

## **REPORT OF ACADEMIC STANDARDS COMMITTEE**

### **Report #F2014–1; Oct 2014**

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following item:

- School of Journalism, Bachelor of Journalism Curriculum Modifications from the Faculty of Communication and Design

#### **A) SCHOOL OF JOURNALISM, BACHELOR OF JOURNALISM CURRICULUM MODIFICATIONS**

##### **1. INTRODUCTION**

The School of Journalism has maintained a reputation for graduating students who hit the ground running in various newsrooms and workplaces across the country, a reputation enhanced, since Ryerson's establishment as a university, by a broad liberal education. A key factor in providing for, and anticipating the needs of, the constantly changing landscape of the news and media businesses has been our ability to revisit our curriculum from time to time and reassess its effectiveness in preparing our students to work in today's media outlets. As a School, Journalism has always embraced technological and cultural changes and led the way in journalism education.

In the past decade, the School has introduced two different curricula, the first introduced in 2003 and the second in 2007. Much has changed in the news and media world since 2007. The digital-based disruption of news production, consumption and business models has been seismic across the spectrum of media outlets and today's young journalist needs to be able to report and produce in a variety of media platforms and a social-web environment, as well as to exhibit readiness for continuing innovation and an environment of entrepreneurial enterprise.

The School believes that the proposed new curriculum will engage students in the social role of journalism; better prepare them for the digital universe they're already living in; and allow them more control over their careers, both while at university and after graduation.

##### **2. ISSUES ARISING FROM THE CURRENT CURRICULUM**

The 2007 curriculum pioneered a major development in journalism education by eliminating the requirement to "stream" (major) in broadcast, magazine, print news or online journalism, without eliminating the *option* to specialize in one of these areas. It also introduced online news reporting and research skills earlier in the program and incorporated aspects of digital media into many other courses as well as our various student-led publications. As well, it created various pathways of learning and career preparedness by complementing strictly "craft" courses with a variety of theory-based professional courses.

However, our experience with the current curriculum has led to an increasing awareness of its shortcomings in preparing students for a swiftly evolving media environment. These shortcomings include:

- It retains a print focus in the first year of the program that is inconsistent with current industry practice where journalists are expected to operate on all platforms from an early stage.
- It delays the introduction of digital reporting skills until the second semester of the second year, thereby losing vital learning and practice time on what is now an essential set of skills.
- It doesn't provide enough student choice to accommodate an increasingly large number of our students who, while they maintain an interest in journalism, decide to pursue careers in different or related professions, including advanced academic study.
- It doesn't allow sufficient flexibility in modes of delivery, relying largely on small lab-style classes even where well-prepared lectures could provide a more consistent (and more sustainable) delivery of core knowledge.

- It doesn't provide enough opportunity for students to prepare reporting assignments for publication to real audiences at an increasingly professional level of achievement.

### 3. THE CURRENT CURRICULUM

The current (since 2007) curriculum consists of a series of required courses in the first two years, an array of elective choices mainly taken in third year, and a final year that encourages students to specialize in one or more specialized forms of journalistic craft.

