



HUSSMAN SCHOOL
OF JOURNALISM AND MEDIA

2019-2020 ACCREDITATION SELF-STUDY

ACCREDITING COUNCIL ON EDUCATION IN
JOURNALISM AND MASS COMMUNICATIONS

The November 2020 site visit was postponed due to the pandemic. Any updates to the self-study since the original submission are indicated with shading.



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Curriculum and Instruction

Executive summary

The Hussman School of Journalism and Media offers two undergraduate areas of study: journalism and advertising/public relations.

Students in journalism and Ad/PR areas of study must complete a minimum of 39 credit hours in the school. All students take 72 credit hours outside of the school and a minimum of 120 hours to graduate.

Core and guided required courses in the curriculum emphasize ACEJMC values and competencies.

An academic worksheet ensures that students meet requirements.

The curriculum infuses professional digital technology and multimedia storytelling skills in core and intermediate and advanced classes.

Many students complete an internship for academic credit. Students work with staff in the school's Career Services Center to register and complete the requirements for this field-based experience.

INTRODUCTION

The Hussman School of Journalism and Media's curriculum is grounded in the program's mission statement, guided by the strategic plan, and informed by assessment of student learning. As discussed in a previous section, the school's mission reflects an imperative to prepare students broadly as informed citizens with knowledge and media skills to foster conversations in a democratic society. The strategic plan, *Envisioning Tomorrow*, recognizes rapidly changing media environments and the need to prepare students based on four overarching principles, strategic priorities and curricular competencies. Broadly stated, these competencies are storytelling in multiple formats, informed decision and sense-making, data literacy, and industry acumen.

Consistent with ACEJMC values and competencies, the curriculum enables students to be able to skillfully and creatively apply theory, research and practice to solve real world problems within their discipline and profession. The curriculum is informed by what we have learned through assessment of student learning. These findings have led to the following curricular changes, which have been implemented since the last accreditation review:

- maximizing enrollment of courses focused on critical thinking with respect to diversity and inclusion via strategic rotation of course offerings across semesters;
- offering a school-wide core course that delivers instruction in basic video, web, and graphic skills for all majors;
- expanding the core school-wide course in newswriting to present different writing styles and improve adaptability and understanding of different industry standards;
- inserting lessons in numerical concepts and audience analysis into existing courses to improve numeracy and data literacy; and
- developing new courses that improve knowledge and use of new tools and technologies for

investigation while also introducing concepts in computational thinking.

Before describing the current curriculum, it will be helpful to provide a context for how the program structure and requirements have evolved. In September 2015, the school's faculty voted to change the name from School of Journalism and Mass Communication to School of Media and Journalism to better reflect the scope of curricular offerings. Research showed that "mass communication" had very little meaning to members of our various constituencies (particularly students), but "media" was seen as more representative of all areas of the school. Following the name change, the curriculum committee began work on a revamp of the curriculum, and subsequently replaced eight sequences with two major areas of study: journalism and advertising/public relations (Ad/PR). In 2019, upon receiving a naming gift, the name was changed to Hussman School of Journalism and Media.

Students receive a Bachelor of Arts in Media and Journalism. Below are brief descriptions of each of these areas of study:

Journalism

The journalism curriculum prepares students to present news and information with the intent to better inform society – through broadcasting, writing, photography, graphic design or interactive multimedia.

Advertising and Public Relations

The advertising and public relations curriculum prepares students to communicate on behalf of organizations, including corporations, government agencies, nonprofits, advocacy groups, and public relations and advertising agencies.

All courses in the Hussman School of Journalism and Media have a MEJO designation. As described below, students must complete a minimum of 39 MEJO credit

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hours, have a minimum of 72 credit hours outside of the Hussman School and pass a usage and grammar test with a score of 70 or higher.

Structurally, we replaced five sequence coordinators with two area directors. The senior associate dean of undergraduate studies and the two area directors are now heavily involved in the advising process. We also reorganized the curriculum, setting up our classes in five categories: core, conceptual, concentration, capstone and choice.

