Professional communicators and legal scholars are struggling to understand how old law applies to new technology, and to figure out what, if any, new law is needed. This is the subject of this course: traditional media law and its application to new communication technology.

JOMC 719, “Leadership in Digital Media Economics.” We are living through a period of immense economic disruption in the media industry. The creation of the Internet and all that it has wrought – interconnectivity, immediacy – set in motion the destruction of the business models that have supported traditional news organizations such as newspapers and television and radio stations for decades. By taking this course, students will learn how to evaluate strengths and weaknesses of media and technology companies and analyze their potential for growth or decline.

JOMC 720, “Strategic Communication.” Students will explore the world of strategic communication and how it is being transformed by digital technology. While organizations have always engaged in strategic communication to inform and influence stakeholders, the
rich and exponentially cluttered information environment presents vast opportunities and mind-boggling challenges. From the global transnational media firm, to the state-wide environmental activist organization, to the local public school, today's organizations are grappling to create and sustain stakeholder relationships through strategic, targeted and integrated communication that supports organizational goals.

JOMC 721, “Usability and Multimedia Design.”* This course will introduce students to five basic areas of excellent multimedia design and help students develop expertise in their application. This class is not about learning software. Some advanced design techniques will be covered, but a working knowledge of a graphic design, layout or animation program such as Photoshop, Illustrator, InDesign or Flash is necessary. (A selection of these programs will be introduced in JOMC 717, “Information Visualization,” a prerequisite for JOMC 721.)

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

Residential M.A. Program - Professional Track

Of the 36 hours that master's students in the professional track complete during their studies, at least 21 hours are classified as professional skills courses appropriate to communications careers.

Three (9 credit hours) of the four required core courses are professional skills courses: “Reporting and Writing News” or “Public Relations Writing,” “Multimedia Storytelling” and “Mass Communication Law.” (The School considers the 3-credit “Mass Communication Law” course a professional skills course because it teaches the master's students the laws and policies that they will need to know as professional communicators.)

Students in the professional track take at least three courses (9 credit hours) in their area of specialization. All three are skills courses. Students also select two additional courses in the School at the 400-level or higher. Although one of these courses is a required 800-level seminar, the other course is typically an upper-level skills course at the 400 or 500 level.

Finally, students who opt to write a nontraditional thesis (for 3 credits) research and write a series of articles, a report or a campaign that would be suitable for publication or for submission to an employer.

Please note: Students in the mass communication research track and in the M.A.-J.D. dual-degree program take a greater number of conceptual courses and fewer skills courses due to the nature of the programs. The worksheets will be provided for site team members in their workroom.

Online MATC Program


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

Residential M.A. Program

As described earlier, all master's students are required to take the “Mass Communication Law” and “Mass Communication Research Methods” courses in addition to seminar and skills courses related to their areas of interest. All these courses are designed to provide values and skills associated with professionals in the field and to prepare our graduates to become thought leaders in their fields. For example, the law course teaches concepts such as privacy, libel and copyright law. The research methods course teaches basic and advanced research techniques that can be applied across mass communication fields, including quantitative surveys and qualitative interviews. The hands-on classes are designed to teach the use of media tools, through individual and group projects, so that our students may develop into storytellers who can take all the tools and knowledge available and translate that into projects that compete both in national student competitions and also against entries from professional news organizations.

In addition, we work with professionals on our
advisory boards to continually update what we teach so that our students and graduates are able to strike a strategic balance between concepts and skills so that they might be among the best practitioners in the country even as they work to lead their fields in new and exciting directions.

**Online MATC Program**

MATC courses are also designed to provide values and skills associated with professionals in the field and to prepare our graduates for thought leadership. For example, the “Research Methods and Applications” and “New Media and Society” courses teach students the research and conceptual skills necessary to conduct and analyze primary and secondary research in order to contribute to existing knowledge about best communication practices and the effects of messages on audiences and society at large. The “Media Law for a Digital Age” course helps students to wrestle with traditional media law and its application to new communication technology; students select a media law challenge they currently face in their profession as the topic of their final paper for the course.