<p style="text-align: center;"><b><u>1st &amp; 2nd SEMESTER</u></b></p> <p><b>REQUIRED:</b>          JRN 100 Information and Visual Resources for Journalists          JRN 120 The Culture of News          JRN 121 Introduction to Reporting          JRN 199 Grammar          ENG 108 Introduction to Fiction          ENG 208 Introduction to Nonfiction  <b>LIBERAL STUDIES:</b> Two courses  <b>PROFESSIONALLY-RELATED:</b> One course from Table III</p>	<p style="text-align: center;"><b><u>3rd &amp; 4th SEMESTER</u></b></p> <p><b>REQUIRED:</b>          JRN 112 Introduction to Digital Journalism          JRN 124 Elements of Feature Writing          JRN 125 Introduction to Video and TV Journalism  <b>LIBERAL STUDIES:</b> Two courses  <b>PROFESSIONAL:</b> Two courses from Table II  <b>PROFESSIONALLY-RELATED:</b> One course from Table III</p>
<p style="text-align: center;"><b><u>5th &amp; 6th SEMESTER</u></b></p> <p><b>REQUIRED:</b>          JRN 123 Ethics and Law in the Practice of Journalism  <b>LIBERAL STUDIES:</b> Two courses  <b>PROFESSIONAL:</b> Five one-count (or equivalent) courses from Table I (Course selection must total a minimum of 15 hours.)  <b>PROFESSIONAL:</b> One course from Table II  <b>PROFESSIONALLY-RELATED:</b> One course from Table III</p>	<p style="text-align: center;"><b><u>7th &amp; 8th SEMESTER</u></b></p> <p><b>PROFESSIONAL AND PROFESSIONALLY-RELATED:</b> One two-count course or two one-count courses from either Table I, Table II or Table III (Course selection must total a minimum of 15 hours.)  <b>PROFESSIONAL:</b> Three courses from Table IV  <b>PROFESSIONALLY-RELATED:</b> One course from Table III</p>

<b><u>TABLE I</u></b>	
Students require a minimum of 15 hours from Table I	
JRN 201* Introductory Photojournalism JRN 202 Editing Essentials JRN 203 Page Design for Print Media JRN 204 Infographics JRN 302* Magazine Editing JRN 303* Feature Reporting Workshop JRN 304* Reporting for Newspapers Workshop JRN 305* Digital Reporting Workshop JRN 306* Reporting for Radio Workshop	JRN 310 Video Production Techniques JRN 314* Reporting for TV Workshop JRN 315* Advanced Research Methods for Journalists JRN 316 The Freelance Career JRN 317 Exactly So: The Challenge of Precision JRN 318 Basics of Radio Reporting JRN 319 Special Topics in Journalism Practice JRN 320* Innovation Workshop

\*Course has a course count of two, and a course weight of 2.00

<b><u>TABLE II</u></b>	
A minimum of three courses are required. At least one course must be taken from each of the three groupings below. All courses are three hours in length.	
One of: JRN 400 Critical Issues in Journalism JRN 401 History of Journalism	One of: JRN 402 Theory in Journalism and Mass Communications JRN 403 Journalism and Ideas JRN 404 Journalism's Best JRN 405 Special Topics in Journalism Theory JRN 406 Age of Spin: Journalism and PR
<i>It is recommended that these courses be taken in 3rd and 4th semester.</i>	
One of: JRN 412 Documentary Survey JRN 500 Journalism and the Arts JRN 501 Sampling the Beats	JRN 506 International Journalism JRN 507 Justice and the Courts JRN 508 Literary Journalism JRN 509 Journalism and the Political Arena

JRN 502 Journalism and the World of Business JRN 503 Critical and Opinion Writing JRN 504 Fashion Journalism JRN 505 Health and Science Journalism	JRN 510 Reporting Religion JRN 511 News They Can Use JRN 512 Reporting Sports NNS 525 The Business of Journalism
<i>It is recommended that this course be taken in 5th or 6th semester.</i>	

**TABLE III**  
*This table of professionally related courses is extensive: the School considers almost any course offered in the university to be professionally related to journalism in principle.*

<b>TABLE IV</b> Three courses are required for graduation. Students may select all three from Group I; or one course from Group I plus two courses from Group II.	
Group I: JRN 800 TV Documentary JRN 801 Radio Documentary JRN 805 Senior Reporting JRN 806 Advanced Feature Writing JRN 807 Advanced Photojournalism	Group II: JRN910* Journalism Masthead JRN 850* Internship * Enrollment in these courses may require an interview

