Master of Journalism Program Proposal (May, 2013)

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1. PROGRAM OBJECTIVES

The School of Journalism proposes the creation of a one-year intensive, 30-credit hour Master of Journalism (MJ) professional degree. The Master’s option is a realistic and achievable objective for improvement. It reflects the growth potential of our School, our profession and our university. Building on existing strengths, the proposed MJ program will realize total cost recovery. It will immediately create what will be the largest graduate program in the Faculty of Arts.

Building on existing strengths, the proposed MJ program will realize total cost recovery while immediately creating what will be the largest graduate program in the Faculty of Arts.

To summarize the background to this proposal, we currently offer two Bachelor’s degrees: a four-year Bachelor of Arts in Journalism and a two-year post-graduate Bachelor of Journalism for students who already hold an undergraduate degree in another discipline. The intention of the School’s founders was to eventually upgrade the post-graduate Bachelor of Journalism program into a fully-fledged Master’s program. This proposal will empower the School to make good on this unfinished business. It also reflects the recommendations of a 2003 external review report, which stated:

The School should proceed incrementally to develop a graduate program, without jeopardizing the quality of its undergraduate program, by replacing the Bachelor of Journalism with a Master of Journalism.1

1 University of Regina School of Journalism External Review Committee, External Review Team Report, May 2003.


6 University of Regina School of Journalism External Review Committee, External Review Team Report, May 2003.


This move will uniquely reconfigure an area of professional training and knowledge to provide a program not currently available at the University of Regina. As well, the proposed program will substantially increase – and indeed lead – the number of graduate degrees awarded in the Faculty of Arts. Averaging 92 per cent over the past nine years, our School has a high undergraduate completion rate, a tradition we expect to continue at the graduate level. With a projected 15 – 17 graduates per year over the next five years, we will make a healthy contribution to the number of successful University of Regina Master’s degree-holders.

This restructuring of the School’s program array also represents a concrete step to recoup lost opportunity costs of previous decades. It will enhance program prestige and student choice. It will also increase revenue available under the Saskatchewan University Funding Model’s provisions for students in graduate programs. Historically, some 40 per cent of our student body is comprised of students who already hold undergraduate degrees; our target is to achieve 60 per cent Master’s track students by Year 5, including two mid-career journalists. According to information provided by the Office of Resource Planning and the Faculty of Graduate Studies and Research, the conversion of these BJ post-graduate seats into the MJ seats will realize up to $300k annually increased provincial grants and tuition.

More importantly, a Master’s option on the Prairies is a much-needed and long overdue response to recent trends in journalism education. As noted by Foote, “Today, journalism education is beginning to resemble more established academic disciplines in its size, status and availability.”2 This includes the introduction of graduate programs. They have introduced greater rigour and depth to journalism as a discipline in its own right. While our undergraduate programs have enjoyed national recognition over the years, in recent years UBC, Ryerson, the University of King’s College and Concordia have moved ahead to establish Master’s programs, adding to the existing MJ programs at UWO and Carleton. This increases competition for students who already hold undergraduate degrees. Offering a second Bachelor’s degree rather than a Master’s degree is increasingly uncompetitive. As a result, if progress is measured by degree offerings, we have gone from a leading position in the West to a trailing position. This has driven a decline in applications for our post-graduate program.
Arguably, the lack of a graduate program now places the Regina program in a new cohort, a second tier of under-graduate only regional programs. As programs that offer graduate or mixed graduate and under-graduate programs move into the first tier, this leaves Regina in the unfamiliar new company of schools like Kwantlen University College in Richmond, BC, St Thomas University in Fredericton, NB, Thomson Rivers in Kamloops, BC, Laurier-Brantford in Waterloo, ON, and Mount Royal University in Calgary.

Our overall objective is to return the University of Regina to the number one position in journalism education in Western Canada.

Our overall objective is to return the University of Regina to the number one position in journalism education in Western Canada. Our school is well positioned to achieve this goal, with a well established undergraduate and post-graduate base and over 30 years’ experience in delivering quality journalism education. Moving to an MJ degree – as our academic program was originally designed to do – will effectively return the School to the strong leadership position in journalism education it enjoyed for many years.

Strategically, the addition of an MJ degree will be good for our students, good for employers and good for the university community. Positive aspects identified in our feasibility study include:

**Benefits to the Students** – in the form of greater student choice, including advanced studies options, more diverse classrooms and improved employment prospects.

**Benefits to the School** – stabilizing our program in a shifting market, raising our national rank, raising the academic bar and strengthening our research culture.

**Benefits to the University** – substantial increases in School-related revenue, increased ability to attract research dollars, greater national prestige through a highly visible program, an anticipated spin-off of greater interest in a four-year Bachelor’s degree, leading to increased Arts pre-Journalism enrolment and the creation of a platform for further development.

**Benefits to the Public** – raising the bar for regional and national journalism standards, by providing increasingly well qualified personnel, helping ensure news coverage is informed by journalists familiar with Prairie interests and realities and increasing opportunities for campus-community collaborations.

2. DISTINCTIVE FEATURES AND STRENGTHS

In 1980, the University of Regina initiated the first degree-granting journalism school in Western Canada. Since that time, the School’s undergraduate program has enjoyed a very strong national and international reputation for excellence in journalism education. Records show high student retention and robust demand for our graduates.

Compared to formal instruction in mathematics or philosophy or astronomy – which go back thousands of years – journalism education is a relatively young field. To establish this School in 1980 was, therefore, no small achievement, earning the University of Regina a reputation as a frontrunner in the advancement of journalism as a rigorous intellectual endeavour as well as a popular democratic practice. The founding of the School was informed by the theoretical work of noted communications scholar Dallas Smythe, who taught at the University from 1963 to 1973. It was guided by our first director, Ron Robbins.3 Robbins had pioneered journalism education programming for the public broadcaster, the Canadian Broadcasting Corporation. Building on these solid foundations in theory and practice, nine specific strengths uniquely position the School of Journalism to deliver high-quality post-graduate learning.

1) **A strong balance of theory and applied scholarship**

When Ron Robbins arrived to direct the School, he ensured a generation of journalists would graduate with a solid grounding in the social sciences, humanities and critical thinking. The School was founded on
the principle that students would not be considered for seats unless they had a prior degree or at least two years of liberal arts education in hand. This pre-journalism program prepared the students for a journalism education firmly grounded in the liberal arts ethos. Against the dominance of unstructured apprenticeship and narrow vocational training, this was no small service to the public interest at the time. At the same time, he fully integrated the applied study of journalism, including intensive print and broadcast lab work and a 13-week paid internship program that is the envy of other journalism schools. The careful attention paid to balancing theory and applied knowledge has made our students among the most sought-after graduates in Canada.

2) Indigenous cross-cultural learning

Among Canadian journalism programs, we have unique strengths in Aboriginal and cross-cultural journalism education. The School hosted the country’s first Chair in Journalism and Aboriginal Affairs. Its faculty also helped launch the Indian Communication Arts Program (INCA) at the First Nations University of Canada, co-located with the University of Regina. This innovation has provided important preparation for Indigenous applications to the School. It has also ensured more representative classroom and newsrooms. Three of our full-time faculty members have conducted research related to Indigenous culture, history and social issues. We are geographically located in Treaty 4 territory, have access to the expertise of FNUUniv and are part of a university environment that offers a comprehensive range of supports for First Nations and Métis students. This Master’s proposal is co-sponsored by INCA. It includes a strategic cross-appointment to support Indigenization of the curriculum and strengthen cross-program collaboration.

3) Multi-media learning and alternative media approaches

From the beginning the U of R School has promoted multi-media learning – students have never been streamed into print or broadcast, as they are in most other schools. This meant we were uniquely positioned to respond to the advent of the World Wide Web, offering cross-media learning, practice in cutting edge emerging media tools and theoretical inquiry into the impact of changing media landscapes on journalism and society at large. Significantly, we are perhaps the only journalism school in Canada to pay serious attention to the fast-emerging influence of Third Sector media (including co-operative, community-based and non-profit media), through our faculty research and by offering undergraduate classes in alternative media and communication rights.

4) Long-form documentary journalism

The U of R School of Journalism has a dedicated focus on long-form documentary journalism – the type of ‘deeper journalism’ that lends itself well to post-graduate studies. Our curriculum includes documentary filmmaking and long-form nonfiction writing. Our focus is to extend the frontiers of journalism excellence beyond daily newsgathering. This is evidenced by the success of student broadcast projects at Canadian film festivals and national award ceremonies over the years, most recently with the award-winning documentary Denendah. As well, our school magazine, The Crow, has gained attention nationally as a showcase for long-form journalism, garnering several national and regional award nominations in recent years. The MJ program builds organically on this tradition, enhancing our position as a learning centre for ‘deep journalism’. It will attract mid-career journalists who wish to undertake documentary projects in a supportive atmosphere.

5) A strong liberal arts base and community-centered focus

Journalism education theorists note that the industry-centred focus of journalism education in the past holds declining relevance to public life. Other non-industrial forms of communication, such as social media networks, have come to play a larger societal role in how we communicate. Noting that historically
journalism was about building and connecting communities, Mensing and others have called on today’s journalism schools to restore that community focus:

*If we accept the premise that preparing students for industrial news production should no longer drive journalism education, we have to consider an alternative focus. In the same way that the goal of engineering programs is not to prepare students for their first jobs in large engineering firms, but to build safe bridges and highways, the goals of journalism education should be about building functioning communications structures within communities.*

The U of R School of Journalism already has a head start in this task, being founded on a strong commitment to two to four years of preparation in the liberal arts and the democratic principles of public service journalism. By emphasizing critical thinking and a high degree of sociological sensitivity and professional reflexivity, faculty prepare students to report fairly, accurately and comprehensively. The curriculum encourages particular attention to the frequently marginalized voices of society’s least powerful and to the myriad distortions that prevent critical clarification of important public issues.

We regularly engage in community outreach through our student projects. We have worked to provide our internship program with community-based alternatives, most recently placing an intern with the inner-city, North Central Community Association rather than a mainstream media outlet. Course work also provides for community service learning opportunities beyond the internship program.

From 2010 to 2013 we formalized our informal connection to community-based research on campus with the appointment of a Journalism faculty member to the directorship of the Faculty of Arts Community Research Unit. This experience and connection further strengthens our ability to lead community-based journalism education in Canada. Two of our faculty members have published in this area. We have an opportunity to strengthen this position with the establishment of the MJ, through the planned community-based project option in our MJ Professional Project syllabus. Such projects might typically include activities such as helping a marginalized community gain a stronger public voice through community-managed media. To our knowledge, we will be the first Canadian journalism school to offer support for community-based journalism as part of a graduate program. Against the backdrop of a failing industrial business model and an emerging Third Sector journalism, this represents a significant contribution to the re-invention of journalism for the 21st century.

6) Experience administering a selective admissions process and strict program requirements

Students applying for our undergraduate program go through a rigorous multi-step admissions process. First they must have a 70 per cent average and meet the academic requirements of the Faculty of Arts and the School of Journalism. Second, they must submit a detailed application package, including a portfolio of work and letters of reference. Third, they must write an entrance exam that is written and administered by the School. Finally, a select number of students who score well on the exam are invited for personal interviews. At the completion of the process, faculty members meet to select the top 26 new students who will receive an invitation to study at the School each year. Once students are accepted into the School, they must maintain a 65 per cent average and a passing grade in all core courses. Failure to maintain this average or to pass any course results in immediate expulsion from the program.

With a track record of successfully administering strict program requirements and a selective interview process, we are very well prepared to administer graduate-level admissions and program requirements.

7) Demonstrated post-graduate demand

The aforementioned features are unique strengths upon which to build a Master’s program. Additionally, students who already hold Bachelor’s degrees have always been part of our student body. From 2004 to 2012, degree-holding applicants have ranged from 8 to 28. The nine-year average is 16. Every year we
accept approximately seven to ten of these degree-holding students into our Bachelor of Journalism program. These students will form a solid base upon which to build our graduate student body. We also have 33 years worth of mid-career undergraduate journalism degree holders who require continuing education to further their ability to report on today’s increasingly complex world.

8) A solid undergraduate track record.

Our undergraduate base has provided us with experience in successful program delivery, with a 92 per cent graduation rate over the past nine years. Ironically, many who leave the program early have been poached by eager employers.

<table>
<thead>
<tr>
<th>Year</th>
<th>Accepted</th>
<th>Graduated</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>26</td>
<td>25</td>
<td>96%</td>
</tr>
<tr>
<td>2011-12</td>
<td>25</td>
<td>24</td>
<td>96%</td>
</tr>
<tr>
<td>2010-11</td>
<td>23</td>
<td>22</td>
<td>96%</td>
</tr>
<tr>
<td>2009-10</td>
<td>23</td>
<td>23</td>
<td>100%</td>
</tr>
<tr>
<td>2008-09</td>
<td>24</td>
<td>21</td>
<td>88%</td>
</tr>
<tr>
<td>2007-08</td>
<td>25</td>
<td>22</td>
<td>88%</td>
</tr>
<tr>
<td>2006-07</td>
<td>26</td>
<td>23</td>
<td>88%</td>
</tr>
<tr>
<td>2005-06</td>
<td>26</td>
<td>23</td>
<td>88%</td>
</tr>
<tr>
<td>2004-05</td>
<td>26</td>
<td>25</td>
<td>96%</td>
</tr>
<tr>
<td>9 year average</td>
<td>25</td>
<td>23</td>
<td>92%</td>
</tr>
</tbody>
</table>

9) Program productivity and cost-efficiency

Similar to languages and geography, the Journalism School has lab equipment needs that distinguish it from some units. As well, like languages, the Journalism program has a higher faculty - student ratio than many units. While these may lead some to assume the School is a high-cost unit for a relatively small number of students, in fact the opposite is true. Even after the eventual conversion of 2/3 of our seats to the MJ program, we will retain a projected 11 annual under-graduate convocations, comparable to the departments of Geography & History, assuming constant graduation levels in these departments.

In addition, the conversion of 15 seats to Master’s candidates would immediately place JRN in first ranking among units for graduate degree granting. Based on the 2009-10 year, and assuming constant graduation rates in those departments, Table 3 shows that Journalism would graduate nearly double the number of Master’s candidates per year in Psychology, the largest program in Arts. It will triple the Master’s convocations of History, English and Political Science.

Table 2: Arts Bachelor’s Degree Productivity, 2009-10.