MATC students complete final projects that contribute to knowledge appropriate to the communication professions in which they will work. About three-fourths of students develop a partnership with an external client for the capstone project. Students learn to work to meet the needs of clients while still demonstrating that they have mastered the necessary skills. Here are three examples from the first cohort, which was graduated in May 2014:

- **Effect of a Redesigned Website on Selected Web Traffic at Greensboro College.**
  A student analyzed data from Google Analytics, a website and a user survey to determine whether a college’s redesigned site was increasing selected web metrics. He then recommended ways to improve both the site and methods for gathering data from it.

- **Public Educators, Social Media and The First Amendment: When, If Ever, Do Tweets and Facebook Posts Warrant Punishing Educators?**
  A student examined policies of educational institutions in North Carolina and court decisions involving public educators who suffered adverse employment actions due to their reports on social media. From his analyses, this student created a new social media policy for teachers at a North Carolina community college.

- **An Exploration of the Content Components that Lead to Increased Interactivity in Public-Facing Blogs in Multinational Corporations.**
  A student conducted a content analysis to discover how content components play a role in interactivity in corporate blogs of multinational companies to provide a snapshot of corporate blogging, knowledge for companies creating corporate blogging strategies, and a foundation for future corporate blogging studies on a global scale.

**Residential M.A. Program**

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<th>No.</th>
<th>Name</th>
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<td>Mika Chance</td>
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<td>Ryan Comfort</td>
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<td>Caitlin Kleiboer</td>
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<td>Courtni Kopietz</td>
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<td>Daniel Lane</td>
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<td>12</td>
<td>Ivan Weiss</td>
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### Table 4a

**Academic Year 2013-14:** Show master’s credit hours earned in all courses by the 15 students listed previously.

#### Courses taken inside the unit

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</table>
Courses taken outside of the unit

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AMST 499</td>
<td>Adv. Seminar in American Studies</td>
<td>3</td>
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<tr>
<td>ANTH 477</td>
<td>Visual Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 415</td>
<td>Conceptual Photography</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 450</td>
<td>Intro to Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 405</td>
<td>Leading and Managing</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 563</td>
<td>Retail &amp; Distrib. Channels</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 564</td>
<td>New Product Development</td>
<td>3</td>
</tr>
<tr>
<td>COMM 527</td>
<td>Organizational Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COMM 725</td>
<td>Interpreting Org. Comm.</td>
<td>3</td>
</tr>
<tr>
<td>DUKE 700</td>
<td>Med. &amp; Document. Photoj.</td>
<td>3</td>
</tr>
<tr>
<td>DUKE 700.943</td>
<td>Short Audio Documentaries</td>
<td>3</td>
</tr>
<tr>
<td>DUKE 730</td>
<td>Seminar in Consumer Behav.</td>
<td>3</td>
</tr>
<tr>
<td>DUKE 730.940</td>
<td>Documentary Writing</td>
<td>3</td>
</tr>
<tr>
<td>DUKE 740.933</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>DUKE 740.935</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>DUKE 740.944</td>
<td>Entrepreneurial Experiments</td>
<td>3</td>
</tr>
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<td>DUKE 750.942</td>
<td>Ongoing Moment</td>
<td>3</td>
</tr>
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<td>ENVR 505</td>
<td>Chemical Oceanography</td>
<td>3</td>
</tr>
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<td>ENVR 585</td>
<td>American Environmental Pol.</td>
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<td>FOLK 490</td>
<td>Topics in Folklore</td>
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<tr>
<td>HBHE 601</td>
<td>Principles of Statistical Infer.</td>
<td>3</td>
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<tr>
<td>HBHE 710</td>
<td>Community Competence</td>
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<tr>
<td>HPM 435</td>
<td>Marketing for Non-Prof. Orgs.</td>
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<tr>
<td>HPM 552</td>
<td>Science Documentary TV</td>
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<td>INLS 490.151</td>
<td>Privacy by Design</td>
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<td>INLS 541</td>
<td>Information Visualization</td>
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<td>INLS 585</td>
<td>Mgmt. for Info. Professionals</td>
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<td>MASC 503</td>
<td>Marine Geology</td>
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<td>MBA 710</td>
<td>Project Management</td>
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<td>POLI 411</td>
<td>Civil Libs. Under Constitutions</td>
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<tr>
<td>SOCI 850</td>
<td>Social Stratification</td>
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</tr>
</tbody>
</table>
Online MATC Program