#### 4. THE PROPOSED CURRICULUM

<p style="text-align: center;"><b><u>1st &amp; 2nd SEMESTER</u></b></p> <p><b>REQUIRED:</b> JRN 103 (NEW) Introduction to Journalism JRN 104 (NEW) News Reporting Techniques JRN 105 (NEW) Multimedia News Reporting JRN 106 (NEW) Visualizing Facts <b>Any two of the following courses:</b> ENG 108 Intro to Fiction ENG 208 Intro to Nonfiction ECN 104 Intro to Microeconomics ECN 204 Introductory Macroeconomics HST 407 The Struggle for Identity HIS 490 International Relations 1945- POG 110 Canadian Politics POL 100 People, Power and Politics <b>Open Electives:</b> One course <b>Liberal Studies Electives:</b> Two courses</p>	<p style="text-align: center;"><b><u>3rd &amp; 4th SEMESTER</u></b></p> <p><b>REQUIRED:</b> JRN 270 (NEW) Producing the News JRN 271 (NEW) Designing Journalism JRN 272 (NEW) Feature Writing &amp; Current Affairs JRN 273 (NEW) Boosting Media Techniques <b>Professional Electives:</b> Two courses from Table II. <b>Open Electives:</b> One course <b>Liberal Studies Electives:</b> Two courses</p>
<p style="text-align: center;"><b><u>5th &amp; 6th SEMESTER</u></b></p> <p><b>REQUIRED:</b> JRN 344 (NEW) Journalism &amp; Society <b>Professional Electives:</b> Four one-count (or equivalent) courses from Table I <b>Professional Electives:</b> One course from Table II. <b>Professional and Open Electives:</b> One one-count course from Table I or Table II or Open Electives. <b>Open Electives:</b> One course <b>Liberal Studies Electives :</b> Two courses</p>	<p style="text-align: center;"><b><u>7th &amp; 8th SEMESTER</u></b></p> <p><b>Professional Electives:</b> Four one-count (or equivalent) courses from Table III. <b>Open Electives:</b> One course. <b>Professional and Open Electives:</b> Four one-count (or equivalent) courses from Table I or Table II or Table III or Open Electives.</p>

#### PROFESSIONAL ELECTIVES

<b>TABLE I</b> <i>Students require a minimum of 12 hours from Table I. Asterisks indicate 6-hour courses; remaining courses are 3 hours. At least one of JRN 303/304/306/314 should be taken in 5th semester.</i>	
JRN 201 Photojournalism JRN 202 Editing Essentials JRN 203 Page Design for Print Media	JRN 306* Reporting for Radio Workshop JRN 310 Video Production Techniques JRN 314* Reporting for TV Workshop

JRN 204 Data Journalism	JRN 315* Investigative Reporting
JRN 302* Magazine Editing	JRN 317 Exactly So: Challenge of Precision
JRN 303* Feature Reporting Workshop	JRN 318 Basics of Radio Reporting
JRN 304* News Reporting Workshop	JRN 319 Special Topics in Journalism Practice

**TABLE II**

*Students require a minimum of three courses from Table II. Of these, at least one course must be taken from each of the three groups below. All courses are three hours in length.*

**Group (a)** Normally taken in 3rd/4th Semester

JRN 400 Critical Issues in Journalism
JRN 401 History of Journalism
JRN 402 Theory in Journalism and Mass Communications

**Group (b)** Normally taken in 3rd/4th Semester

JRN 404 Journalism's Best
JRN 406 Age of Spin
JRN 412 Documentary Survey
JRN 508 Literary Journalism
NNS 525 The Business of Journalism

**Group (c)** Normally taken in 6th Semester

JRN 500 Journalism and the Arts
JRN 501 Sampling the Beats
JRN 502 Journalism & World of Business
JRN 503 Critical and Opinion Writing
JRN 504 Fashion Journalism
JRN 505 Health and Science Journalism
JRN 506 International Journalism
JRN 507 Justice and the Courts
JRN 509 Journalism & Political Arena
JRN 510 Reporting Religion
JRN 511 News They Can Use
JRN 512 Reporting Sports