<table>
<thead>
<tr>
<th>Year</th>
<th>ANTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1</td>
</tr>
<tr>
<td>2010</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7</td>
</tr>
<tr>
<td>Subject</td>
<td>2009</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>CHIN</td>
<td>2</td>
</tr>
<tr>
<td>ECON &amp; BUS</td>
<td>2</td>
</tr>
<tr>
<td>ECON &amp; G</td>
<td>1</td>
</tr>
<tr>
<td>ECON &amp; SOC</td>
<td>1</td>
</tr>
<tr>
<td>ECON</td>
<td>4</td>
</tr>
<tr>
<td>ENG</td>
<td>22</td>
</tr>
<tr>
<td>FR</td>
<td>13</td>
</tr>
<tr>
<td>GEOG</td>
<td>1</td>
</tr>
<tr>
<td>GER</td>
<td>2</td>
</tr>
<tr>
<td>HIST</td>
<td>3</td>
</tr>
<tr>
<td>INDG</td>
<td>2</td>
</tr>
<tr>
<td>INDI</td>
<td></td>
</tr>
<tr>
<td>INTL</td>
<td>8</td>
</tr>
<tr>
<td>JAPAN</td>
<td>3</td>
</tr>
<tr>
<td>JRN</td>
<td>22</td>
</tr>
<tr>
<td>JUST</td>
<td>3</td>
</tr>
<tr>
<td>LING</td>
<td>2</td>
</tr>
<tr>
<td>PHIL</td>
<td>1</td>
</tr>
<tr>
<td>PSCI</td>
<td>2</td>
</tr>
<tr>
<td>PSYCH</td>
<td>8</td>
</tr>
<tr>
<td>RLST</td>
<td>2</td>
</tr>
<tr>
<td>SOC</td>
<td>1</td>
</tr>
<tr>
<td>WGST</td>
<td>1</td>
</tr>
</tbody>
</table>

CASPUR Reports 2010

**Table 3: Comparative Master's Degree Productivity, JRN vs. Arts Units 2009-10.**
* Although some departments offer doctoral programs, this proposal looks at master's programs only.

<table>
<thead>
<tr>
<th>Subject</th>
<th>200930</th>
<th>201020</th>
<th>TOTAL 09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
With only five faculty lines (including two lab instructors), JRN is already one of the most efficient units in the Faculty when applying the metric of annual graduates per faculty. Despite extremely meagre staffing resources, Journalism is one of the most productive units in Arts in the graduation of first major bachelor degree graduates.

Graduating 23 students in 2009-2010, the number of successful graduates from our program is second only to the Department of Psychology. Indeed, taking into account the very modest faculty lines assigned to Journalism, this program is a tremendous return on investment to the university and society. This proposal increases this program efficiency considerably. As Table 3 indicates, the ratio of graduate students to FTE faculty in Journalism – including lab instructors, and the addition of a proposed 1.5 new faculty lines – will immediately be almost 10 times the average of English, Psychology, History and Political Science. These are the most efficient units – in terms of graduates per FTE faculty – in Arts.

Table 4: Master’s Graduates Per Faculty Member, JRN vs Arts Units 2009-10.

<table>
<thead>
<tr>
<th></th>
<th>Grads</th>
<th>FT faculty</th>
<th>Grads per FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG</td>
<td>4</td>
<td>33</td>
<td>.12</td>
</tr>
<tr>
<td>HIST</td>
<td>1</td>
<td>14</td>
<td>.07</td>
</tr>
<tr>
<td>JRN (projected)</td>
<td>15</td>
<td>6.5 (with + 1.5 lines)</td>
<td>2.7</td>
</tr>
<tr>
<td>JUST</td>
<td>2</td>
<td>6</td>
<td>.33</td>
</tr>
<tr>
<td>PSCI</td>
<td>4</td>
<td>11</td>
<td>.36</td>
</tr>
<tr>
<td>PSYC</td>
<td>8</td>
<td>19</td>
<td>.42</td>
</tr>
<tr>
<td>RLST</td>
<td>8</td>
<td>11</td>
<td>.09</td>
</tr>
<tr>
<td>SOPT</td>
<td>2</td>
<td>11(Phil)/ 3 (ID)</td>
<td>.18 / .67</td>
</tr>
<tr>
<td>SOCST</td>
<td>1</td>
<td>14</td>
<td>.07</td>
</tr>
</tbody>
</table>
CASPUR Reports/Dept websites 2010

In summary, Journalism is already one of the most productive and efficient producers of bachelor’s graduates in Arts on a per faculty basis. This proposal will sustain a significant contribution to bachelor’s graduates. It will also make it – by far – the most productive and most efficient unit for Master’s level graduates in the Faculty of Arts, factoring in the budgeted new faculty line and a half. This rising tide will also raise other boats in the liberal arts since each student will be required to take an outside elective in their Master’s year. An additional 15 students to distribute among other departments’ annual offerings will help cognate departments meet the class size quotas necessary to sustain their programs.

A strategic and relatively small investment in the MJ program will thus result in the immediate creation of one of the largest graduate programs in Arts. New tuition and grant revenues associated with this development will fully recover the conversion cost. The MJ will also provide new practical and financial benefits to the Faculty overall.

3. DEGREE TO BE AWARDED

Master’s of Journalism (MJ)

4. CURRICULUM

(SEE APPENDIX 1 FOR SYLLABI AND NEW COURSE PROPOSAL FORMS)

The Master’s of Journalism will be a 30-credit program to be completed over three semesters, with an additional bridging year of basic course work and a paid, 13-week internship for non-Journalism degree holders. During the bridging year, these students will be expected to successfully complete our core undergraduate courses before proceeding to the Master’s program. This will ensure Master’s candidates have the journalism skills, knowledge and field experience necessary to succeed at an advanced level. For the Master’s program, we propose the development of three new graduate-level courses and one hybrid history course as the core Journalism courses. As well, students will participate in an advanced seminar in journalism (JRN 818) and select one 800/900-level elective offered outside the School of Journalism. This will assist the students to build theoretical, methodological and topic knowledge in the fall and workshop their capstone concepts and proposals, and focus on technical mastery and pre-production in the winter. To fulfill the applied knowledge expectations, students will also choose two courses from a list of hybrid Journalism electives in the winter term. In these primarily project-based courses, students will work with 4th year undergraduate students (for example on a documentary film) but with a higher level of leadership responsibility and additional assignment requirements and readings. This configuration will ensure students have enough classmates to work with on projects. It will also provide undergraduate students a valuable opportunity to learn from the experience of graduate students. It is a common arrangement in other journalism schools. Finally, in lieu of a thesis, a professional Master’s project will be completed under faculty supervision. Long-form journalism proposals may include a film or radio documentary; a creative non-fiction or investigative series for magazine, newspaper or online publication; a publisher-ready book proposal and first chapter; a photo-journalism exhibit; or a community-based media project. Students will follow a rigorous and methodical process of research planning and investigation to produce journalism of publication / broadcast quality. Proposals must meaningfully advance the public interest. (For a detailed outline of the professional project requirement and process, see Appendix A.)

This three-term sequence shifts from the conceptualization of the investigation in the fall term to the assimilation of skills, techniques and strategies necessary for its practical implementation in the winter. This ensures both conceptual and practical preparation for project completion over the summer.

800-level/hybrid mix - MJ program year

Conceptualization, Semester 1: (4 graduate level courses, 1 graduate-level project)
- Two 800-level journalism courses
- One 800/900-level outside elective
- 900-level project completed over 3 semesters – proposal phase
Implementation, Semester 2: (2 graduate level courses, 1 core hybrid, 2 production hybrid electives and graduate project)
- Advanced journalism seminar
- Three hybrid journalism courses
- 900-level project 2nd semester - continuing enrolment

Completion, Semester 3: (graduate level only): 900-level journalism project – completion.

Table 5: Sample Course Configuration – BAJ Holder in Accelerated 1 Year Stream

<table>
<thead>
<tr>
<th>Fall – 12 credits</th>
<th>Winter – 9 credits</th>
<th>Spring-Summer – 9 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 800 Advanced Investigative Methods (3)</td>
<td>JRN 802(402)Advanced Broadcast (3)</td>
<td>JRN 902 Journalism Project (9)</td>
</tr>
<tr>
<td>JRN 810 (310) Critical History (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JRN 880 Critical Approaches (3)</td>
<td>JRN 811(411) Documentary Theory and Production (3)</td>
<td></td>
</tr>
<tr>
<td>800/900-level Outside Elective (3)</td>
<td>JRN 818 Advanced Journalism Seminar (3)</td>
<td></td>
</tr>
<tr>
<td>JRN 902 Journalism Project Proposal (0)</td>
<td>JRN 902 Journalism Project</td>
<td></td>
</tr>
</tbody>
</table>

Total: 30 credits

Table 6: Sample Course Configuration – Other Undergraduate Degree Holder in Enhanced 2 Year Stream

Bridging Year

<table>
<thead>
<tr>
<th>Fall – 15 credits</th>
<th>Winter – 15 credits</th>
<th>Spring-Summer – 0 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 300 Intro to Print (3)</td>
<td>JRN 305 Intermediate Print (3)</td>
<td>JRN 400 Internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required but non-credit for Master’s students <em>(this is common in other programs and at other universities)</em></td>
</tr>
<tr>
<td>JRN 302 Rights and Responsibilities (3)</td>
<td>JRN 306 Intermediate Broadcast (3)</td>
<td></td>
</tr>
<tr>
<td>JRN 301 Intro to Broadcast (3)</td>
<td>JRN 307 Investigative Journalism (3)</td>
<td></td>
</tr>
<tr>
<td>JRN 304 Foundations of Interviewing (3)</td>
<td>JRN 308 Journalism Topics (3)</td>
<td></td>
</tr>
<tr>
<td>JRN 303 Research Techniques (3)</td>
<td>Non-JRN elective (3)</td>
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</tr>
</tbody>
</table>

Total: 30 credits

Completion Year

<table>
<thead>
<tr>
<th>Fall – 12 credits</th>
<th>Winter – 9 credits</th>
<th>Spring-Summer – 9</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>


JRN 800 Advanced Investigative Methods (3)  JRN 802(402) Advanced Broadcast (3)  credits  JRN 902 Journalism Project (9)
JRN 810 Critical History (3)  JRN 811(411) Documentary Theory and Production (3)
JRN 880 Critical Approaches (3)  JRN 818 Advanced Journalism Seminar (3)
800/900- level Outside Elective (3)  JRN 902 Journalism Project (0)
JRN 902 Journalism Project Proposal (0)

Total: 30 credits

5. ADMISSION REQUIREMENTS

Two types of students will be eligible for admission.

1. Students with neither an undergraduate degree in journalism nor professional experience – but who hold an undergraduate degree in another discipline – will be accepted as bridging students. They will be expected to successfully complete a select list of core undergraduate journalism courses, with a minimum 70 per cent average, before moving into graduate courses.

Bridging courses include:

Fall Semester
- Intro to Print (with lab)
- Rights and Responsibilities of the Journalist
- Intro to Broadcast (with lab)
- Foundations of Interviewing
- Research Techniques

Winter Semester
- Intermediate Print (with lab)
- Intermediate Broadcast (with lab)
- Investigative Journalism
- Contemporary Issues in Journalism
- 300 level JRN elective

Spring-Summer
- Internship

2. Students with an undergraduate degree in journalism and mid-career journalists with substantial professional experience of at least three years and an undergraduate degree in an area other than journalism may be accepted immediately into the one-year intensive graduate program. The Graduate Studies committee will assess their prior academic and professional experience on a case-by-case basis.

6. CLIENTELE TO BE SERVED

Undergraduate degree holders within the program
Over the last nine years, the School of Journalism has accepted an annual average of eight students with undergraduate degrees. In the past, these students have been willing to undertake a second undergraduate degree because there were few alternatives. However, with new graduate journalism programs coming on stream at other universities, students are aware that their undergraduate degrees will be recognized elsewhere as a foundation for a Master’s degree. By providing a graduate option at the U of R, we will be able to maintain and build on this base of students. We expect our first pool of graduate students will come from the students who are already accepted into the program with undergraduate degrees in hand.

Regional applicants

Currently the only MJ program in Western Canada is at the University of British Columbia. A University of Regina MJ will provide Western Canadian students – as well as students nationally – with a solid program that already has an established undergraduate reputation and is on par with, and in many cases stronger than, journalism programs in other regions.

Applicants from other parts of Canada

Due to a strong reputation, the School of Journalism attracts students from all parts of Canada. To our credit, some students report they have turned down Master’s program admissions to join our undergraduate program. However, each year an average of five degree-holding students withdraw their applications during the process. Although they do not have to give a reason for withdrawal, several have mentioned they have been accepted into Master’s programs elsewhere. Based on this experience, we believe a graduate program at the University of Regina will allow us to retain these applicants and be a strong draw for additional applicants.

Our graduates / Mid-career journalists

We have a pool of over 800 graduates who are potential graduate students. Many mid-career journalists will welcome a break from their daily work to continue their education and develop a substantive journalism project. In a survey distributed to 128 graduates in June 2010, 84.8 per cent of the 46 respondents agreed they “often think about returning to university some day” and 83.6 agreed they “would like to earn Master’s-level credits while working on a major journalistic project.”

International students

International students who have the level of English skills and experience to enter our undergraduate program are often eligible for and more interested in the challenge of a graduate studies program. With a Master’s program we will be able to strategically target international students in a manner that we have not been able to do with our undergraduate program.

7. STUDENT FINANCIAL SUPPORT AVAILABLE

EXTERNAL JOURNALISM SCHOLARSHIPS

1) BBM Canada Scholarship
Description: This CAN$4,000 cash prize is awarded to a student enrolled in a graduate studies program, or to a student in the final year of an Honours degree with the intention of entering a graduate program in Canada. The scholarship was established to ensure that there be an investment in the development of individuals, skilled and knowledgeable in research, who may be of future benefit to the Canadian broadcast industry. Must be a Canadian citizen.
Area of Study: Journalism and communications Eligibility: Canadian citizen enrolled in a graduate studies program with a communications/journalism focus Value: $4000 Student Status: Full time

2) Astral Media Scholarship
Description: One CAN$2500 annual award is given to an Anglophone student & another to a francophone student who is enrolled in, or wishes to begin or complete, a program of studies in communications (post-graduate or undergraduate), at the university level in Canada.
Area of Study: Communications/journalism Value: $2500 Eligibility: Canadian citizen Student Status: Full time post graduate or undergraduates
3) The IDRC Awards for International Development Journalism
Description: The IRDC awards are granted to full-time graduate students who are currently enrolled in, or are graduates from the preceding academic year of a Master of Arts in Journalism program, or Graduate Diploma in Journalism, and are based on good academic achievement. The recipient of the award spends approximately 4-10 months in a developing country to enhance his/her knowledge of international development and international reporting issues. The award of up to $20,000 covers living, research, equipment and travel expenses, while the awardee undertakes field research in the developing country.
Area of Study: Journalism
Value: Up to $20,000 Eligibility: Enrolled in graduate studies program, high academic achievement
Student Status: Full time

4) The Gil Purcell Memorial Journalism Scholarship for Native Canadians
Description: To encourage native Canadians to pursue a career in journalism through study at a Canadian postsecondary institution. It was established in 1990 in honor of Gillis Purcell, general manager of The Canadian Press, the national news agency, from 1945 to 1969. Many of the strengths and traditions of Canadian journalism had their roots in his dedication to the quality of journalism. Includes an offer of summer employment with Canadian Press.
Area of Study: Journalism
Value: $4,000
Eligibility: To be awarded to a native Canadian (status or non-status Indian, Métis or Inuit) who is enrolled at a Canadian university or community college. The student must either be enrolled in a journalism program or actively involved in a volunteer capacity with a student newspaper or broadcast station. The scholarship is open to both French and English-speaking native Canadians.