Prior to this time, students were not required to take a capstone class, now all are. Further, we amended the curriculum to give students much more choice, while protecting the depth of our course offerings. Students must now take their concentration courses in "stair-steps." This structure ensures that students take progressively more challenging classes while giving them latitude to mix and match as deemed appropriate by advisers. Students are still required to take two conceptual classes of their choosing. We amended two outside requirements to allow students to choose from a short list of courses in order to satisfy two general education requirements at the university level. Previously, students had only one choice for each of the two requirements. As part of this move, we removed MEJO 141-Media Ethics from the school core and made it one of the five choices students can pick from to fulfill their philosophy requirement. Students can also use Media Ethics as one of their two conceptual classes. Because of this, the great majority of our students still take Media Ethics, as opposed to one of the other ethics classes offered elsewhere in the university. In the three semesters before we made the switch, a total of 777 students took MEJO 141. In the three semesters after the switch, the enrollment was 722 students, with an average difference of 18 per semester.

The school's core curriculum now includes MEJO 121-Introduction to Digital Storytelling, which we added in 2015. The course teaches the basics of gathering and editing audio and video, provides an introduction to graphics and coding, and demonstrates how all those elements contribute to

good storytelling. To accommodate demand, we offer 13-14 sections of this course every semester. MEJO 153-Writing and Reporting and MEJO 340-Introduction to Media Law (journalism)/MEJO 341_Introduction to Media Law (Ad/PR) remain in the core. However, we reworked Writing and Reporting to include modules related to Ad/PR, broadcast and social media. We also converted most of the 14 sections of Writing and Reporting from 2.5-hour in-person sessions to two 1.25-hour in-person sessions, with another 2.5 hours online. Students still must take 39 credit hours toward the major, with one of those classes being any class they desire (choice category), which can be from either academic worksheet and at any level. As discussed above, because students are required to take 72 hours outside the school, and need only 39 for the major, many opt to take more than one choice class, raising their in-school count to as high as 48 of the 120 needed for graduation.

In addition to the changes listed above, we moved class scheduling to a new online system, lowered enrollment caps for large classes to 50 to create a better pedagogical experience, and set up non-required classes on a rotating schedule to maximize space and instructional resources. Along those lines, we combined Advertising Principles and Public Relations Principles into one class. We are committed to tweaking the curriculum yearly to further enhance the student experience.

The structure of each area of study is outlined in the journalism and advertising/public relations curriculum worksheets that are included as [Appendix 2-A](#).

Syllabi for all courses taught in Fall 2020, Summer 2020 and Spring 2020 are [linked here](#). It is important to note that during Spring break 2020, instructors were notified that instruction for the remainder of the term would convert to online due to concerns about COVID-19. The syllabi provided for Spring 2020 reflect the course structures in place *prior* to moving to remote instruction. Instead of issuing new syllabi, instructors communicated directly with students regarding changes to individual courses resulting from the shift to remote delivery.

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- 1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed. (Please see example provided separately with this template.)**
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Major in Media and Journalism

Area of Study: Journalism

Number of hours required for graduation: 120
Number of hours required for major degree: 39

Core courses for all students in program

(9 credits earned)

- MEJO 121-Introduction to Digital Storytelling (3 credit hours)
- MEJO 153-Writing and Reporting (3 credit hours)
- MEJO 341-Media Law (3 credit hours)

Additional course in track/sequence that all students must take (21 credits earned)

- 6 credits from Level 1 course list (see worksheet)
- 6 credits from Level 2 course list (see worksheet)
- 6 credits from Level 3 course list (see worksheet)
- 3 credits from Capstone course list (see worksheet)

Elective courses in track/sequence that all students must take

- N/A

Elective courses that must be taken within the program (9 credits earned)

- 6 credit hours from Conceptual course list (see worksheet)
- 3 credit hours from Choice course list (see worksheet)

Required outside the accredited unit

- Government/politics course (3 credit hours)
- Philosophy/reasoning course (3 credit hours)
- Other general education courses as required by the university

Area of Study: Advertising and Public Relations

Number of hours required for graduation: 120
Number of hours required for major degree: 39

Core courses for all students in program

(9 credits earned)

- MEJO 121-Introduction to Digital Storytelling (3 credit hours)
- MEJO 153-Writing and Reporting (3 credit hours)
- MEJO 341-Media Law (3 credit hours)

Additional courses in track/sequence that all students must take (21 credits earned)

- MEJO 137-Principles of Advertising and Public Relations (3 credit hours)
- MEJO 379-Advertising and Public Relations Research (3 credit hours)
- 6 credit hours from Level 2 course list (see worksheet)
- 6 credit hours from Level 3 course list (see worksheet)
- 3 credit hours from Capstone course list (see worksheet)