Table 4

Provide the first 15 names on an alphabetical list of the graduate students who received a professional master's degree during 2013-14 academic year. Provide each student's name, undergraduate major and school attended as an undergraduate.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>UG major</th>
<th>UG school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lex Alexander</td>
<td>English</td>
<td>Davidson College</td>
</tr>
<tr>
<td>2</td>
<td>Brian Bowman</td>
<td>Mass Communication</td>
<td>Campbell University</td>
</tr>
<tr>
<td>3</td>
<td>Ande Cagle</td>
<td>History</td>
<td>UNC-Pembroke</td>
</tr>
<tr>
<td>4</td>
<td>Darin Dillehunt</td>
<td>Communication Studies</td>
<td>UNC-CH</td>
</tr>
<tr>
<td>5</td>
<td>Kathryn Kennedy</td>
<td>English</td>
<td>UNC-Greensboro</td>
</tr>
<tr>
<td>6</td>
<td>Teresa Kreigsman</td>
<td>Journalism</td>
<td>UNC-CH</td>
</tr>
<tr>
<td>7</td>
<td>Julie Macie</td>
<td>Art</td>
<td>SUNY-Fredonia</td>
</tr>
<tr>
<td>8</td>
<td>Jill Powell</td>
<td>Hospitality Management</td>
<td>Appalachian State University</td>
</tr>
<tr>
<td>9</td>
<td>Jeff Shaw</td>
<td>English</td>
<td>University of Oregon</td>
</tr>
<tr>
<td>10</td>
<td>Lisa Stockman</td>
<td>Journalism</td>
<td>UNC-CH</td>
</tr>
<tr>
<td>11</td>
<td>Frank Taylor</td>
<td>History and Political Science</td>
<td>Wheaton College</td>
</tr>
<tr>
<td>12</td>
<td>Katie Trapp</td>
<td>English</td>
<td>UNC-Wilmington</td>
</tr>
<tr>
<td>13</td>
<td>Priscilla Tsai</td>
<td>Journalism and Graphics</td>
<td>UNC-CH</td>
</tr>
<tr>
<td>14</td>
<td>Melissa Umbarger</td>
<td>Mass Communication</td>
<td>Winthrop University</td>
</tr>
<tr>
<td>15</td>
<td>John Zhu</td>
<td>Journalism</td>
<td>UNC-CH</td>
</tr>
</tbody>
</table>

Academic year: 2013-14: Show master's credit hours earned in all courses by the 15 students listed above.

All students took the following 3-credit courses:

- JOMC 711, “Writing for Digital Media.”
- JOMC 714, “Database and Web Research.”
- JOMC 715, “New Media and Society.”
- JOMC 716, “Research Methods and Applications.”
- JOMC 717, “Information Visualization.”
- JOMC 718, “Media Law for the Digital Age.”
- JOMC 719, “Leadership in Digital Media Economics.”
- JOMC 720, “Strategic Communication.”
- JOMC 721, “Usability and Multimedia Design.”
- JOMC 992, “Nontraditional Thesis.”

Students do not take any classes outside of the unit.
Supplemental Material:
Standard 2
JOMC 393/MASS COMMUNICATION PRACTICUM

CATALOG DESCRIPTION: 1 credit, fall, spring and summer. Prerequisite: Must be admitted to the School of Journalism and Mass Communication. Students work with media, advertising, public relations, television and graphics firms, as well as non-profits and other organizations. Pass-Fail only.

CREDIT HOURS EARNED IN THIS COURSE MAY NOT BE COUNTED IN THE MINIMUM JOMC CREDITS REQUIRED FOR GRADUATION.

Students secure internships working at news outlets, advertising or public relations agencies, broadcasting stations, non-profits, graphic design or new media firms. The student must work a minimum of 8 hours per week for the entire semester (for fall and spring internships), and working hours are set by the employer and student. Students who enroll for this course and set up an arrangement with a company are expected to complete the semester; failure to do so reflects badly on the student and the School.