**TABLE III**

*At least one course must be taken from each of the two groups below. This can be a 3-hour or 6-hour course; either way, a total minimum of 12 hours from Table III is required. Asterisks indicate 6-hour courses; the remaining courses are 3 hours.*

**Group (a)**

JRN 843* (NEW) Journalism Laboratory
JRN 800* TV Documentary
JRN 801* Radio Documentary
JRN 806* Advanced Feature Writing
JRN 841 (NEW) Advanced Multimedia Journalism
JRN 842 (NEW) Building the Brand
JRN 403 Journalism & Ideas
JRN 405 Special Topics in Journalism Theory

**Group (b)**

JRN 840 (NEW) Journalism Capstone
JRN 910* Journalism Masthead
JRN 850* Internship Project

## 5. THE PROPOSED CHANGES IN DETAIL

The proposed curriculum prepares students for a digital-first news culture while keeping the essentials of reporting and the social role of journalism front and centre in their learning experience. By substantially broadening course choices in both professional and academic areas, the proposal also allows individual students freedom to set their educational priorities and tailor their program to preferred career paths.

Basic knowledge of journalism – its social role, mechanisms, legal parameters and ethical guidelines – are all introduced in the first semester and then steadily built upon throughout the required courses ending with the Journalism and Society course in Semester 5. Meanwhile, craft skills are similarly sequenced through the eight required courses of the first two years. Awareness of, and practical response to, core ethical values, including accuracy, balance, fairness and independence, as well as journalists' roles in a multicultural country, will be captured in both instruction and assignments at every stage of the curriculum—as is, indeed, already the case. Among these core aspects is awareness of equity, diversity and inclusion, which should be present at every stage of journalistic production, including story selection, sourcing, and presentation of news and current events. This foundation lays the basis for the various elective paths that the student will proceed through, starting with two electives in second year and then through to the final year.

Compared with the current curriculum, the proposed changes employ more delivery modes (lectures, labs, tutorials, workshops) and accommodate rapid changes in the industry while preparing students for a diverse range of learning and career paths. The most important changes affect the beginning and end of

a student's four-year education, but an increased range of curricular choice is a characteristic of the entire curriculum.

The total number of journalism elective offerings has been expanded to include a variety of new courses that focus on specific realities of journalism today. There is also more opportunity to mix and match among the various elective tables, and by reducing the minimum hours of professional instruction from 15 to 12 in Table I, and from 18 to 12 in Table III, we will allow students to substitute up to three Open Electives for professional courses, and/or to pick more than the minimum number of courses from each of the three professional tables, to match individual interests and ambitions. Each student's path of elective choices will be determined by her or his particular goals.

### ***Foundation courses***

The foundation courses in the first five semesters have been reinvented to allow for carefully sequenced multiplatform journalistic training from Day One while balancing this practical approach with our commitment to teaching core journalistic values. The new approach will develop both a range of media-specialized skills and a set of platform-agnostic competencies. Nine new courses replace all current required courses in the first five semesters. Courses are paired in each semester to allow seamless integration of theory and practice.

Assignments and instruction in many of the foundation courses will cross media platforms (i.e. written assignments as well as work in various media will be assigned within these courses). The various skills and required knowledge will be sequenced in such a way as to provide a gradual elevation of students' writing, reporting, technical and analytical skills.

These new course pairs are as follows:

- First semester: JRN 103 *Introduction to Journalism* and JRN 104 *News Reporting Techniques*.
- Second semester: JRN 105 *Multimedia News Reporting* and JRN 106 *Visualizing Facts*.
- Third semester: JRN 270 *Producing the News* and JRN 271 *Designing Journalism*.
- Fourth semester: JRN 272 *Feature Writing & Current Affairs* and JRN 273 *Boosting Media Techniques*

The first-named course in each of the above semesters are studio courses where students will benefit from the renowned "Ryerson method" of practical training under professional guidance by faculty members (RFA or CUPE-1) in small studio classes. These classes will typically involve reporting assignments in which students conduct research and interviews, analyze and verify the information they obtain, and produce news or feature stories that present what have discovered in engaging forms.