5) The Keith Gilmour Agricultural Journalism Award
Description: Two $2,500 scholarships are offered to individuals in a post graduate degree program in agriculture, agricultural journalism and veterinary medicine at a recognized university, leading to a career in the field of agriculture.
Areas of Study: Agricultural journalism, veterinary medicine, agriculture
Value: $2,500 (2 scholarships annually)
Eligibility: Applicant must have completed a minimum of one year of college or university education and must be enrolled in the fall semester for another year of studies in a recognized college or university.
Student Status: Undergraduate or graduate

6) Spencer Moore Scholarship
Description: Scholarship for an outstanding journalism student.
Area of Study: Journalism
Value: $3,000 Eligibility: Student enrolled in a recognized university journalism program.

7) Dr. GRA Rice Scholarship
Description: A scholarship for students enrolled in a broadcast journalism course at either a college or university, or those enrolled in other college or university programs with a broadcast journalism option.
Area of Study: Broadcast
Value: $2,000
Eligibility: Senior undergraduate and graduate students

8) The Canadian Press/Eric Murray Broadcast Scholarship and Internship for Aboriginal Persons and Members of a Visible Minority
Description: A scholarship for journalism students, including a summer job with Broadcast News or Canadian Press.
Area of Study: Journalism
Value: $2,000 Eligibility: Visible minority and Aboriginal students.

9) The RTNDA Barbara Frum CBC Scholarship for Interviewing
Description: A scholarship for students enrolled in a broadcast journalism course at either a college or university, or those enrolled in other college or university programs with a broadcast journalism option.
Area of Study: Broadcast journalism
Value: $2,000 Eligibility: Open competition for all journalism students

10) The RTNDA George Clarke Scholarship
Description: A scholarship for students enrolled in a broadcast journalism course at either a college or university, or those enrolled in other college or university programs with a broadcast journalism option. Awarded to the best entry for any of RTNDA’s scholarships.
Area of Study: Broadcast journalism
Value: $2,500 Eligibility: Selected by the RTNDA from the pool of applicants for all the organization’s scholarships.

11) The BNN / Jim O’Connell Scholarship
Description: Awarded to a full time student who is seriously interested in pursuing a career in broadcast journalism.
Area of Study: Broadcast journalism Value: $2,000
Eligibility: Enrolment in a recognized broadcast program in Canada

INTERNAL GRADUATE STUDIES AND RESEARCH SCHOLARSHIPS

The Faculty of Graduate Studies and Research administers 89 scholarships for all departments and maintains a catalogue of 265 external scholarships. Included in this are FGSR Graduate Scholarships, which are historically awarded according to a rough formula of one scholarship per six students per unit. This would therefore potentially provide the School with two $6,000 scholarships annually. Additionally, our students will have access to Graduate Research Awards valued at $5,500, generally provided in Spring/Summer. In discussions with the FGSR, we have been assured our students will have access to these funds to support their capstone professional projects, which will be carried out during the Spring/Summer session. We are also examining our program application deadlines to ensure a fit with the application deadlines for the SSHRC Masters Award, valued at $17,500. As the SSHRC graduate awards favour non-traditional disciplines, we believe our students will enjoy an advantage in applying to access the pool of approximately 12 awards administered by the University of Regina annually. Journalism students are pre-screened for high grades and applications to these awards tend to be few.

FGSR-listed and administered scholarships for which Journalism graduate students would be eligible to apply include:

1) John Spencer Middleton and Jack Spencer Gordon Scholarship
Description: This scholarship is awarded to deserving students with a record of exceptional scholarship relative to others in the unit of study. In some cases it may be awarded to a student in financial need but it is primarily intended to recognize academic achievement.
Area of Study: Unrestricted
Value: $1,000
Eligibility: Full time student nominated by his/her academic unit.
Student Status: Full time

2) FGSR – Graduate Research Award
Description: Graduate Research Awards are awarded to candidates of satisfactory academic standing for the expressed purpose of allowing the student to work full time on aspects directly pertaining to his/her degree program (course work, thesis research, creative activity), and are available primarily in the Spring/Summer semester. Spring/Summer award recipients may take up to 2 weeks vacation leave without penalty. The Graduate Research Awards are funded through the Faculty of Graduate Studies and Research (FGSR).
Area of Study: Unrestricted
Value: $5,500/semester (Masters)
Eligibility: Students must be fully qualified and registered as a full-time student (6 credit hours).
Student Status: Full time

3) FGSR – Graduate Scholarship
Description: These scholarships are awarded to students of high academic standing who wish to work full-time on program requirements. These scholarships are funded through the Faculty of Graduate Studies and Research (FGSR).

Area of Study: Unrestricted  
Value: $6,000/semester (Masters)  
Eligibility: Students must be fully qualified and engaged in full-time studies in Master's or Ph.D. programs at the University of Regina. They are open to all disciplines.  
Student Status: Full time

4) FGSR – Graduate Teaching Assistantship (TA)  
Description: Graduate Teaching Assistants assist with the instructional program of undergraduate courses or laboratories.

Area of Study: Unrestricted  
Value: CUPE 2419 rates  
Eligibility: Students must be fully qualified and registered as a full-time student (6 credit hours).  
Student Status: Full time

5) FGSR – Graduate Student Travel Award  
Description: Graduate Student Travel Awards are funded through the Faculty of Graduate Studies and Research and are intended to provide financial assistant to fully-qualified students to attend conferences/events to present papers, posters or other creative works related to their research.

Area of Study: Unrestricted  
Value: Up to $500  
Eligibility: Students must be in good standing who is enrolled in a graduate program at the University of Regina. The conference must be relevant to the student's program. Students may not receive the funding more than once at the Master's level.  
Student status: Full time and part time.

6) University of Regina Teaching Assistants Bursary  
Description: The intent of this bursary is to provide recognition and funding assistance to a University of Regina student pursuing a degree. The donor is CUPE 2419.

Area of Study: Unrestricted  
Value: $500  
Eligibility: Student must meet the following criteria:  
- must be registered full-time in the semester the bursary is presented  
- minimum Cumulative Grade Point Average (CGPA) of 75%  
- financial need will be considered  
- an essay topic, relating to an issue facing the labour movement, not to exceed 250 words, must accompany the bursary application form

Student status: Full time

7) Graduate Centennial Merit Scholarship  
Description: The intent of these scholarships is to attract and retain high calibre students to the University of Regina. These awards will be offered to students who have outstanding academic records, show research promise; and are registering as fully-qualified students in any master's degree program at the University of Regina. There will be two categories of the Centennial Merit Scholarships, one for thesis/project/practicum/exhibition based master's students and the other for course-based students. These scholarships will be awarded based on a nomination from the Graduate Co-ordinator/Chair.
Area of Study: Unrestricted  
Value: $6,500  
Eligibility: To be eligible, a student must:  
☐ be accepted as a fully-qualified student in any Master's degree program at the University of Regina  
☐ be academically exceptional for the discipline (minimum CGPA of 80%)  
☐ be registered as a full-time student (minimum 6 credit hours) in the semester in which the award is to be presented  
☐ may hold other employment (on or off-campus) to a maximum of 12 hours per week only  

Student Status: Full time  

8) City of Regina Henry Baker Scholarship Program  
Description: The purpose of the Henry Baker Scholarship Program is to:  
☐ support superior students at the University of Regina, First Nations University and SIAST;  
☐ support the aim of the City's economic development strategy to foster the potential of Regina's growing aboriginal community;  
☐ reflect the City of Regina's commitment to employment equity; and  
☐ recognize the important role the University of Regina, First Nations University of Canada and SIAST play in our community.  

Area of Study: Unrestricted  
Value: $2,000 (2 awards)  
Eligibility: Registered as a full-time master's or doctoral student at the University of Regina; minimum 80% GPA; thesis that relates to the community.  
Student Status: Full time  

9) John R. Kowalchuk Graduate Studies Scholarship  
Description: The scholarship is a reflection of Mr. Kowalchuk's pride in his province and in his Ukrainian heritage.  

Area of Study: Unrestricted  
Value: $1,250  
Eligibility: The scholarship is made available to full-time students in the Faculty of Graduate Studies and Research who are studying Saskatchewan or Prairie culture or history. Preference will be given to those whose focus includes an aspect of Ukrainian studies and research. Applicants must have a weighted average of at least 70% and must be enrolled in a minimum of six credit hours of study.  
Student Status: Full time  

10) University of Regina Alumni Association Leadership Awards  
Description: The intent of this award is to encourage graduate students to complete their degree at the University of Regina. Selection will be based not only on academic achievement, but also on an applicant's leadership skills and contributions to his/her community and/or the University community. The Alumni Association will encourage the recipient of the award to become involved with the Association while still students on campus and to provided input into the Association's student relations programming.  

Area of Study: Unrestricted  
Value: $2,800  
Eligibility: Full or part time, minimum 80% GPA, Demonstrate through application in writing, not to exceed one page, an application of leadership skills and community involvement through previous and current volunteer activities  
Student Status: Full time or part time
11) Aboriginal Graduate Awards Program

Description: The purpose of these awards is to encourage and support Aboriginal students in graduate studies in a diverse range of programs. Funding for this award is provided by the Faculty of Graduate Studies and Research.

Area of Study: Unrestricted
Value: $2,500
Eligibility:
- Aboriginal students who are registered in a graduate program other than one that is course-based.
- Awards are available to both part-time and full-time students.
- Must be Fully-qualified or a Qualifying student.
- Preference will be given to those students entering their first semester of graduate studies.
- Financial Need will be considered.

12) Anne Rigney Graduate Scholarship

Description: The scholarship is awarded to worthy students with the opportunity to begin graduate program at the University of Regina.

Area of Study: Unrestricted, Entrance awards
Value: $6,000
Eligibility: Any student admitted entering first year as a fully-qualified student into a program leading to a graduate degree in any discipline at the University of Regina is eligible. The award will be based on academic merit with financial need also being considered. Students previously registered in a graduate program at the University of Regina are ineligible.
Student Status: Full time

13) Dr. E.C. Leslie Graduate Student Entrance Scholarships

Description: As legacy to Dr. Leslie’s activities as an advocate of post-secondary education, the scholarships provide recognition and funding support to bachelor’s degree graduates of Canadian universities, entering Master’s or Doctoral programs offered at the University of Regina.

Area of Study: Unrestricted, Entrance awards
Value: 3 awards, $5,000 each
Eligibility: The applicant must have completed a bachelor's degree from a Canadian university, be entering any Master's or Doctoral programs offered at the University of Regina, be a full-time or part-time entering graduate student with a minimum term grade point average (TGPA) of 80%, and demonstrate through application in writing, not to exceed one page, an application of leadership potential, sense of social responsibility through volunteer accomplishments and financial need.
Student Status: Full time or part time

14) Coca-Cola Graduate Study Award

Description: This award reflects Coca-Cola’s support for student centered initiatives at the University of Regina through its Vision 20/20: A Partnership for Tomorrow.

Area of Study: Unrestricted
Value: $750
Eligibility: This award will be made in the Fall semester to a graduate student in good standing who has demonstrated satisfactory achievement in course work as well as appropriate progress towards the
completion of the research requirement. The candidate must also be able to provide evidence of leadership in Graduate Studies by way of participation in a graduate student organization.

Student Status: Full time

15) Graduate Student Scholarly Research Award

Description: The Graduate Student Scholarly Research (GSSR) Awards are funded through the Faculty of Graduate Studies and Research. These awards recognize and reward exceptional examples of scholarly research by graduate students. The nominees are chosen by faculty/department selection committees.

Area of Study: Unrestricted
Value: $1,000 each (6 awards)
Eligibility: Eligible examples of scholarship include original research conducted by Ph.D. students, graduate course research papers, conference presentations and publications. The work must be clearly attributable to the student and cannot be a thesis/project proposal. Graduate course research papers must be original papers and co-authored work must be predominantly that of the applicant.
Student Status: Full time

16) Graduate Students' Association Scholarship

Description: This scholarship was established by the GSA to assist both part-time and full-time graduate students with their studies at the University of Regina. Selection will be based not only on academic achievement, but also on an applicant's contributions to the University community. Four awards will be presented annually; two in support of part-time students, and two in support of full-time students. One award will be presented to a full-time domestic (Canadian or permanent resident of Canada) and one award will be presented to a full-time international graduate student. In the event that there are no eligible candidates in either of these full-time categories, the two awards will be presented to the students who best meet the criteria.

Area of Study: Unrestricted
Value: 2@ $750 (part-time); 2@ $1250 (full-time)
Eligibility: To be eligible, you must meet the following criteria:
Full-time
Full-time graduate student; minimum cumulative grade point average (CGPA) of 80%; demonstrated through an application in writing, not to exceed one page, volunteer involvement within the University.
Part-time
Part-time graduate student; minimum cumulative grade point average (CGPA) of 80%; demonstrated through an application in writing, not to exceed one page, volunteer involvement within the University or community.

17) University of Regina Family Scholarship

Description: The University of Regina Family Scholarship was established at the University of Regina in 2009 to assist dependents of University of Regina employees who are pursuing studies at the undergraduate or post-graduate level. Eligible recipients must be a recognized dependent of a CUPE Local 1975-01 employee, an Administrative Professional and Technical employee, an Academic Staff Member, or an Out-of-Scope employee.

Area of Study: Unrestricted
Value: Multiple awards of $500 per student per semester (to a max of $1000 per student per year)
Eligibility: For Graduate Students entering the first year of a degree program:
- pursuing a Master's or Doctoral program at the University of Regina
- registered and remains registered as a full time graduate student in at least two semesters in the first year of graduate studies
- has a minimum cumulative grade point average (CGPA) of 80%
is a recognized dependent of a University of Regina employee as defined by the current University of Regina Benefits Plans.

For Continuing Graduate Students:
- pursuing a Master's or Doctoral program at the University of Regina
- registered and remains registered as a full time graduate student in at least two semesters in the year pertaining to the award
- minimum cumulative grade point average (CGPA) of 80%
- is a recognized dependent of a University of Regina employee as defined by the current University of Regina Benefits Plan

For students chosen in the fall semester, awards will automatically be renewed for the winter semester in the amount of $500 if the student maintains a Term Grade Point Average (TGPA) of 80% in the previous fall semester and provided that they remain registered full-time in the winter semester.