For summer internships, students generally work a minimum of 8 weeks for approximately 20 hours per week.

The employer assigns duties, working hours and other conditions. The assigned duties are to be related to mass communication of some form. The student is expected to perform to the supervisor’s satisfaction.

At the end of the semester, the supervisor rates the student on attitude, reliability, enterprise, punctuality, productivity and professional ability.

As a final project, the student submits to the instructor via the course’s Sakai site:

1. An evaluation of the experience and its relevance to the student’s education and career goals (4 pages).
2. An evaluation of the company or organization (no more than 1 page).
3. A review of a book relevant to the student’s career field, including how the book helped the student better understand career choices (3 pages).

An online evaluation by the student’s immediate supervisor also must be completed. Career Services will email the supervisor a link to complete the evaluation in SurveyMonkey.

In determining the course grade, the instructor will consider the final project and the evaluation completed by the supervisor.

All work is submitted to the instructor.
Students enrolled in JOMC 393, Mass Communication Practicum: Please complete the form below. Have your internship supervisor sign and date as well. Return to Jay Eubank in Carroll 162.

INTERN NAME:__________________________________________________________

INTERN EMAIL:________________________________________________________

INTERNSHIP IS WITH:___________________________________________________

INTERNSHIP START/END DATE:___________________________________________

WEEKLY WORK SCHEDULE:_______________________________________________

PLEASE DETAIL BRIEFLY WHAT WORK YOU ARE PERFORMING:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

SUPERVISOR SIGNATURE:________________________________________________

SUPERVISOR’S NAME:___________________________________________________

SUPERVISOR’S TITLE:____________________________________________________

SUPERVISOR’S EMAIL:___________________________________________________
Thank you for supervising a student from the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill. The J School recognizes that supervising interns places demands on your staff and we appreciate your efforts on behalf of students.

This evaluation is a required part of the JOMC 393 (internship-for-credit) course. Please complete promptly to ensure the intern receives a grade for this course.

Should you have any questions, please don’t hesitate to contact me directly. Thanks again for your time and consideration.

Jay Eubank
Director of Career Services
School of Journalism and Mass Communication
University of North Carolina at Chapel Hill
jeubank@email.unc.edu
919-962-4518
1. **Student's Name**

First name: [ ]

Last name: [ ]

2. **Place of Employment**


3. **Briefly describe the work/duties performed during this internship:**


4. **Please evaluate the student on these traits or abilities:**

<table>
<thead>
<tr>
<th>Trait</th>
<th>Poor</th>
<th>Average</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willingness to take instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to work with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative and creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERALL PERFORMANCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **This internship was mostly in:**

6. **Would you hire this student again if given the opportunity?**

- [ ] Yes
- [ ] No

7. **If you had an entry-level opening, would you consider hiring this student full-time?**

- [ ] Yes
- [ ] No

8. **Please explain your answer to the above question**


9. Although this is a Pass/Fail course, what letter grade would you recommend for this student?

- A
- A-
- B+
- B
- B-
- C+
- C
- C-
- D
- F

10. Please explain your grade recommendation. The J School would like to hear candid feedback on the performance of its students.

11. Supervisor’s Name

12. Supervisor’s title

13. Supervisor’s email address
14. The J School is interested in promoting your internship opportunities. Please include the best way for students to learn about such opportunities (please provide contact information and/or web address).
This letter is to certify that Claudia Pacheco is a student in the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill. She is eligible to receive 1 credit hour for interning with the Durham Performing Arts Center.

The School asks that intern assignments be meaningful, well-defined and closely supervised. We know that supervising interns places demands on your staff, and we appreciate your efforts on behalf of students.

Claudia will register for JOMC 393, Mass Communication Practicum, in order to receive academic credit. An evaluation form will be provided to you to complete and return to the School at the conclusion of the internship.

Should you have any additional questions, please don’t hesitate to contact me directly. I can be reached by phone at 919-962-4518 or by email at jeubank@email.unc.edu.

Sincerely,

Jay Eubank
Director of Career Services