The second course in each of the above semester pairs is more technical in content and more conventional in delivery. A lecture will provide introduction to theoretical concepts and constructs and will demonstrate practical techniques, while the tutorial will provide a chance for hands-on practice of the techniques. The purpose is for students to learn skills relevant to news-media work at a steadily advancing and reinforced level.

The two courses in each pair will be complementary but will not blur. For example, in the second semester, students will learn how journalists hold politicians to account (e.g. by covering City Hall) in JRN 105 *Multimedia News Reporting*, while in JRN 106 *Visualizing Facts* they begin to tackle how data may be mapped—a key but relatively simple tool of accountability journalism today. The following semester, JRN 270 *Producing the News* will see students producing news reports for TV newscasts, while in JRN 271 *Designing Journalism* they learn how to use TV lineup software.

Grammar is no longer a standalone course and grammatical awareness is now integrated with other foundational training in writing style starting with the six-hour JRN 103 *Introduction to Journalism* course in the first semester. The fifth semester brings one final required foundational course, JRN 344 *Journalism & Society*. This is a lecture course in which insights in law, ethics and social roles—insights that were in large measure introduced and reinforced in lectures through the first four semesters—will

be integrated, analyzed and contextualized and students will cement their ability to think critically and creatively about journalists' roles, rights and responsibilities.

As well, the School recognizes that not just English but other humanities and social science disciplines are highly relevant to future journalists, and students will be encouraged to begin exploring this range of disciplines in first year. Therefore, the current curriculum's requirement of two specified English courses is replaced by a requirement to choose two Faculty of Arts courses from a basket that includes introductions to Politics, History, Economics and English.

### ***Intermediate courses***

This is where students begin to take control of their career at Ryerson and beyond by selecting from two tables of professional courses that reflect various degrees of practical and theoretical emphasis. These intermediate courses are mostly taken in third year but students also dip into these tables in second and final year. While few of the intermediate courses will differ from the current curriculum, the selection process has been streamlined and it has been made more intuitive. Some courses have also been removed or recast to ensure continuity and further development of core skills.

### ***Professional tables***

**Table I** The proposed changes in this table include:

- Eliminate the divide between newspaper and digital reporting workshops by creating a single JRN 304 *News Reporting Workshop*.
- Offer the *Infographics* course (currently JRN 204) under the wider and more contemporary umbrella of *Data Journalism*.
- Recast the introductory six-hour *Introduction to Photojournalism* course into a three-hour version now called simply JRN 201 *Photojournalism*, since the multimedia approach to foundation courses will leave all students equipped with the introductory skills for taking news photographs.
- Rename JRN 315 *Advanced Research Methods for Journalists* more directly as *Investigative Reporting*.
- Reduce minimum semester hours in this table from 15 to 12, in order to allow students to choose an additional course from Table II, or an additional Open Elective.

**Table II** The proposal slightly adjusts the grouping logic:

- Move JRN 402 *Theory in Journalism and Mass Communications* to group A to ensure that all students take at least one theory or history course.
- Relocate JRN 508 *Literary Journalism* and JRN 412 *Documentary Survey* to group B alongside other survey courses. This has the effect of requiring students to take at least one course that provides experience and instruction in a particular area of journalism, be it arts, business or politics. Not only will this increase their knowledge base and hone core reporting skills, but it allows students to apply what they have learned in liberal studies and open electives.