**Student Status:** Full-time

**INTERNAL SCHOOL OF JOURNALISM SUPPORT**

The School of Journalism already has one of the highest levels of scholarship support among university departments. As a first step toward supporting graduate scholarships, we have decided to dedicate our most recent scholarship endowment, the Kay Robbins Scholarship, toward the proposed MJ program.

From this base, we will continue building onto the list of available scholarships through approaches to potential corporate, individual and organizational sponsors. If the program goes forward, we would also apply to be a host university for an IDRC international development journalism award, a significant study support ($20,000) for journalism graduate students.

**Travel assistance**

In addition to FGSR-administered travel assistance of up to $500, CTV sponsors an annual travel fund of $1,600 to the School of Journalism for assistance with student travel. Students may apply individually for these funds, or the funds may support group activities. As well, students will be eligible for Conference Travel Awards.

**Teaching assistant positions**

The School's annual TA budget will allow us to offer some limited employment support to qualified mid-career journalists taking the Master's program. Based on the rough formula of one assistantship per six students, and projected graduate enrolment of 15 students, we anticipate potential access to two FGSR-administered assistantships annually.

8. EVIDENCE OF STUDENT DEMAND

(FOR MORE COMPLETE INFORMATION, PLEASE SEE ‘PROGRAM COMPARISON – FEASIBILITY STUDY’)

There is a history of demonstrated student demand for a Master’s program that dates back to the School’s founding days, with discussion of the conversion from BJ to MJ being part of the discussion around successive unit reviews. In 2002 the School undertook an alumni tracking survey that included questions about a potential Master’s program in journalism. Of 41 respondents, 34 were favourable to the idea, while seven felt they had enough education, or would like to pursue a Master’s in a different field. Those who were favourable tended to think a graduate program would add to the School’s reputation and would be of interest to those living and working in Western Canada. Several suggested the ability to complete a degree with minimum disruption to their work would be important to them, hence our emphasis on an intensive one-year program.6
The School has an already established flow of post-graduate applicants to the program even without Master’s recognition, a significant achievement. This represents ‘pent-up demand,’ and a significant opportunity for renewal and successful re-positioning. It is reasonable to expect that the School can build on a solid first year foundation of the 10 new students who have over the last seven year average, registered for the BJ program, i.e. with a degree already in hand. Even without additional applicants drawn to the new graduate designation, this would mean 20 out of 52 students would be in the MJ stream by the second intake.

In addition to considering demand already within our student body, in June 2010 we undertook a second tracking study that specifically addressed the educational aspirations of our graduates in the field. As summarized in our Feasibility Study:

- 97.7 per cent believe “continuing education is important for journalists.”
- 84.8 per cent report they “often think about returning to university some day.”
- 83.6 per cent say they “would like to earn Master’s-level credits while working on a major journalistic project.”
- 52.7 per cent report that their employers provide “education leave and/ or supports for continuing education.”

Further to this evidence of demand among our graduates, recent experience indicates students will go elsewhere to gain the learning experience and degree they want. Our feasibility study notes that out of 148 degree-holding applicants accepted over the last nine years, almost a third withdrew (42 students). By contrast, out of 217 accepted applications from non degree-holders, only fourteen per cent withdrew (27 students). Post-graduate applicants are thus twice as likely to withdraw their applications to the School than their non degree-holding peers.

84.8 per cent of the School’s Bachelor’s degree holders report they “often think about returning to university some day.”

Although students are not required to state their reason for withdrawal, through entrance interviews and anecdotal conversations, we are well aware they are also applying for MJ programs and have a preference for the higher degree if offered a spot elsewhere. In the past five years, we have recorded eight accepted applicants who volunteered they were accepted into such programs, and we have reason to believe there are more, including degree-holding students who do not even apply to our School. In conversation, several have expressed regret they must travel further to obtain a Master’s. Their preference would have been a comparable degree at the University of Regina. For example, one of our professors came across a student from Saskatoon during a visit to Ryerson. The student remarked her preference would have been to study in Regina, for its proximity and because she believed the U of R program was superior. However Ryerson offered a higher degree. We suspect potential students are being drawn off mainly by the UBC program, as well as to the new Central Canadian MJ programs. In addition to the already-existing demand among our registered students, this trend indicates an additional unmet demand in the wider marketplace.

9. EMPLOYMENT POSSIBILITIES FOR GRADUATES

A journalism degree typically lends itself to a wide range of professions. Graduates are equipped with a broad interdisciplinary background and a firm grasp of analysis, investigation and communications. In addition to working in newsrooms, they typically find employment in public service, communications and research.

A Master’s program will align our teaching with demonstrated labour force demand. Our world is growing increasingly dependent on information and communications media, leading to a projected shortage of graduates with the high-level media and communications skills needed by Canadian employers.
National Overview

Canada has experienced a steady expansion of the media and communications sector in recent decades, generating increased demand for the occupational classification that includes writers, editors, journalists and communications professionals (Code 512: Writing, Translating and Public Relations Professionals). Although there was some employment contraction related to media consolidation in recent years, Human Resources and Skills Development Canada reports employment rates remain above average in this sector. Job openings are projected to exceed the number of available workers during the period 2011 through to 2020.

A Master’s program will align our teaching with demonstrated labour force demand.

HRSD Canada predicts a labour shortage in communications and media through to 2020.

Specifically, an expected 54 per cent retirement turnover and 33 per cent expansion will contribute to 58,262 job openings for 54,459 communications and media job seekers, leading to a labour shortage.

Table 7: Projection of Cumulative Job Openings and Job Seekers Over the Period 2011 - 2020

<table>
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<th>Level</th>
<th>Share</th>
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<tr>
<td>Expansion Demand:</td>
<td>19,337 33%</td>
</tr>
<tr>
<td>Retirements:</td>
<td>31,316 54%</td>
</tr>
<tr>
<td>Other Replacement Demand:</td>
<td>4,720 8%</td>
</tr>
<tr>
<td>Emigration:</td>
<td>2,888 5%</td>
</tr>
<tr>
<td>Projected Job Openings:</td>
<td>58,262 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leavers:</td>
<td>46,754 86%</td>
</tr>
<tr>
<td>Immigration:</td>
<td>6,181 11%</td>
</tr>
<tr>
<td>Other:</td>
<td>1,523 3%</td>
</tr>
<tr>
<td>Projected Job Seekers:</td>
<td>54,459 100%</td>
</tr>
</tbody>
</table>

Human Resources and Skills Development Canada 2013.

Fig. 1: Employment Level: Occupation Code 512

This corresponds to trends identified in the most recent available census data, which provides a more detailed breakdown by occupation sub-code. In 2006, 91,455 Canadians were employed in journalism-related occupations, including writers, editors, journalists and communications professionals, with the last two census reports indicating growth in all areas.

Table 8: Journalism and Related Occupations – Numbers Employed
Census Year  |  20019  |  200610  
Authors and writers  |  21,520  |  25,020  
Editors  |  12,480  |  16,210  
Journalists  |  12,960  |  13,320  
Communications professionals  |  27,465  |  36,905  

Statistics Canada 2006 Census.

Among those listing their occupation as ‘journalist,’ the most significant employers were the publishing and broadcast industries, followed by the performing arts and ‘other information services.’ The classification enjoyed a high employment rate; out of 13,320 journalists, just 510 were unemployed. Journalists aren’t among the highest paid workers in Canada, and pay cheques can vary widely from workplace to workplace, particularly in rural areas, but overall they do enjoy above-average income. The average employment income of a journalist was $54,335 in the last census, well above the national average of $36,301.

**Fig. 2: Employment Income**

Statistics Canada 2006 Census.
Journalists
$54,335

**Employment and Education Trends**

In its early days, modern journalism relied on in-house apprenticeship as the path to a career. Entrants to the workforce started as ‘copy boys’ and ‘copy girls,’ running stories between the reporters’ and editors’ desks. Those who seemed bright and ambitious were tapped for reporting duties and mentored in the craft. Today’s labour force trends illustrate a different landscape, in which formal education outside the industry is increasingly valued. There is a rising emphasis on employees who are able to undertake critical analysis of an increasingly complex and inter-related world. This is reflected in the 2006 census, which found just 225 journalists out of the total 13,320 held no certificate, diploma or degree, something that would have been commonplace fifty years ago. The majority held university-based credentials, numbering 7,755, compared to 2,520 with a college, CEGEP or other non-university certificate or diploma. An upward educational creep is comparatively small but significant: among the university graduates, 1,465 held Master’s degrees, while 95 had earned doctorates.

Notably, there is a direct correlation between educational levels and income, providing incentive for a trend in favour of higher education. As journalists move up the education ladder from technical training to university-based education, their average income increases accordingly.

**Table 9: Occupational Classification – JOURNALISTS**

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Average Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>All education levels</td>
<td>$46,616</td>
</tr>
<tr>
<td>Certificate or diploma below a Bachelor's degree</td>
<td>$43,068</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>$49,016</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>$49,590</td>
</tr>
</tbody>
</table>

Statistics Canada 2006 Census

**Fig. 3: Education and Income**

Statistics Canada 2006 Census.
Regional Perspectives

The 2008 economic downturn undoubtedly affected journalism employment, with some high profile consolidations and layoffs at Canadian media outlets. However, as noted by HRSDC, the overall trend has been upward. This is particularly the case in Western Canada. The post-2008 impact varied according to regions, with journalism employment prospects described as “limited” in central Canada but fair to good in the western provinces. This outlook included some significant growth, consistent with the relative health of the Western Canadian economy. British Columbia, for example, recorded 1,290 journalism jobs in 2010, with 250 new jobs and 200 retirement openings predicted by 2015, a combined increase of 35 per cent. Alberta reported above average wages and “job openings due to turnover” for journalists. Saskatchewan has also experienced sector growth, with two new urban dailies and several start-up magazines recently joining the media landscape.

In July 2010, the School of Journalism circulated a survey to a sample list of 21 urban and rural journalism employers in Saskatchewan and Alberta. The results concurred with a general movement toward higher education among new hires. The 12 respondents unanimously reported that 100 per cent of their new hires in the past five years had university degrees. Additionally, 66.7 per cent agreed with the statement that, compared to 20 years ago, journalists have more post-secondary education; 25 per cent felt the education level was about the same, and none responded that today’s journalists are less educated.

Overall, 83.3 per cent of respondents felt formal journalism education had a positive impact on work performance, and 83.3 per cent felt that the more formal journalism education a job applicant has the greater their competitive advantage. Of the two who responded that education was a ‘neutral’ factor, one added in the comments field that a university degree is preferred, although sometimes a technical certificate is acceptable.

Fig. 4: Value of Journalism Education – Employer Perception

School of Journalism Employer Survey July 2010

Saskatchewan

Saskatchewan is the most important job market for our graduates. Following our June 2010 survey on educational aspirations, in July 2010 we circulated a second online survey to 128 graduates since 2004, this one addressing their employment situations. Of the 45 respondents, 72.1 per cent were located in Saskatchewan, followed by 9.3 per cent in Alberta, 7 per cent in Manitoba, 4.7 per cent in British Columbia, and 2.3 per cent each in Nunavut, Ontario and ‘international.’

This correlates with trends in employment opportunities. In its last available report, published in 2010, Saskatchewan Job Futures noted Saskatchewan had undergone an explosive growth in journalism employment in recent years, rising an “incredible” 63 per cent between 2000 and 2005. This growth was expected to begin leveling off through to 2013, due to the relative youth of the incoming workforce, however the outlook remained fair. The Job Futures report further noted that journalists were well paid in Saskatchewan. In 2005, the average full-time income for journalists was $42,300 per year. This marked an increase from 2000 and remained in line with the provincial full-time average for all occupations that year ($42,300 per year). On average, journalists employed in Regina and Saskatoon earned more than journalists employed elsewhere in the province. Notably, few journalists in the province worked part time, indicating the labour force had not been heavily casualized. In 2005, 71 per cent of all Saskatchewan journalists were employed on a full-time basis, a substantial increase from 2000. The outlook for these occupations in Saskatchewan remained resilient through the 2008 downturn, with “fair” employment prospects and above average incomes for journalists, communications professionals and editors. As of June 2010, there were 1,775 Saskatchewan residents employed in occupations related to a journalism degree.
Journalism work is primarily urban-based and the majority workforce (59 per cent) is female. Employment for journalists is concentrated in Saskatchewan's two large cities. Nearly 70 per cent of all Saskatchewan journalists were employed in Regina or Saskatoon in 2006; 39 per cent in Regina and 27 per cent in Saskatoon.

Our own survey of employers revealed optimistic employment prospects consistent with a rising economy. In the past five years, the majority (58.3 percent) had added positions, and The majority of respondents to our employer survey anticipate adding positions in the next five years and, given the opportunity, would welcome MJ grads. the same percentage anticipated they will add more positions in the next five years. None reported that they expected to lose positions.

The majority predicted a future retirement turnover of 10 to 25 per cent of staff. Significantly, 70 per cent said that, given the opportunity, their workplace would welcome U of R Master’s of Journalism grads, and an additional 10 per cent said they would consider it.

Table 10: Saskatchewan Job Futures Assessment

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Average Annual Wage</th>
<th>Number Employed</th>
<th>Projected Employment Opportunities to 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editors</td>
<td>$57,900</td>
<td>210</td>
<td>Fair</td>
</tr>
<tr>
<td>Editors review, evaluate and edit manuscripts,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>articles, news reports and other material for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>publication or broadcast, and co-ordinate the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities of writers, journalists and other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>staff. U of R offers a Bachelor's degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>program through the School of Journalism.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalists</td>
<td>$53,000</td>
<td>425</td>
<td>Fair</td>
</tr>
<tr>
<td>Journalists research, investigate, interpret</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and communicate news and public affairs through</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>newspapers, television, radio and other media.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of R offers a journalism degree. FNUniv offers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a two-year Indian Communication Arts (INCA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Relations and Communication Professionals</td>
<td>$56,400</td>
<td>785</td>
<td>Fair</td>
</tr>
<tr>
<td>Public relations and communications professionals develop and implement communication strategies and information programs, publicize activities and events and maintain media relations on behalf of businesses, governments and other organizations. Individuals seeking work in his field may earn a Bachelor's degree in Journalism from U of R. FNUniv offers an Indian Communications Arts program.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sask Job Futures, June 2010.

**Fig. 5: Future Job Opportunities**

School of Journalism Employer Survey July 2010

The optimism was also reflected in our survey of recent graduates. Of the 45 respondents to our July 2010 graduate survey, an astounding 90.2 per cent reported they were in salaried employment during the first year after graduating, while 24.4 per cent did freelance journalism work either solely or on the side to add to their income. None reported being unemployed, with the remainder spending their time traveling or continuing their education.