Elective courses in track/sequence that all students must take

- N/A

Elective courses that must be taken within the program (9 credits earned)

- 6 credit hours from Conceptual course list (see worksheet)
- 3 credit hours from Choice course list (see worksheet)

Required outside the accredited unit

- Government/politics course (3 credit hours)
- Philosophy/reasoning course (3 credit hours)
- Other general education courses as required by the university

2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

The university's requirement for graduation is a minimum of 120 credit hours. The Hussman School of Journalism and Media requires that all majors take at least 72 credit hours outside of the school. Through academic advising and curriculum worksheets that clearly indicate "Outside Area (72 non-MEJO Hrs. Minimum," students are guided to conform to the

72-credit minimum requirement. To encourage depth in another discipline within the 72 hours students in both journalism and advertising/public relations areas are required to take a minimum of 9 credit hours in one subject area. The curriculum worksheets are included as [Appendix 2-A](#).

3. Describe how the core and required courses instruct majors in all of ACEJMC's 12 professional values and competencies with a balance of theoretical and conceptual courses and skills courses.

All MEJO majors are required to take a three-course core as part of their program of study. The three courses – MEJO 121-Introduction to Digital Storytelling, MEJO 153-Writing and Reporting, and MEJO 340/341-Introduction to Media Law – provide a solid basis for several of ACEJMC's 12 core values and competencies.

Students in the advertising/public relations area of study are also required to take MEJO 137-Principles of Advertising and Public Relations and MEJO 379-Advertising and Public Relations Research.

Because the journalism area of study branches into a variety of specializations (reporting, photojournalism, multimedia, graphics, etc.), there are no common required courses for journalism students beyond the three in the core.

The curriculum matrix included as [Appendix 2-B](#) shows where all 12 ACEJMC values and competencies are taught in core courses. In addition, these values and competencies are shown in bold for courses listed below.

- MEJO 121-Introduction to Digital Storytelling, introduces students to precise **writing, accuracy and clarity, critical and creative thinking, and technology** basics for gathering and editing audio and video along with basic graphics and coding.
- MEJO 153-Writing and Reporting, discusses **principles of freedom of expression, ethics, diversity, law, responsibility and fairness** as students learn to **write** and report stories.
- MEJO 340/341-Introduction to Media Law, provides an in-depth examination of media **law**, including libel, privacy, access to information, free press-fair trial, and broadcasting and advertising regulation.

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- MEJO 137-Principles of Advertising and Public Relations, provides an understanding of both disciplines, including **history and roles of media, diversity of audiences and global cultures, issues and controversies, best practices, career opportunities, and components of successful advertising and public relations campaigns.**
- MEJO 379-Advertising and Public Relations Research, provides a critical understanding and application of quantitative and qualitative methods **using data and statistics** in the strategic planning and evaluation of advertising and public relations campaigns.

In addition, each syllabus lists the individual ACEJMC core values and competencies covered in the coursework (typically three – six per course). Following are examples of how courses relate to those values and competencies:

- MEJO 424-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 (MEJO 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 media** professionals and institutions in shaping communications:

- MEJO 242-From Gutenberg to Google: A History of Media, provides an examination of the development of mass media in the context of history.
- MEJO 342-The Black Press and United States History, offers a chronological survey of the Black press in the United States since 1827.
- MEJO 137-Principles of Advertising and Public Relations, covers the history of the development of the advertising and public relations professions in the United States.

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

- MEJO 441-Diversity and Communication, examines racial stereotypes and minority portrayals in American culture and communication.
- MEJO 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.
- MEJO 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.
- MEJO 342-The Black Press and United States History, as mentioned earlier, provides a chronological survey of the Black press in the United States since 1827.

The School offers two courses specific to **international communication in a global society**:

- MEJO 446-Global 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.
- MEJO 437-Media in Asia, the study of media in Asia, including how news and information are disseminated and used by audiences. Includes a trip to the region as part of the course.
- MEJO 447-Media in the United Kingdom, which examines media in the UK including how news and information are disseminated and used by audiences. Includes a trip to the country as part of the course.