### ***Final-year courses***

The idea for final year is that all students should be able to proceed to a journalism career ready for at least entry-level achievement, but that some students will have gained higher levels of real-life reporting, writing and producing skills and experience with innovation, whereas others will have a broader education in which deep understanding of critical and theoretical approaches has been absorbed, including at least one Minor in the humanities or social sciences. The latter group of students will be in an especially good position to parlay their Bachelor of Journalism degrees into law, communication, graduate studies, non-profit or government-sector work, among other prospects.

Three new courses are added to Table III in order to enhance final-year students' choices in a way that prepares them for diverse career tracks. These new courses are:

- *JRN 843 Journalism Laboratory*
- *JRN 842 Building the Brand*
- *JRN 841 Advanced Multimedia Journalism*
- *JRN 840 Journalism Capstone Project*

In addition to these new courses, two courses are moved to Table III from their previous location in Table II because they are now reconceived as requiring more reading, and more complex offering theoretical understanding, than is suitable for lower years. These courses are:

- *JRN 403 Journalism and Ideas*, and
- *JRN 319 Special Topics in Journalism Theory*.

Retained in Table III are three popular traditional capstone-level single-medium craft courses: JRN 800 *Television Documentary*, JRN 801 *Radio Documentary* and JRN 806 *Advanced Feature Writing*. We also retain JRN 910 *Journalism Masthead*, in which students serve in various editorial positions in charge of the School's two publications, *The Ryersonian* and the *Ryerson Review of Journalism*. Also unchanged is the popular JRN 850 *Internship* course. Minor adjustments to the latter two course descriptions have been made to reflect the changed curricular context.

Removed from Table III, and from the curriculum, are:

- *JRN 805 Senior Reporting* replaced by JRN 841 *Advanced Multimedia Journalism*.
- *JRN 807 Advanced Photojournalism* - photography will now be fully integrated into foundational courses along with other media forms, eliminating the need for an introductory photojournalism class. The new intermediate JRN 201 *Photojournalism* class will, as a result, be taught at a sufficiently high level to render the advanced course redundant, although students will continue to practise this and other media skills in the various final-year craft courses.

## **6. FACULTY, STUDENT AND INDUSTRY FEEDBACK**

The School held roundtable discussions with faculty, students and industry professionals to examine strengths and weaknesses in each level of the program: foundation, intermediate and final year. A few consistent themes emerged from the roundtables and additional faculty feedback. These included:

- Ensure more consistency in both content and evaluation in courses with multiple sections.
- Accelerate the introduction of digital and multimedia skills.
- Make more explicit the role that third year workshops should play in preparing students for masthead roles and internships in their final year.
- In every level of the program, identify and implement a detailed sequencing of skills in writing, reporting, producing and critically analyzing news and longer narrative.

Faculty members also expressed some underlying issues for journalism in general and the role our School can play in preparing its students to face challenges in the field. These include acknowledging the effect of a changing or uncertain employment market through courses that emphasize personal brand, innovation and self-employment as well digital and multiplatform skills.

The faculty and program committee agreed that knowledge may be effectively inculcated in lectures, while skills are developed in lab coaching. The right combination of these will ensure consistently sequenced learning outcomes. Introducing a common lecture class into each of the required studio courses will not only address the need for consistency across sections, but also provide a place for students to be exposed to guest lecturers and key topics that go beyond the skills developed in labs.

The School of Journalism's advisory council during the period of developing this proposal consisted of seven editors and a publisher within Canadian news organizations, including *The Canadian Press*, *The Globe and Mail*, *Toronto Star*, *CBC*, *Huffington Post Canada*, *Global News*, *Thomson Reuters*, *Bloomberg News*, and *Bell Media*. From the start of the curricular discussions, the council was as concerned as was School leadership to see a new curriculum that kept pace with rapid change while keeping core skills, knowledge and values at the core. This feedback was consistent with what has been learned from industry professionals through internship and other partnerships, frequent guest-lecturer visits, and close connections between faculty members and leading professionals—many of whom are alumni. At all stages, the council expressed full support for the direction of change, and ultimately endorsed the proposal without reservation.