**Fig. 6: Employment of Graduates**

School of Journalism Graduate Employment Survey July 2010.

Note: Because some respondents were freelancing and salaried at the same time, combined responses exceed 100 per cent.

Asked to describe their first ‘real job,’ just 13.3 per cent reported that it was outside the field of journalism. The majority of first jobs were full time (68.9 per cent). As for current employment status, 86.7 per cent were freelancing or employed, 6.7 per cent were unemployed, with the remainder on leave or outside the workforce by choice.

Job duties were varied, ranging from news reporting to developing Web media strategies, and some were independent freelancers. Of those who provided detailed employer information, the majority (55 per cent) were employed directly by news outlets, with the remainder split between government, NGOs, crown corporations, and local authorities such as school boards and regional economic development centres. Asked to comment on their feelings about future employment, the majority (57.8 per cent) described themselves as “optimistic” while 17.8 per cent were “neutral.” Surprisingly, although several reported that newsrooms had been squeezed by the 2008 economic downturn, only 13.3 per cent were “pessimistic” about the future.

**Fig. 7: Types of Employment**

School of Journalism Graduate Employment Survey, July 2010

The Class of 2012

A snapshot of the graduating class of 2012 reveals that positive employment trends have continued and deepened since our 2010 survey. Of 24 students who graduated in 2012, 17 are employed as journalists in news outlets, one is an independent filmmaker working on her second documentary film, two are employed in communications, two are employed in sales work, and two are unknown.

**Fig. 8: Class of 2012 – Where Are They Now?**

Saskatchewan and Western Canada remain the important markets for our graduates. Employers of the class of 2012 are:

- CTV, Fort St John, BC
- Newstalk Radio, Saskatoon
- CTV, Saskatoon
- CBC, Regina
- CBC, Calgary, AB
- CTV, Prince Albert
Fig. 9: Type of Employers – Class of 2012

These results show Western Canada remains a healthy employment environment for graduating journalists, providing jobs directly related to students’ field of study. Additional comments we have received in our 2010 survey reveal a clear sense that graduates who work hard and are flexible have a future in journalism:

“I am optimistic about my job prospects if I continue in journalism…Most of my job offers started coming before I had even finished the program because of networking and freelancing.”

“I think that there are jobs out there for ambitious graduates.”

“I think it’s an interesting time to be a journalist. While it may be harder to get a traditional job in the media, as long as you keep up with new technology and are versatile, companies will see you as an asset. I’ve been through several rounds of layoffs unaffected.”

10. RELEVANT FACULTY EXPERTISE

(SEE ALSO APPENDIX 6 – FACULTY C.V.’S)

The School has a small teaching faculty, currently consisting of three professors, one unfilled faculty line for a broadcast professor, two lab instructors, a visiting chair, an Indigenous Issues chair and a limited and varying number of sessional appointments. Members are chosen for a combination of academic and practical experience in the field of journalism. In Canada, a Master’s degree is generally considered the terminal degree in Journalism, as there is no Ph.D. available. Consequently, core faculty members have chosen to pursue doctoral degrees in other fields. As well, all faculty members bring relevant experience as practicing journalists to the program. The latter qualification is highly valued by students and employers.

By the time the MJ program comes on track, we anticipate having the highest percentage of Ph. D. scholars of any journalism school in Canada, while maintaining the professional experience that students and industry demand.

Like many journalism programs, the Ph.D. is a relatively recent expectation at the University of Regina. In 2004, a Concordia University survey of Canadian journalism professors found that the most common degree was an M.A., with just 20 of 67 professors holding doctorates; additionally “because there are no Ph. D. degrees in journalism offered in Canada, doctorates tend to be in English, History, Political Science or Mass Communications and sometimes are not particularly relevant to teaching journalism.”11 In this context, the process of
improving academic credentials and traditional scholarship at Canadian journalism schools has been challenging, gradual and subject to competing interests, particularly as professional backgrounds and continuing work in the field remain highly valued by students and industry as relevant qualifications. As Raudsepp observes:

*Occupying that middle ground can be extremely frustrating, but no one wants to quit academia to become a strictly professional program. The value of university journalism education lies precisely in the fact that it straddles both camps and in so doing paves the way for a level of news and information and public discourse that would otherwise be difficult, if not impossible, to achieve.*

Within this context, there has been an ongoing transformation of the field of journalism education nationally and globally, a process Gasher states has acquired more urgency in recent years: "This rethinking of journalism education has occurred at conferences devoted to the topic, in journal articles and books, and in an increasing number of university board rooms." Indeed, the aforementioned 're-thinking' was the challenge accepted by the School of Journalism during its 2003-2004 Unit Review. One of the major review outcomes was a recommendation to improve scholarship and provide faculty with better support to pursue research.

Since then our progress has been steady, with the much-valued support and encouragement of the Faculty of Arts. Indeed, compared with other journalism schools across the country, we are in the forefront. Out of a core faculty of three, the School has two tenured Ph.D's and an ABD, tenure track professor. By the time the MJ program comes on track, we anticipate having the highest percentage of Ph. D. scholars of any journalism school in Canada, while maintaining the professional experience that students and industry demand.

**PROFESSORS**

**Gennadiy Chernov**

Dr. Gennadiy Chernov is an Associate Professor, specializing in broadcast media. He holds a Ph.D. in Journalism and Communication from the University of Oregon at Eugene. His M.A. is in Journalism and Mass Communications from the University of North Carolina at Chapel Hill. His undergraduate studies were in English and German languages and philology at the Pedagogical University of Volgograd, Russia.

Gennadiy also brings practical professional experience to the classroom. Beginning in 1993, he worked as a correspondent and commentator for the Russia State Broadcasting Company, Volgograd Department, before becoming producer and anchor of a weekly Current Affairs program covering events in the region. In 1996 he undertook additional training with the BBC World Service in Great Britain. In 2000 he secured an internship in international news production with CNN in Atlanta, before leaving the profession to further his academic studies.

As a scholar, Gennadiy's research interests are in communication studies, psychological mechanisms of media effects and commercialization of television news. His specialization is experimental methods in agenda-setting studies. This work draws on his skills as a combined qualitative and quantitative researcher. Gennadiy has the necessary theoretical and practical knowledge to develop and teach our core research methods course, JRN 800 – Advanced Investigative Methods. He was tenured in 2011 and is accredited to co-supervise.

**Mitch Diamantopoulos**

Dr. Mitch Diamantopoulos is an Associate Professor. He has also served as Department Head of the School of Journalism since 2007. His background includes a mix of teaching, professional and academic experience.

Mitch completed his B.A. Honours (Sociology and Psychology) and his M.A. (Social Studies) at the University of Regina. His thesis is titled *Legitimation, Hegemony and the Media: A Gramscian Account of*
the Rise of the New Right in the U.S. and Canada. He holds a Ph.D. from the University of Saskatchewan (Interdisciplinary Studies, 2011); his dissertation is titled Globalization, Social Innovation and Cooperative Development: A comparative analysis of Québec and Saskatchewan from 1900 to 2010. During the course of his studies he received several scholarships, including the prestigious Queen Elizabeth II Scholarship in Parliamentary Studies. His dissertation was recognized by the Association of Non-Profit and Social Economy Research (ANSER) as the year’s best in the Canadian field. Since 2007, he has edited an anthology (Thirty Years of Journalism & Democracy in Canada) and published four peer-reviewed journal articles. He currently has one article in review, three book chapters in press & a book manuscript (based on his dissertation) in development. Most recently, he was awarded the Best Article Award (2013) by the Association of Non-Profit and Social Economy Research Journal (ANSER-J) for “The Cooperative Development Gap in Québec and Saskatchewan 1980 to 2010: A Tale of Two Movements”, (Vol 2, No 2).

As a professional, Mitch’s background includes innovations in new forms of media organization and ownership. These include the implementation of employee ownership and co-operative governance models. He is a founder of two nationally recognized and award winning city papers (Planet S Magazine, launched in Saskatoon in 2002 and prairie dog magazine, launched in Regina in 1992). One out of three urban adults in Regina and Saskatoon now read one of these independent, local papers. In 2007, he led the launch of the Saskatoon magazine's online edition, www.planetsmag.com. Mitch thus brings a unique perspective and over 15 years of intensive frontline experience in social enterprise, alt-weekly journalism and organizational development to the School. While continuing his work as a journalist, editor and media developer, Mitch also taught as a sessional lecturer at the School of Journalism and Department of Sociology, and was an occasional contributor to CBC and Briarpatch magazine.

With research interests in the political economy of mass media and historical sociology of journalism, Mitch is well prepared to teach the proposed new history and theory courses, JRN 802 – Critical History of Journalism and JRN 880 – Critical Approaches to Journalism. He developed the outlines for these courses and has taught well-received pilot versions of them at the undergraduate level. He was tenured in 2012 and is accredited to co-supervise.

Patricia Elliott
Patricia Elliott has served as an Assistant Professor at the School of Journalism since 2008. She previously taught as a regular sessional lecturer and occasional term appointment since 2001, making her one of our most long-serving faculty members. In addition to teaching, Trish is an ABD Ph.D. candidate in Interdisciplinary Studies at the University of Saskatchewan. Her dissertation research is titled Independent Voices: Third Sector Media Development and Local Governance. Trish currently holds a B.A. in History (1982) and an M.A. in Media Production and Studies (2008) from the University of Regina. Her M.A. thesis, titled Another Radio is Possible: Community Radio, Media Reform and Social Change in Thailand, documented the media activities of semi-underground migrant workers from Burma in northern Thailand.

Her professional interest in Southeast Asia dates back to 1990, when she worked as a news reporter for the Bangkok Post, specializing in refugee issues and the heroin trade, including frontline correspondence from conflict zones in eastern Burma and rural Cambodia. In Canada, Patricia worked as a regular feature contributor to two national magazines, Saturday Night and Canadian Living, specializing in investigative features of national interest, including the blood scandal, abuse in youth group homes, the Bernardo investigation, the international drug trade and workfare programs. Her work has been cited by the Canadian Centre for Investigative Journalism, the Canadian Association of Journalists and the National Magazine Awards Foundation. She brings to the classroom a tough brand of professional experience, with heavy emphasis on original research. She also has a strong background in action research and community engagement, and is the outgoing Director of the Faculty of Arts Community Research Unit. From this experience, she is well placed to develop and guide the implementation of our Professional Project requirement.
Patricia Bell

Patricia Bell is an Adjunct Professor and Visiting Chair, and a former Department Head of the School of Journalism. Serving the School since 1999, she has played a key role in moving our educational approaches toward more thoughtful, in depth journalism, and in recruiting a new generation of faculty members to carry the School’s vision forward. Her experience includes overseeing the School’s internship program for several years, helping guide the last Unit Review, and guiding the School through various program and faculty changes with a steady hand, always remaining focussed on the best interests of our student body. Today she remains a highly valued asset, providing guidance and support in developing the Master’s Program Proposal. She also brings to the table experience and perspectives from the industry side of journalism, having worked for some of Canada’s most prominent media enterprises, including the Globe and Mail and the Ottawa Citizen. During more than three decades as a journalist, she reported for seven years from south and southeast Asia, covering issues of health, education and economic development. As a staff writer, she served as a reporter, columnist and, for the Ottawa Citizen, as a member of the editorial board. As well as writing about human rights, she took a leading role in working for equity in the newsroom and beyond.

Shannon Avison

Shannon Avison coordinates the Indian Communication Arts program at the First Nations University of Canada in Regina. An Assistant Professor with an MA in Media Studies (Concordia), she manages INCA’s Summer Institute and internship program. She teaches Aboriginal Media History and has researched Aboriginal Newspapers and the public sphere. She is accredited to co-supervise.

LAB INSTRUCTORS

Robin Lawless

Robin Lawless is a Lab Instructor II, specializing in broadcast media. Robin has over 30 years’ experience in the broadcast industry. He has filmed news, current affairs, documentaries and feature films in over 26 countries around the world. His work history includes National Geographic, CBC, CTV and many other top news agencies and production companies. He is experienced with all types and formats of cameras, lighting for film and videotape, and analog and digital editing. He has won various national and international awards for his work including the Saskatchewan Motion Picture Industry’s Videographer of the Year Award in 2002. Robin has long-standing ties to First Nations communities in Alberta. He studied the Hopi Tribes’ ancestral connection to Chaco Canyon and produced a multi-media exhibition. Fine art photography of the sites at Chaco Canyon was combined with the voices of Hopi clan elders. They described their migration routes and their specific connection to some of these pre-historic and historic architectural sites. This background and perspective will be a valuable asset to program development and in assisting student projects. He will also play an important role in ensuring our technical requirements keep pace with industry standards.

Mark Taylor

Mark Taylor is a graduate of the School of Journalism (2004), where he distinguished himself as an outstanding student, winning numerous scholarships and consistently holding a position on the Dean’s list. He also holds a Bachelor of Arts (2000) in Film Studies from the U of R. After working as an intern at the Saskatoon Star-Phoenix and then a reporter/photographer at the Moose Jaw Times-Herald, Mark Taylor struck out on his own as a freelancer in 2007. Since then his stories and photos have appeared in The New York Times, Washington Post, The Globe and Mail, National Post, Maclean’s Magazine and numerous other daily newspapers throughout Canada and the United States. During this time Taylor also contributed to CBC Saskatchewan as a television and radio reporter, current affairs associate producer and online photographer. Mark has a strong connection to inner city issues. He helped the North Central Community Association develop their photocopied monthly newsletter into a full-fledged newspaper, the North Central Community Connection. One of his particular interests was engaging youth in the North Central neighbourhood. He developed a participatory photography project that documented life in North Central from their perspectives. This project won two Saskatchewan Arts Board grants.
Mark’s leadership of the School’s internship program will be an important contribution to the success of our Master’s program, as new placements and placement configurations are developed. He will also play a role in assisting student’s Web and print-based projects, and in ensuring our production facilities keep pace with industry standards.

**SESSIONAL LECTURERS**

The School greatly values the experience and outside perspectives sessional lecturers bring to our educational work, and we endeavour to include them in all aspects of School planning. In recent years, our sessional roster has included:

**Leonzo Barreno**
Leonzo Barreno has served the school as an Adjunct Professor and Global Chair, specializing in Indigenous, international and intercultural issues and is an active and involved member of the faculty. Formerly, Leonzo was the Director of the Indigenous Centre for International Development at the First Nations University of Canada. He developed the highly successful Aboriginal Youth Leadership Program. At the School of Journalism, he developed annual youth workshops to encourage Aboriginal and Visible Minority youth to consider a career in journalism. Throughout the development of the Master’s Program Proposal, Leonzo has provided a needed voice to ensure accessibility and equity remain primary concerns of the School. He will continue to play this role through implementation and delivery of the program. In particular, Leonzo will continue to assist in the recruitment and support of First Nations, Métis and new immigrant candidates. He will act as a bridge between our graduate students and Aboriginal and new immigrant communities and organizations.