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- MEJO 584-International Projects is an intensive multimedia documentary course that works through the semester to create an interactive website on topics pertinent to a country outside the United States. Includes a trip to the respective country as part of the course.

Many of the other courses 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% 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 (MEJO 153) includes a unit on writing about members of diverse groups. Other courses that include units or significant discussions about gender and diversity and the representation of diverse groups in the workforce, include:

- MEJO 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.
- MEJO 153-Writing and Reporting, and MEJO 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.

Many visual communication courses include units on the visual-graphic portrayal of diverse individuals or groups and the **use of technology**. Courses include:

- MEJO 180-Foundations of Photojournalism; MEJO 182-Foundations of Graphic Design; and MEJO 187-Foundations of Interactive Media.

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 MEJO 379-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 MEJO 634-Public Relations Campaigns; MEJO 671-Social Marketing Campaigns; and MEJO 673-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 MEJO 553-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 who take MEJO 581-User Experience Design and Usability learn the process of conducting and executing usability research on digital products to ensure the plans for a digital experience align with its intended purpose.

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Students in both areas of study are required to take courses that teach **clear and precise writing** in which 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:

- MEJO 153-Writing and Reporting; MEJO 157-News Editing; MEJO 253-Introduction to Public Affairs Reporting; MEJO 332-Public Relations Writing; MEJO

356-Feature Writing; MEJO 358-Opinion Writing; MEJO 471-Advanced Advertising Copywriting; MEJO 454-Advanced Feature Writing; and MEJO 455-Creative Sportswriting.

Virtually all the advanced courses in every sequence offered in the school emphasize **using tools of technology and the importance of thinking critically, creatively and independently**. The faculty believe this is essential to the journalism and media professions.

4. Explain how instruction, whether on-site or online, responds to professional expectations of current digital, technological and multimedia competencies.

The school responds to the need for professional technology and multimedia expectations by providing basic instruction in introductory classes, intermediate and advanced level technology focused courses, as listed below.

As of 2016, all students in the Hussman School take MEJO 121-Introduction to Digital Storytelling. As a faculty we believe the course is essential to our students' future success as journalists and communicators, and that every student needs a basic introduction to gathering and editing audio and video, as well as basic graphics and coding. From a broad perspective, all students learn how to:

- shoot, edit and tell a story using video,
- write a small amount of web code,
- purchase server space and a domain name,
- build a customized portfolio site using WordPress, and
- create an integrated story page in the portfolio site that contains text, video and design elements.

The simple goals of the course are to introduce students to some of the tools and skills needed to engage in multimedia storytelling in online environments. We aim to demystify the technical aspects of audiovisual information packaging by engaging in basic hands-on video and web exercises. These are the skill sets needed for various professions in media and journalism. Our students come out of the class with a rudimentary understanding of those storytelling tools and technologies, and are advised, in line with their goals and interests, to take intermediate and advanced courses in classes related to numerous multimedia applications. These classes include:

- MEJO 180-Foundations of Photojournalism
- MEJO 182-Foundations of Graphic Design
- MEJO 187-Foundations of Interactive Multimedia
- MEJO 334-Visual Design for Strategic Communication
- MEJO 421-Television News Reporting and Producing
- MEJO 426-Audio Journalism for Radio and Podcast

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- MEJO 433-UX Strategy and Design
- MEJO 482-Media and Design
- MEJO 484-Information Graphics
- MEJO 488-Multimedia Storytelling: Carolina Photojournalism Workshop
- MEJO 489-Photojournalism, Lighting, and Business Techniques
- MEJO 530-Green Brand Lab
- MEJO 581-User Experience Design and Usability
- MEJO 582-Advanced Documentary Video Storytelling
- MEJO 583-Advanced Interactive Media
- MEJO 584-International Projects
- MEJO 585-3D Design Studio
- MEJO 588-Emerging Technologies
- MEJO 589-Motion Graphics
- MEJO 625-Media Hub
- MEJO 683-Magazine Design

In addition to competencies gained through these digital technology-oriented classes, students also have access to state-of-the-art equipment to enhance instruction. There are more than 1,000 pieces of “gear” in the collection (valued at almost \$450,000), as listed in Figure 2.1 below.