## 7. REMOVAL OF ACADEMIC STANDING VARIATION

### Current:

The current Journalism program features one Academic Standing Variation (ASV) which targets JRN 121 *Introduction to Reporting*, a required course offered in the Winter semester of first year. The School of Journalism requires all students proceeding to second year to achieve a minimum grade of C in JRN 121, a gateway course on reporting and writing news and news-driven short features. The number of students who do not meet the minimum grade requirement in JRN 121 is relatively small in each cohort: two to three on average. The ASV currently appears in the Calendar as follows:

**Journalism** - *Students receiving a grade of less than 'C' in JRN 121 will be placed on PROBATION. As a condition of the PROBATIONARY plan of study, students will be required to repeat and successfully complete JRN 121. Students will not be permitted to take second year JRN courses until a grade of 'C' is obtained in JRN 121.*

### Revision:

The new curriculum proposed replaces all current required courses with new courses. As part of this change, the School of Journalism is doing away with the Academic Standing Variation. The proposed curriculum offers students several pathways to complete their Bachelor of Journalism degree and that includes students who may be academically strong but not always the most enterprising reporters or news writers. These students will be able to achieve the degree having self-selected for a more academic, less professional track through the program. But an academic track should have a normal academic-standing parameter—thus the redundancy of an Academic Standing Variation.

The effect of this change is that, instead of being forced to exit the journalism program if they are not up for a professional level of achievement, students will now be counseled toward a plan of course selection that allows some to prefer more academically oriented courses, which should almost certainly include either an existing Minor or the (proposed) Minor in Public Relations. Conversely, some students may be advised (but not required) to transfer to another program while continuing with the News Studies Minor. A new compensated faculty position has been introduced to work with the Student Affairs Coordinator in ensuring that students receive this kind of counseling throughout the program.

## 8. LIST OF RETIRING AND NEW COURSES

<p><b>Retiring courses:</b>          JRN 100 Info &amp; Visual Resources          JRN 112 Intro. Digital Journalism          JRN 120 The Culture of News          JRN 121 Introduction to Reporting          JRN 123 Ethics &amp; Law          JRN 124 Elements Feature Writing          JRN 125 Introduction to TV Journalism          JRN 199 Grammar          JRN 305 Digital Reporting Workshop          JRN 320 Innovation Workshop          JRN 316 Freelance Career</p>	<p><b>New courses:</b>          JRN 103 Introduction to Journalism          JRN 104 News Reporting Techniques          JRN 105 Multimedia News Reporting          JRN 106 Visualizing Facts          JRN 270 Producing the News          JRN 271 Designing Journalism          JRN 272 Feature Writing &amp; Current Affairs          JRN 273 Boosting Media Techniques          JRN 344 Journalism &amp; Society          Table III -Group (a) JRN 841 Advanced Multimedia Journalism          Table III -Group (a) JRN 842 Building the Brand          Table III -Group (a) JRN 843 Journalism Laboratory          Table III -Group (b) JRN 840 Journalism Capstone Project</p>
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### Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

*That Senate approve the School of Journalism, Bachelor of Journalism Curriculum Modifications*



Respectfully Submitted,



Chris Evans, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Chris Evans, Chair and Vice Provost Academic

Denise O'Neil Green, Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion

Anne Marie Singh, Faculty of Arts, Criminology

Kathleen Kellett-Bestos, Faculty of Arts, Languages, Literatures and Cultures

Ian Baitz, Faculty of Communication and Design, Graphic Communications Management

Jean Bruce, Faculty of Communication & Design, Image Arts

Mary Sharpe, Faculty of Community Services, Midwifery

Nick Bellissimo, Faculty of Community Services, Nutrition

Medhat Shehata, Faculty of Engineering and Architectural Science, Civil Engineering

Vadim Bostan, Faculty of Science, Chemistry & Biology

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