**Nelson Bird**
Nelson Bird is News Reporter, Aboriginal Affairs Specialist and Host and Co-Producer of CTV Saskatchewan’s weekly current affairs program *Indigenous Circle*. Originally from the Peepeekisis First Nation in southern Saskatchewan, Nelson holds a degree in Journalism and a degree in Indian Studies from the University of Regina. He also has a certificate in Indian Communication Arts from the Saskatchewan Indian Federated College (now First Nations University of Canada).

**Karen Briere**
Karen Briere is a graduate of the School of Journalism, and has been a sessional lecturer at the School of Journalism since 2000, teaching agricultural reporting, print editing, political reporting, media history, research and introductory print journalism. Since 1993 she has been the legislative reporter and southern region correspondent for the *Western Producer*, a regional weekly covering agricultural issues. She is president of the Saskatchewan Legislative Press Gallery Association and past president of the Saskatchewan and Canadian Farmer Writers’ Associations. She has received numerous awards for her journalism, including the 2007 Gold Award for weekly reporting from the Canadian Farm Writers’ Association.

**Sheila Coles**
Sheila Coles is program host of CBC Saskatchewan’s *The Morning Edition*. She knows the School of Journalism and its students well; she attended the School in its early years, and has been an internship mentor to many of our students. She regularly teaches sessional courses in research and interviewing. In addition to her journalism studies at the U of R, Sheila holds a Bachelor of Arts Education, majoring in psychology, from Memorial University. She founded CBC’s internal mentoring program and has given numerous media training seminars to community members. She helped journalists at China Central Television in Beijing prepare for the launch of the country’s first English-language current affairs program.

**Trevor Grant**
Trevor Grant is a documentary filmmaker who has received multiple awards for his work in television, including a 2006 Gemini for Best Direction in a Lifestyle Program and a 2007 Best Feature Documentary Award at the Aboriginal Film and Video Festival. He holds an M.A. in Media Production and Studies from the University of Regina. Trevor’s passion for telling stories has led him to develop creative approaches and techniques that are unique in the documentary genre. His filmography includes *Flight From Darkness*, which entered the world of Paul Percy, a brilliant string theory mathematician from a remote northern Saskatchewan Dene community, as he struggled to prevail over bipolar disorder. He has directed a number of documentaries and television series abroad—in the U.S., Europe, Russia, Asia, Africa and the Middle East.

**Marie Powell Mendenhall**
Marie Powell Mendenhall is a professional writer in a variety of genres. She writes fiction and poetry as M. E. Powell or Marie Powell. In 2007, Scholastic Canada published her book *Dragonflies are Amazing!* Her poetry and fiction have been published in literary magazines and anthologies, such as *Transition*, *Pandora's Collective*, *WindFire*, and the *Winnipeg Free Press*. Her nonfiction articles appear in newspapers, magazines, and online markets, such as *Via Destinations*, *Prairies North, Degrees, Performing Arts*, the *Western Producer*, and the *Winnipeg Free Press*. She contributes regularly to trade magazines and online news markets. CBC radio has broadcast her freelance reviews and commentaries and she has worked on documentaries broadcast on History Television and Biography. Her coverage areas include arts and entertainment, aboriginal issues, agriculture, business, technology, travel, family life, children, home renovations, medicine and health issues. Marie holds an MFA in creative writing (2011) from the University of British Columbia, as well as three degrees from the University of Regina: an MA in individual studies (dramaturgy) (2001), a BA in Journalism, with distinction (1988) and a BFA in drama, with distinction (1980).

11. RESOURCES REQUIRED

Our proposal builds on current core strengths and enrolment in the initial years, with an eye toward expanding enrolment and course offerings as the program grows and attracts more resources. These resources include a projected $2.1 million ($800K net) in new revenue in Decade 1 and $3 million ($1.5 million net) in Decade 2 as a direct result of converting BJ seats to MJ seats (Provincial grants & tuition revenues are considerably greater at the graduate level). In addition to this first-order revenue increase, the MJ program will position us to accelerate growth. Adding more mid-career student seats will curve unit revenues further up. As we reach critical mass in faculty capacity, our ability to expand enrolment and access research grants will also improve.

We are fortunate in that our current program structure provides an opening for a smooth and successful transition. In the initial years of the program, we will be able to move our usual complement of undergraduate degree-holders forward into the MJ program without expanding our overall enrolment of 52 students. To a large degree, we already have the capacity to host MJ students, since post-graduates historically make up an average 40 per cent of our total enrolment in the undergraduate program. Our main student base will undertake 30 credit hours as bridging MJ students, followed by 30 credit hours in the core program, for a total of 60 credit hours. We intend to increase this base enrolment by Year 3, as we accept our first mid-career journalist directly into the core program.

This places us in the fortunate position of being able to realistically introduce an MJ with minimal additional resources beyond one-and-a-half new faculty lines, to be offset by increased tuitions and SUFM grants from the province.

The upgrading of our current BJ degree will be a net revenue generator for the university, rather than an expense, based on provincial grant estimates provided by the Office of Resource Planning.

By reallocating UG seats to Master's study, new revenues will much more than fully recover new start-up and staffing costs.

**Faculty lines**

The addition of a graduate program offers us a much-needed revenue opportunity to shore up our faculty lines. External reviewers have consistently identified this as key to deepening our research culture and moving our teaching program forward. For several years the School has struggled with skeleton staff and an over-dependence on sessional positions whose numbers cannot be predictably relied upon from year to year. While we greatly value our sessional employees for the experience they bring to their classrooms, as temporary part-time employees they are unable to contribute to long-term research projects and program delivery objectives. To place the staffing squeeze in context, the number of faculty lines has not increased since the School's founding 33 years ago.
Meanwhile, we have had an Internet revolution and a revolution in the expectation of journalism-educators to also serve as journalism-scholars. To move into a high-volume graduate program, with its implied additional responsibilities and research expectations, we have reached a critical point. We now require increased staffing to provide needed stability in light of variable sessional positions. We would not expect our lab instructors, sessionals and chair appointments to supervise graduate students. This leaves the prospect of three full-time professors to supervise up to 15 graduate students under current faculty lines. Given the intensive nature of the Professional Projects, this scenario would quickly become untenable. Further complicating matters, the interest areas of students will not always guarantee an even split of supervisory duties. However, we are confident the approval of a Master’s program, and the additional revenue it will bring to the university, will give our School the foundation to strengthen our faculty component and meet this supervisory challenge.

Additionally, this small boost will give us the long-awaited ability to deliver an introductory 100-level undergraduate course. In 2007 we introduced JRN 100 – Introduction to Journalism in Society, with the idea of delivering the course ‘resources pending.’ The additional faculty time needed to deliver this course will be a welcome and long overdue resource spin-off from the proposed MJ. This course will also help to prime demand for the undergraduate and graduate programs.

**Library Resources**

Because of the extensive use of original documents in journalism, the greatest need for library resources typically arises from background research for student projects – this includes not only the Archer Library’s collection, but also the Saskatchewan Archives, the Prairie History Reading Room, the Legislative Library and other collections around the city. We anticipate this demand to expand, with additional reading requirements in all courses. However, these resources are already addressed in other budgets, including the Archer Library’s acquisition budget for journalism materials. Notably, the University of Regina Archives hold Canada’s largest collection of journalism papers. This resource will be much better utilized with the introduction of a Master’s program. An assessment of holdings and letter of support from the Library is attached (Appendix B – Library Assessment).

**Physical Space**

Regarding physical facilities, each student is provided with a computerized work space and mail slot. Workstations currently provided to BJ students will be given to MJ students as the BJ degree is phased-out. We will provide Master’s students with priority access to high definition equipment and editing space, as our employer survey indicates demand for graduates who can assist with the industry’s HD transition needs. Purchasing two high definition cameras and rebuilding our TV control room, which is currently under-utilized, into a professional-level production suite has been priced into our existing capital fund budget. All needs are fully costed in our Five Year Plan.

**Five Year Capital Plan**

The production of journalism requires up-to-date equipment. Keeping pace technologically prepares students with in-demand skills in the employment market. It also empowers them to produce a higher quality and wider variety of work. This also adds value to the public and our community partners. The Five Year Capital Plan allows us to manage maintenance and upgrades, while keeping costs to a minimum.

**It is important to note that all items listed are covered by our existing annual budget for equipment maintenance and purchase.** In other words, they do not represent additional spending.

The School of Journalism currently maintains working radio and television broadcast studios, two computer labs and 12 digital edit suites. We also maintain video cameras and lighting kits for student use. Students are responsible for providing their own still cameras and sound recording devices. The full
post-production edit suite will provide the same facilities generally found in post-production houses. This will support Master’s Professional Projects by allowing students to post-produce final radio, television and multimedia projects into any format that a broadcaster may require. It will also include capacity for Mac-based projects. Additionally, the suite will have a client viewing area where anyone from the industry and the public can come in and screen our productions-in-progress. Currently we do not have a workable environment for public access to our productions as they are being edited. This is an important part of the process, particularly for community-based projects. Again, although this concept was devised with graduate students in mind, it is supported by existing budget. It will not require additional capital resources.

Journalism education is a technologically intensive field, more so every year. Keeping pace with new innovations and formats, such as high definition TV, requires careful planning and budgeting. The School’s five-year plan fulfills this task.

Table 10: Five Year Capital Plan (Within existing available budget line – ADDITIONAL FUNDS NOT REQUIRED)

12. IMPACT ON UNDERGRADUATE AND OTHER GRADUATE PROGRAMS

We anticipate a reasonably seamless process in the initial years, as we move our degree-holding student base into the MJ program without expanding our overall enrolment. Degree holding students already in the program will be given the option to have their undergraduate work recognized as a bridging year. In their program year, they will have access to higher-level courses and syllabi, but will still be able to keep one foot in integrated production-oriented courses. This will allow sharing of equipment, work and travel with their undergraduate colleagues. It will also mitigate the potential problem of stretched resources between two competing sets of students. We are confident we can deliver a solid program for MJ students, without negatively impacting our current BAJ program. Table 11 illustrates.

As part of the move from a BAJ/BJ program to a BAJ/MJ program, there will also be a transition period for our internship program, as illustrated in Table 12. In the roll-over year, we will wind down the last year of the BJ program and introduce the first bridging year for the MJ program. Rather than split the Bachelors’ cohort interns between the fall and winter terms, all Bachelor students will now go out on placements in the fall of the second year. MJ candidates will go out in the summer of their UG year, after completing the bridging courses. Batching MJ placements to the summer will provide more mature candidates with BAs to employers and open new opportunities for grant-funded positions for student summer employment. While there will be additional challenges in internship management as a result of this transition, we will not require a larger number of internships, simply a shift in their distribution away from the winter term toward the summer. We believe this challenge is manageable, given our good working relationships with internship employers. With 70 per cent of employers reporting they would welcome MJ interns and 10 per cent reporting they will consider it, prospects seem fair to support an anticipated 15 summer interns in the early years.

Table 11:
Overview of Dual Bachelors’ Programs to Bachelor’s + Master’s Program Transition

Roll-over year, with final BJ cohort graduating and first MJ cohort in bridging year (YEAR 1)

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING/SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd YEARSs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 BAs</td>
<td></td>
<td>All in class</td>
<td></td>
</tr>
<tr>
<td>26 &amp; BJs</td>
<td>13 in class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13 interning
BAJ and BJ graduate.
BJ ENDS.

Final BJ cohort completes.

1st YEARS
MJ Qualifying & BAJs in basic year courses.

15 MJ Qualifying & 11 BAJs in basic year courses.

All MJs on internships.
BAJs free.

☐ Last cohort of BJ students complete 2nd year. 1st cohort of MJ applicants begin 1st year in lieu of BJ students. All MJ students go out on internship together in the summer.

1st Year of Master’s Instruction and beyond (YEAR 2)
FALL  WINTER  SPRING/SUMMER
2nd YEARS
BAJs complete in winter term.
First MJ cohort complete **capstone projects** in summer and complete program.

11 BAJs on internship
11 BAJs combine with 15 MJs in **hybrid classes**

15 MJs in **stand-alone** courses

MJ Qualifying & 11 BAJs in basic year courses.
15 MJ Qualifying & 11 BAJs in basic year courses.

1st YEARS
15 MJs on Internships

BAJs free.
First cohort of MJ students complete 2nd year. 1st cohort of MJ applicants begin 1st year in lieu of BJ students. All MJ students go out on internship together in the summer.

By also batching UG internships to the fall of their 2nd year, this system will reduce the need to offer classes twice as interns cycle through the School in fall and winter terms. This also prevents numbers from dwindling in undergraduate-only courses, as new graduate courses and electives gain students.

**Table 12: Projected Graduate/Undergraduate Mix**

_Based on 7-year average of 40 per cent of entrants holding prior degrees and roll-over to 15 grad/11 UG mix._

Conversion of BJ to MJ seats

Year One (roll-over year, with final BJ cohort graduating and first MJ cohort in their bridging year):

Coursework Portion

<table>
<thead>
<tr>
<th></th>
<th>BAJ</th>
<th>BJ</th>
<th>MJ Qualifying</th>
<th>MJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating Students (4th-year)</td>
<td>17</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New students (3rd-year)</td>
<td>11</td>
<td>0</td>
<td>15</td>
<td>0</td>
</tr>
</tbody>
</table>

Year One: Internship placements

<table>
<thead>
<tr>
<th>Type of student</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring-Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAJ/BJ</td>
<td>13*</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>MJ Qualifying</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Total annual placements required</td>
<td>28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Based on ½ of 26 going out previous winter

Year Two (1st MJ cohort moves into graduate-level instruction): Coursework

<table>
<thead>
<tr>
<th></th>
<th>BAJ</th>
<th>BJ</th>
<th>MJ Qualifying</th>
<th>MJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating Students (4th-year)</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>New students (3rd-year)</td>
<td>11</td>
<td>0</td>
<td>15</td>
<td>0</td>
</tr>
</tbody>
</table>

Year Two: Internship placements

<table>
<thead>
<tr>
<th>Type of student</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring-Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAJ</td>
<td>11</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>MJ Qualifying</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>MJ</td>
<td></td>
<td></td>
<td>0 (not required)</td>
</tr>
</tbody>
</table>
There will be a positive impact on undergraduate studies outside the School of Journalism. As previously stated, the faculty resources for a Master’s program will allow us to deliver a 100-level survey course. Further, our School has always acted as a kind of ‘loss leader,’ attracting more students to the University of Regina than are accepted into our program. The presence of a Master’s degree in Journalism will provide a value-added incentive for students to enrol at the University of Regina to pursue a full bachelor’s degree in another discipline before applying to the Journalism program. As well, the appeal of a professional capstone option may encourage more students to pursue a liberal arts education at the undergraduate level.