Figure 2.1 Equipment Summary

Equipment Category	# Items
Audio	
Audio Recorders	47
Headphones & adapters	16
Microphones	200
Cameras & Lenses	
Camera Accessories	23
Camera Batteries & Chargers	70
Camera Bodies	80
Lenses	174
Misc. Cameras	9
Misc. Gear	71
Computers / Tablets	
Computer & Tablet Chargers	11
Computers & Tablets	30
Lighting	
Flashes	25
Light Accessories	82
Light Kits	78
Tripods	
Monopods	19
Tripods	138
Video	
Video Kits - MEJO 421	10
Video Kits - Carolina Week, Sports Xtra, Media Hub	22
Grand Total	1105

The complete list of equipment is included as [Appendix 2-C](#).

5. Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.

Many of the school's core courses and required courses in areas of study have multiple sections with different professors. Consistency in core courses is maintained by a coordinator and the use of a common syllabus. Consistent instruction in intermediate and advanced level courses is maintained through common learning outcomes and regular communication among faculty teaching these courses.

Demand for MEJO 121-Introduction to Digital Storytelling, mentioned in Standard 2, Q4, requires that we teach 14 sections per semester to accommodate all of the students needing to take this course, as does MEJO 153-Writing & Reporting. The director of our journalism area of study oversees and coordinates MEJO 121; a different instructor, who came to us after many years as a newspaper editor, oversees the instructors for MEJO 153.

Coordinating the writing and reporting course (MEJO 153) requires preparing and communicating with instructors. Before the semester begins, the coordinator orders the texts and distributes them to the instructors of the 14 sections of this course. The coordinator also helps to recruit and screen new instructors and updates the common syllabus and the week-to-week instructional schedule. Changes are usually slight, except when the school introduces a new curriculum, such as new instructional modules or the hybrid in-class/online instruction.

As the semester begins, the coordinator mentors new instructors one-on-one on how the course operates, what the success factors are, and what to look out for. The coordinator emphasizes the goals and strategies of the school, and discusses the rigor of grading, being accessible to students, and the importance of instilling the joy of learning in students.

Throughout the semester, the coordinator answers questions and hears concerns from instructors and, sometimes, students. Occasionally, he or she substitutes for an instructor who needs to be absent. The coordinator also serves as a conduit to the instructors. Hussman School staff members who want to communicate with instructors do so through the coordinator. The coordinator also works with the school's assessment team to help survey students and address issues that are identified.

The director of the journalism area of study coordinates MEJO 121 in a similar fashion. Because of the changes in tools and equipment, the course goes through revisions and/or tweaks at the end of each academic year. For example, during the 2019–20 academic year we moved students from shooting video with Canon Vixia cameras to using smartphones with state-of-the-art software for smartphone shooting: FiLMiC Pro. The coordinator reviews the class during the summer months, then provides a daylong skills training session for all instructors slated to teach the course for the upcoming academic year. The director also serves as a touchpoint and resource for instructors throughout the academic year.

Demand for other classes dictates that we offer three – six sections per semester. Examples are:

- MEJO 137-Principles of Advertising and Public Relations
- MEJO 141-Media Ethics
- MEJO 180-Foundations of Photojournalism
- MEJO 182-Foundations of Graphic Design
- MEJO 187-Foundations of Interactive Media
- MEJO 332-Public Relations Writing
- MEJO 379-Advertising and Public Relations Research

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With these classes, the instructors communicate frequently to ensure that syllabi are similar from section to section and that expectations and the student experience are as uniform as we can make them, given the strengths of the various instructors. In all cases, the syllabi of the various sections of these courses enumerate the same or very similar student learning outcomes. For example:

MEJO 137: The instructors for this course regularly review course content and delivery and determine whether any adjustments are needed. They also talk with instructors about the learning outcomes for the courses that this class precedes to ensure students are adequately prepared for the higher-level courses. The class has a common syllabus and common textbook. The syllabus for every section includes this common statement:

“By the end of this course, you will be able to demonstrate the following competencies:

- *Determine whether a career in advertising or public relations is right for you.*
- *Examine the role and function of advertising and public relations in business, nonprofits and government.*
- *Understand the basic components of advertising and public relations process that include publics, research, planning, goals and objectives, strategies, messages, media, issues management and tactics.*
- *Explore the foundations of advertising and public relations including each profession’s unique role in fueling brand movements, the history and structure of the industry – including career opportunities – and how people respond to strategic communication messages.*
- *Understand the transformation that has taken place in the strategic communication industry driven by digital and social technology and engagement.”*

MEJO 141: Most sections of Media Ethics use a common textbook and all share common desired learning outcomes. Two veteran instructors work with graduate students and adjuncts teaching the other sections to ensure commonality and to share assignments and

supplemental readings. The common outcomes are that by semester’s end, students are able to:

- integrate ethical foundations and apply those ideas to professional situations;
- critically analyze current media practices through reading and discussing communication topics found in trade journals and other media;
- compare ethical standards of mass communication professions and examine how similarities and differences help or hinder their professional relationships; and
- develop, defend, and apply a personal set of guidelines in ethical challenges.