Impact on other graduate programs will be positive and measurable, in terms of provision of interdisciplinary options for students and potential sharing of resources with cognate disciplines in Arts and the Film Department. As noted in the course breakdown provided, students will be required to take outside electives to further advance their topic knowledge or media facility to produce their professional project. Masters’ level course development and supervision experience will also empower Journalism faculty to support MA students who want to study media and journalism through other disciplines or the interdisciplinary.

The presence of a Master’s degree in Journalism will provide a value-added incentive for students to enrol at the University of Regina to pursue a full bachelor’s degree.

MA in Social Studies. We are also looking at this period of program development and growth as a catalyst to explore a ‘French option’ with l’institut français, including improving on our program’s bridges to their language education and exchange opportunities. We look forward to taking a strong role within the graduate studies community and wider campus community, drawing on cross-campus expertise and lending our energy and resources where needed.

13. COMPATIBILITY WITH UNIVERSITY MISSIONS

At a May 2008 retreat, the School of Journalism considered University and Faculty planning priorities, as expressed in the Faculty of Arts Planning Committee’s document We Who Serve and the University’s Reaching Our Potential and Building on Progress plans. Our unit’s task was to develop a complementary list of achievable priorities over the next five years to reflect these wider institutional goals. Central to this discussion was the establishment of a Master’s program, which we saw as a key component in achieving the strategic goals set out by the aforementioned documents. In March 2010 we revisited our strategic plan in relation to the new University strategic plan, mâmawohkamâtowin: Our Work, Our People, Our Communities. We believe the MJ provides measurable opportunities for progress on all three of the university’s strategic priorities, as detailed below.

The MJ will provide positive measurable results in opportunities for progress laid out in the Strategic Plan.

A. OUR WORK: TEACHING, RESEARCH AND PUBLIC SERVICE

The addition of a Master’s program will promote excellence in teaching, research and public service. Public service has always been a foundational tenant of journalistic practice; accordingly the School has a strong history of providing assistance to community-based activities, as well as opportunities for community members to interact with journalists and journalism educators. With the introduction of an MJ, we will also be better able to stream student participation into the Community Research Unit, with potential students contributing not only as community-based media research facilitators, but also as interpreters and communicators of research results to the broader public.
Our proposed program will gather its core strength from our unique framework as a professional school firmly rooted in the liberal arts, and from our solid commitment to the Faculty of Arts’ vision of serving communities and promoting social change through critical public journalism that challenges, rather than merely reflects, industry norms. This vision is supported by the World Journalism Education Congress of 2007, which declared: “Above all, to be a responsible journalist must involve an informed ethical commitment to the public.” We will achieve this through the continuing expectation that successful applicants come to the door with a background in the arts. Additionally the program will provide opportunity for continued liberal arts studies at a graduate level through interdisciplinary electives.

Over the past five years we have worked hard to deepen our research culture. This process began with our Unit Review, which recommended increased support for research work. Our faculty members are now uniformly engaged in scholarly research in addition to teaching duties. Individual faculty have improved their academic credentials and publishing records. An MJ program would drive further progress.

We hope our graduate program will contribute to the University’s distinctive programming and research profile. Graduate status will build our ability to attract research-focused faculty, will create room for current faculty to focus on research, and will increase our ability to attract SSHRC funding in particular. The MJ will also better prepare the School to fit into university-wide research initiatives and joint projects. Over the long term, an MJ transition will also help us make the internal case for prioritizing a Canada Research Chair as a research catalyst for journalism. Similarly, it would help us build a case for UNESCO Chair with external funders. Another long-term project for which the Master’s program might act as a catalyst would be to re-cluster interdisciplinary academics working in media-related studies into a Media and Journalism Research Unit tied to the School of Journalism.

B. OUR PEOPLE: ENGAGEMENT, DIVERSITY, SUCCESS AND ESTEEM

The School of Journalism has a strong base to build on with an undergraduate program that is known for producing quality graduates and nationally-recognized student and faculty work. As noted by a team of external reviewers in our unit study:

…the School of Journalism at the University of Regina has earned a reputation within the profession as one of the leading journalism programs in the country. The feedback from industry suggests the School has ‘got it right’ in terms of its integration of the various elements of education in journalism. People tell us the School produces outstanding graduates, something substantiated by its ability to attract an abundance of paid internships for the program and scholarships for the students.16

One of the main goals of an MJ will be to further enhance the learning opportunities available to our students. Students currently enrolled in our Bachelor of Journalism program may feel under-challenged by the undergraduate electives available to them and the lack of advanced directed reading courses. Acceptance into an MJ program will provide them the opportunity to engage in more rigorous studies. Further, the MJ will represent a significant learning enhancement for students across Western Canada. Participation in the Western Dean’s Agreement will help smooth transitions from other universities in the region. At the same time, our undergraduate program will remain a relatively accessible option for those students, particularly low-income students, who may be discouraged by a graduate-only program. From the outset, students who are talented and bright may feel a Master’s degree requiring six years of education is beyond their means. The Bachelor’s program will remain a gateway for such students, who may indeed go on to graduate studies at some later point.

Further, the addition of a graduate program will provide a much-needed injection of internationalization and diversity to the School of Journalism. It will provide increased opportunities for mature students, international students, Aboriginal (First Nations and Métis) students and specialized students to join our school. Advanced courses in women’s studies, international studies, Indigenous studies, sociology, etc. can reinforce the inflection of our program as distinctively democratic, developmental, critical and advanced in its approach. This will likely draw a more serious cross-section of students, including more
demographically diverse, international and mature segments. At the same time, an MJ program will allow us to participate in important graduate student and academic exchanges and programs such as the Canada-Chile Academic Partnership Agreement. We will be better able to explore international school-to-school twinning and joint degree granting opportunities. Finally, the MJ can provide critical impetus for international initiatives, such as a UNESCO chair, a PEN chair, IDRC and CIDA-funded work/study abroad opportunities and North American student mobility exchanges.

As a small unit, efficient use of shared resources is a key ingredient to success. Existing students provide a base for realistically expanding programming with modest investment. Additionally, the program has been designed to foster interdisciplinary explorations. Journalism is interdisciplinary by nature, as reflected in our current pre-requisites, course offerings and electives. An MJ will formalize this interdisciplinary approach by requiring 800-level JRN courses that complement 800-level course options from other departments. This provides basic building blocks of broadly-informed journalism, with an emphasis on philosophy; history; public administration; and economic, social, cultural and political thought.

Hand-in-hand with expanding our service to students and the community, the MJ offers us a chance to build our capacity. An MJ can attract external funds tied to research and generally unavailable to undergraduate programs. Developing graduate-level research and projects would diversify our revenue base away from dependence on the media industry and U of R enrolments. An MJ will help expand our faculty and resources to meet student demand.

C. OUR COMMUNITIES: PRESENCE AND PARTNERSHIP

Expanding the School’s focus beyond mainstream media to include community-based media and Indigenization of the media has led to many fruitful community partnerships. We have engaged our undergraduate students in community-service learning with a number of community agencies, including groups such as the North Central Community Association, Regina Community Radio, the Heritage (Core) Community Association, the Saskatchewan Mental Health Association’s popular theatre group Reel Anti-Suppressants, Best Buddies, the Thom Collegiate parenting program and the Rainbow Youth Centre. We have also worked closely with the community on documentary film projects, such as the award-winning Stolen Spirit, a process that brought family members of missing Aboriginal women into the school to inform our students. One of our faculty members has a long-standing connection to the Community Research Unit, which provides a direct link to community-based research and related activities at the University of Regina.

The inclusion of a community media project as a type of Master’s project will help extend our already considerable community linkages. We will be one of Canada’s first journalism programs to offer community-based and community-directed participatory media production as a Master’s option. Our Global Chair in Journalism and Aboriginal Affairs is an important bridge to the community. We see the MJ as an opportunity to expand our current work on Indigenous issues and partnerships.

Within our university community, we will work increasingly closely with a number of departments within the Faculty of Arts to guide our MJ students to outside electives. This will build a network of topic specialists to serve as adjuncts to the School. This outreach will also create stronger interdisciplinary partnerships in course offerings and course development.

Outside the Faculty of Arts, we will continue to explore the course listings of other Faculties for potential interdisciplinary program fits. For example, we will seek opportunities to collaborate with the Film Department in documentary production. In addition, we will work with FNUniv to ensure the ladder between the Indian Communication Arts (INCA) certificate program and the School remains strong. Broadening our reach into science, health and environmental journalism suggests new partnerships with the Faculty of Science, the Saskatchewan Population and Health for Research Unit (SPHERU) and the Environmental Studies program.
Beyond the University, the MJ can help expand our international partnerships and presence. Currently we offer an international internship, a travelling scholarship and a CIDA scholarship focused on journalism in developing nations. These provide us with a good base to move forward with a specialization in development journalism. In particular, Indigenization and alternative media studies fit with UNESCO’s goals regarding media democratization. This lends itself to a UNESCO research chair. External partnership opportunities may include:

- SSHRC
- Canada Research Chair
- UNESCO – Research chair
- PEN – Research chair
- CIDA – Journalism and development specialization
- Shaw – Expanded Global Chair
- Student and faculty exchanges through North American Mobility agreements, etc.

14. IMPLEMENTATION PLAN

PROGRESS TO DATE

2009-2010
- Gained approval of MJ letter of intent
- Developed full program proposal
- Assessed immediate and future costs
- Consulted with other affected units

2010-2011
- Guided proposal through various committees, respond to questions and requests for further information/re-drafts

2011-2012
- Progress stalled by University-wide Academic Program Review

2012-2013
- Approved by Advisory Group on Planning, Evaluation and Allocation (AGPEA) in April, 2013
- Send out updated and revised proposal for External Review in May, 2013
- MJ Launch TimelinesDatesTasksApprovals process201315-MayPresent revised and updated proposal to FGSR for external reviewExternal review (5 weeks)Sept FGSR Faculty Council OctExecutive Council18-OctSenate (fallback date is Feb 8th, 2014)10-DecBOG (if proposal is deemed to have "considerable financial implications"; fallback date is 11 March)* Best case for approval is Oct 18, 2013; worst case in Mar 11, 2014)Implementation processApril changes due to APDC for next year's printing of U calendarLaunch promotions for 2015 intake cycle2015 (BJ Phase-Out year)15-JanSchool application deadline for F2015 (MJ / BAJ)SeptAdmit first MJ qualifying students; final BJ cohort move into final year2016 (MJ Phase-in Year)15-JanSchool application deadline for F2016March hiring searchApril Final BJ cohort completeAprilFirst MJ qualifying cohort on internships (target 15)1-JulNew hire and cross-appointment start dateSept begin delivering Master's classesSept BAJ cohort on internship for F2016 (target 11)2017AprilFirst MJ cohort completesMayUnit review of program performanceDocument last revised: 5/7/2013

15. ADMINISTRATIVE PLAN

The program will be administered along-side the under-graduate program with the School Chair managing budgets, hiring, scheduling, etc. for the Master’s level program in concert with established practices for the under-graduate program’s resource needs. The Chair will engage the Deans of the Faculty of Graduate Studies and Research and the Faculty of Arts and other relevant senior administration in negotiations to ensure adequate resources and support to the Master’s program. This resource planning workload will be carried out with the support of the School’s Secretary.
The Chair will rely on the collegial guidance of the School of Journalism’s Graduate Studies Committee on the program’s academic management. The GSC will be chaired by the Graduate Studies Chair, and will include relevant faculty members. Responsibilities will include reviewing and approving applications for admission, approving project proposals and assigning supervisory and second reader responsibilities. To ensure the undergraduate program does not suffer as staff focus their efforts on new program-building, a faculty member will serve as advocate, an Undergraduate Studies Chair. Finally, another faculty member will assume the responsibilities of Recruitment Marketing Coordinator. This member will ensure the marketing plan is implemented, revised and continually improved so that the unit meets its recruitment targets. This division of labour should ensure a flatter management structure, prevent burnout and provide for good coordination and smooth transitions between the programs. Further information on these roles, responsibilities and the collegial governance structure are outlined in the Governance section.

16. COMPARISON WITH SIMILAR PROGRAMS AT OTHER UNIVERSITIES IN CANADA

There are nine university and college-based journalism programs in Canada. Of these, six offer postgraduate degrees: Ryerson, UBC, Concordia, University of King’s College, Carleton and Western. Centennial College offers a Diploma for previous degree-holders, while Mount Royal offers a Certificate.

Ryerson, Carleton and the University of Regina are often cited as the top three schools in Canada. Ryerson added a Master’s program in 2007-2008. Carleton has a post-graduate degree that feeds out of their undergraduate program, although students may bypass to the Master’s program if they can demonstrate substantial professional experience or superior undergraduate marks in another discipline.