MEJO 332: All sections use the same textbook, and all current and any new instructors use a rigorous syllabus developed by one of our veteran instructors. Our most-senior public relations faculty member manages the process of assigning clients for the different sections. Faculty members who teach this course also meet regularly to discuss and/or adopt needed changes. The common learning outcomes across the various sections are the ability for students to:

- quickly produce accurate professional written materials required in the public relations profession;
 - integrate strategy into communication pieces to target appropriate/diverse audiences and media; and
 - effectively advocate a cause.
- In addition, because this course simulates the working conditions of many public relations agencies, students learn to:
- professionally present materials in various acceptable formats;
 - meet strict and sometimes multiple deadlines;
 - develop and establish client relations through service learning;
 - work as part of a creative team; and
 - develop a complete PR portfolio.

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MEJO 379: Instructors use the same textbook, which is available free to students. All sections cover qualitative and quantitative methods, and require students to conduct focus groups, interviews and surveys or observations/ethnography and experiments. Course instructors meet regularly to review whether and how to change common components of the syllabi and veteran instructors work with instructors new to the course to share resources and advice, including how best to organize projects around clients or brands. All

sections of the course address (at a minimum) these four common ACEJMC competencies:

- understand concepts and apply theories in the use and presentation of images and information; think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work; and
- apply basic numerical and statistical concepts.

6. Describe the methods used to select sites for internships for credit in the major; 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. In a digital format, provide the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.

The Hussman School of Journalism and Media does not require students to complete an internship for a major, but at least one internship is highly recommended for all students. An internship is a field-based experience related to a student's academic major and career interests. Students interested in completing an internship for academic credit work with staff in the school's career services office on search strategy, but ultimately it is the students' responsibility to arrange their own internship.

To receive academic credit for an internship, students register for MEJO 393-Journalism and Media Internship. This academic course is described as an "internship-for-credit course." It is a one- credit hour pass/fail course offered in Fall and Spring semesters and the second session of summer school. Consistent with ACEJMC requirements, students may take the course up to three times for a maximum of three hours credit. The course also meets the university's experiential education requirement.

To pass the course for academic credit, students are required to:

- complete an online survey with information about skills and expectations that is shared with the onsite supervisor;
- complete an online survey at the end of the internship providing information about what the student learned and accomplished; and
- receive an online evaluation of the student's skills and accomplishments completed by the worksite supervisor.

The grade a student receives is based on working at least 8 hours per week during the Fall or Spring semesters and at least 120 hours over 8 weeks during the summer. The student also must be evaluated by their worksite supervisor.

The most recent internship syllabus with course requirements can be found as [Appendix 2-D](#).

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Samples of the student pre- and post-internship surveys and the internship supervisor evaluation can be found as [Appendix 2-E](#).

Internship Sites

During the Fall and Spring semesters, the vast majority of student internships are with employers in the Triangle (Raleigh, Durham and Chapel Hill), though some students may take a semester off from in-person classes at UNC in order to intern outside the area.

In 2019–20, students completed 71 internships for academic credit.

All internships in Summer 2020 were virtual: Durham Performing Arts Center, *INDY Week*, Kompleks Creative, LeighDeux, Marwood Group, *Milwaukee Magazine*, Nike, Shannon Media Inc., *Wilmington Star News*, WRAL -TV.

Internship sites in Fall 2019 and Spring 2020 included: Ketchum, FleishmanHillard, North Carolina's Electric Cooperatives, Durham Performing Arts Center, *The News & Observer* and *Walter* magazine.

During Summer 2019, students received academic credit for internships with employers that included the Washington Redskins, Microsoft, ESPN, Ogilvy, Discovery and POPSUGAR.