All the post-graduate schools offer a professional MJ, with the exception of Western, which offers an MAJ. Western offers an MAJ because for many years there was no provision for a professional degree in Ontario. Following are charts with further details about Canadian journalism programs, as well as some international programs. Our School’s program generally compares very favourably in comparison not only with other undergraduate programs, but with graduate programs as well.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Length</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Royal University, Calgary</td>
<td>Post-Degree Certificate in Journalism</td>
<td>1 year</td>
<td>“Intensive course” for students with a bachelor’s degree.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6 classes per semester for 2 semesters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focus on career training.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Similar basic line-up as our undergraduate classes</td>
</tr>
<tr>
<td>UBC, Vancouver*</td>
<td>MJ</td>
<td>2 years with 3-month summer internship</td>
<td>For students with any undergrad degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Basic and advanced reporting classes, and interdisciplinary classes related to a specialization</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6-credit thesis project</td>
</tr>
<tr>
<td>Ryerson University, Toronto</td>
<td>MJ Normal Stream</td>
<td>2 years, with spring-summer internship</td>
<td>For students with a non-journalism bachelor's degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Basic journalism (similar to undergrad), a directed reading course and a pass-fail major project with no credits attached</td>
</tr>
<tr>
<td>Institution</td>
<td>Program</td>
<td>Duration</td>
<td>Features</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------</td>
<td>-------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ryerson University, Toronto</td>
<td>MJ Accelerated Stream</td>
<td>1 year</td>
<td>- For students with a BJ or substantial professional experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Focus on research skills and specialized topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Mix of advanced undergrad courses, interdisciplinary graduate courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and a major project</td>
</tr>
<tr>
<td>Univ. of Concordia, Montreal</td>
<td>Graduate Diploma</td>
<td>1 year</td>
<td>- For students with a non-journalism undergraduate degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Basic journalism skills and theory</td>
</tr>
<tr>
<td>Carleton University, Ottawa</td>
<td>MJ</td>
<td>2 years</td>
<td>- For students with a BJ honours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Students with professional experience and no degree may apply, but</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>they must take a number of undergraduate courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Combination of basic reporting courses, advanced reporting, research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>methodology, directed studies, and an optional double-credit thesis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>project.</td>
</tr>
<tr>
<td>University of Western Ontario,</td>
<td>MAJ</td>
<td>1 year</td>
<td>- For students with a degree in another field</td>
</tr>
<tr>
<td>London*</td>
<td></td>
<td></td>
<td>- Similar to our undergrad program, but shorter</td>
</tr>
<tr>
<td>Centennial College, Toronto</td>
<td>Post-Grad. Fast Track</td>
<td>18 months, incl.</td>
<td>- For students with degrees or diplomas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 week field</td>
<td>- Print and online emphasis, basic reporting classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>placement</td>
<td></td>
</tr>
<tr>
<td>University of King's College,</td>
<td>Post- baccalaureate</td>
<td>8 month</td>
<td>- For students who have already completed, or are about to complete, an</td>
</tr>
<tr>
<td>Halifax</td>
<td>Bachelor of Journalism</td>
<td>program</td>
<td>undergraduate degree in any subject other than journalism</td>
</tr>
</tbody>
</table>

Table 13: Comparison with Other Post-Graduate Programs – Canada * = Graduate only
Table 14: Other Graduate Programs - International
<table>
<thead>
<tr>
<th>University</th>
<th>Program</th>
<th>Duration</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univ. of Cardiff, UK (undergrad program not strictly journalism: Journalism, Film and Media Studies)</td>
<td>MA in Journalism Studies, MA in International Journalism</td>
<td>2 semesters and thesis</td>
<td>Non-vocational, for students interested in advanced academic study, Theory courses relating to the examination of journalism, A 15,000 – 20,000 word academic thesis</td>
</tr>
<tr>
<td>Univ. of Cardiff, UK</td>
<td>Post-Graduate Diplomas in Journalism Studies</td>
<td></td>
<td>Vocational training and legal/ethical courses for students interested in a journalism career, Choice of magazine, newspaper or broadcast diploma</td>
</tr>
<tr>
<td>Columbia University, New York *</td>
<td>MS in Journalism</td>
<td>One year</td>
<td>For students with non-journalism background, Basic courses similar to our undergrad program, Major project that spans the year</td>
</tr>
<tr>
<td>Columbia University, New York</td>
<td>MS in Journalism – Investigative Specialization</td>
<td>One year</td>
<td>Limited enrolment, separate application, Same as MS, but with Investigative focus</td>
</tr>
<tr>
<td>Columbia University, New York</td>
<td>MA in Journalism</td>
<td>One year</td>
<td>For working journalists, Specialization with courses from other departments, and a year-long project</td>
</tr>
<tr>
<td>Univ. of California Berkeley*</td>
<td>MJ</td>
<td>Two years, incl. summer internship</td>
<td>Basic journalism training with emphasis on documentary and specialized reporting, Some outside courses and a special project</td>
</tr>
</tbody>
</table>

Table 15: Canadian Graduate Programs – Curriculum

FOR HOLDERS OF NON-JOURNALISM UNDERGRADUATE DEGREES

<table>
<thead>
<tr>
<th>Degree</th>
<th>JRN classes</th>
<th>Directed Reading</th>
<th>InterD</th>
<th>Total Classes</th>
<th>Project</th>
<th>Internship</th>
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<tbody>
<tr>
<td>Ryerson – MJ</td>
<td>Normal Stream (replacing BJ for Graduates)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12 single credit</td>
<td>1</td>
<td>1</td>
<td>15</td>
<td>= 2 classes</td>
<td>1 double credit on urban reporting</td>
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<td></td>
<td>UBC – MJ</td>
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<tr>
<td></td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>6 credits</td>
<td>0 credits</td>
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<td>(total credit hours are 42-45)</td>
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<tr>
<td></td>
<td>Carleton – MJ</td>
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<tr>
<td></td>
<td>Normal</td>
<td>11</td>
<td>2</td>
<td>13</td>
<td></td>
<td>Students expected to find summer work as journalists – no formal internship. Unpaid 2-3 week apprenticeships.</td>
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<td></td>
<td>Concordia - Diploma</td>
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<td>12</td>
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<tr>
<td></td>
<td>UWO – MAJ</td>
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<td></td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td>Mandatory one-month unpaid</td>
</tr>
</tbody>
</table>

**FOR MID-CAREER JOURNALISTS AND BACHELOR OF JOURNALISM HOLDERS**

<table>
<thead>
<tr>
<th>Degree</th>
<th>JRN classes</th>
<th>Directed Reading</th>
<th>InterD</th>
<th>Total classes</th>
<th>Project</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ryerson – MJ Accelerated stream (for working journalists and BJ holders)</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>= 2 classes</td>
<td>None required</td>
</tr>
</tbody>
</table>

| Carleton – MJ Accelerated | 4-6 | 1-2 | 7 | Option to replace 2 course credits with a thesis, or 1 credit for a project. | Students expected to find summer work as journalists – no formal internship |
| Ryerson – MJ Accelerated stream (for working journalists and BJ holders) | 7 | 0 | 1 | 8 | = 2 classes | None required |
Carleton – MJ Accelerated  
4-6  1-2  7  Option to replace 2 course credits with a thesis, or 1 credit for a project.

PROGRAM COMPARISON: CASE STUDY – RYERSON UNIVERSITY

Background

Ryerson and the University of Regina journalism schools are well matched. Both are considered top-rank journalism schools, with both offering well-developed undergraduate degrees. The U of R School of Journalism has long held the distinction of being the only school that offers multi-media education, resulting in high demand for our graduates. However, Ryerson is now in the process of changing their streamed undergraduate program to accommodate more multi-media learning, like the U of R.

Until 2007-2008, Ryerson made a deliberate choice to remain solely undergraduate. This decision was based on the fact that the Ontario Council on Graduate Studies – which oversees all graduate programs in the province – had no provision for professional degrees. Ivor Shapiro, head of the magazine program, recalls there was a strong feeling among faculty that the structure of a research degree could not accommodate the number of classes, or the internships and journalism projects that students needed to become professionally competent. For similar reasons, Ontario’s medical degree was a bachelor’s degree. After the OCGS changed its policy and began allowing professional degrees, Ryerson’s faculty felt in 2006 they could now move ahead with a graduate program that would mirror the integrity of their undergraduate program. Their stated program goal was:

...to integrate high standards of practice and informed critical reflection in order to produce better-educated journalists and better journalism. It is not designed to prepare students for a doctoral program or a professional designation.

Degree Type

As stated, Ryerson offers a professional MJ. In Canada, only UWO offers an MAJ, which was developed under the OCGS’s research degree guidelines. As an MAJ, Western does not offer its students the same opportunities for hands-on professional development as Ryerson and the U of R do, but it still maintains a strong emphasis on classroom learning similar to a professional program.

Mr. Shapiro notes that a professional degree is profoundly different from a research degree. He defines this difference as the number of classes required, the amount of skills learning involved and the acceptance of major works of journalism as equivalent to research papers. Ryerson had no interest in pursuing a research degree-based degree, because the school intended its graduates to be professional journalists rather than pursuing careers in the academy.

Program Framework

Like the U of R, Ryerson offered two undergraduate degrees: a four-year Bachelor of Journalism that includes liberal arts courses, and a two-year Bachelor of Journalism for Degree Holders. The BJ for Degree Holders has been gradually replaced by the MJ Normal Stream, which accepted 27 students in 2007-2008.

The MJ Normal Stream will require two years of advanced professional training, similar in scope to Ryerson’s senior BJ courses, and to the U of R’s third and fourth year program. Students are required to
complete 15 classes, as well as undertake an internship and a major project. The MJ Accelerated Stream offered five seats in 2009-2010, and was designed to feed from the BJ program, and from other university journalism undergraduate programs. In this case, students take eight classes and are not required to do an internship. The program is designed to complete the work in one full academic year, including a spring-summer session.

**Relationship to the Undergraduate Program**

Ryerson has no plans to retire its four-year undergraduate program, as it remains a steady source of enrolment and will feed into the MJ Accelerated program. As well, it forms the base for the MJ by providing shared core skills classes. The MJ adds graduate-level interdisciplinary learning and urban reporting as its advanced specialization, with a special double-credit course offered by an urban studies academic.

In their brief to the OCGS, Ryerson made the case that if undergraduate and graduate students were completely separated, there would not be enough students in each advanced class to pull off major group projects, such as documentaries and magazines. They wrote, "It would be impossible as well as pedagogically undesirable to have the graduate students work separately from undergraduate students." For shared courses, MJ students are expected to write additional critical papers reflecting on their experiences.

In the second year, the students are in separate classes as a requirement of the OCGS, including interdisciplinary and reading classes. They are also expected to create an in-depth work of journalism—such as a documentary film or magazine feature—that is accompanied by a critical reflection paper. Mr. Shapiro describes the difference between undergraduate and graduate learning as a matter of higher levels of intensity (some six-week courses for MJ Accelerated), theory (more readings and discussion), and integration of theory and practice (major projects).

**Faculty and Supervision**

Each student has a supervising professor. A ‘second reader’ is assigned to evaluate the major project and critical reflection paper. Because there is no thesis, there is no requirement for a thesis committee.

All supervisors must be members of the School of Graduate Studies. To become a member you must have the usual academic credentials, or you can apply under the professional designation. Graduate Program Director Joyce Smith notes the latter is generally the case, “as we are running a professional Master’s in a professional faculty.” Thus, although just three of the school’s faculty members hold Ph.Ds, this was never an issue for the OCGS or the university.

**Resources**

The school requested $20,000 for six computer workstations and software and $22,000 for additional cameras. They also requested two new iMacs and software for the magazine lab, at $6,000. They requested library staff to assess the library needs of a Master’s program; the library estimated acquisitions of $21,000 and annual spending of $5,700 thereafter. The school felt their current space in the Rogers Communications Centre was sufficient to absorb the students, as there would be no enrolment increase.

APPENDIX A

NEW COURSES
The following two motions were REFERRED BACK TO COMMITTEE so that a list of courses could be approved first. These motions will be brought back to this body:

Moved to remove any reference to prerequisite courses in the list of core requirements.
REFERRED BACK TO COMMITTEE

Moved to amend the courses to be assigned to the Numerical and Logical Reasoning category to include any course in MATH, STAT, CS (with the exception of CS 100), or PHIL 150.
REFERRED BACK TO COMMITTEE

8.2 Research & Graduate Studies Committee

BREDOHL/GERMANI moved to approve the proposed changes to the Master of Arts in History. The Dean observed that if this motion is approved, he will be including in his budget proposal next year a request for two additional positions in Journalism, though arguing that this should not come at the expense of other positions in Arts since the new program will itself generate the money to fund the new positions.
CARRIED

BREDOHL/GERMANI moved to create one new graduate course: HIST 900
CARRIED

BREDOHL/DIAMANTOPOULOS moved to create a new Masters in Journalism Program, including eleven new graduate courses: JRN 800, 801, 802, 810, 811, 812, 813, 815, 819, 880, 901.
CARRIED
Opposed: 1

BREDOHL/MCINTOSH moved to delete one graduate course: PSCI 846.
CARRIED

BREDOHL/GERMANI moved to change one course description: HIST 805.

CARRIED

BREDOHL/GERMANI moved to archive one course: HIST 876.

CARRIED

BREDOHL/GERMANI moved to approve the HIST 890 base course with a "Directed Reading" schedule type.

CARRIED

SYLLABUS

School of Journalism
University of Regina

===============================================================================================================================

JRN 800 – 001 Advanced Investigative Methods

Overview
This class is designed to explore different research approaches useful for graduate journalism students. Students will get acquainted with qualitative, quantitative and applied journalistic methods. They will focus on issues of design and analysis, learn weaknesses and strengths of these approaches. The last part of the class will be dedicated to these methods' practical application when students will choose research methods appropriate for their projects and they will make first steps in designing their projects. This class also aims at expanding a critical understanding of research involved in reporting, including gathering and analyzing the data.

Readings


COURSE OUTLINE

Class 1
Introduction to the Course and Discussion of Research Ethics.
An overview of the course and a discussion of principles of ethical research. A diagnostic survey to identify students' research interests.
Research in investigative journalism: information gathering; public records and legal documents; writing and organizing the investigative story.

Class 2
Study Design: Description, Correlation and Causation.
This class will include an introduction to the fundamental logic of research and applied journalistic methods.
Research project proposal. Introduction.

Class 3
Qualitative methods: participant observation, interviewing.
A topic proposal that is theoretically sound and can be explored through appropriate qualitative approaches- due Friday.

Class 4
Qualitative methods: Document analysis, interpretation.
Operational proposal (3 pages) of the possible sources relevant to your topic and how they can be addressed qualitatively – due Friday.

Class 5
Quantitative methods: Measurement, sampling, validity.
A topic proposal for a quantitative project that is theoretically sound, and quantitative in its nature- due Friday.

Class 6
Quantitative methods: survey, content analysis.
Operational proposal (3 pages) of the sources and relevant to your future master project and can be explored through appropriate qualitative approaches. Due Friday

Class 7
Applied journalistic research methods.
Computer –assisted research, investigative research.
Final quantitative project is due Friday

Class 8
Applied journalistic research methods.
Ratings research, readership research. In-class critiques of applied methods.

Class 9
Planning research design and methodology for your project.
A topic proposal is due Friday.

Class 10.
Research proposal. Select an area of interest and an issue or problem that you would like to explore.
Propose research that you would like to conduct for your project.
An operational proposal is due Friday.

Class 11.
Structure of your research proposal: State the research question; explain the relevance of the question; discuss the theoretical framework guiding the work.
A preliminary project draft. Due Friday

School of Journalism
Master of Journalism Program Proposal

Class 12.
Structure of your research proposal (2): describe the method and research tools you wish to use; prepare a brief literature review.
A preliminary project. Due Friday.

Class 13.
Final research proposal essay presentation.

ASSIGNMENT REQUIREMENTS:
Topic proposals are 1-2 pages.
Operational proposal are 3 pages’ discussions.
Research proposal is 15 pages long.

ASSIGNMENT WEIGHT:
Topic proposal – 5% each (3).
Operational proposals -10% each (3).
Quantitative project -10%
A preliminary project – 10%
research proposal essay -25%
Participation-10%

SYLLABUS
School of Journalism
University of Regina

JRN 810 -001
A critical introduction to the history of the media and journalism in society
Required Texts (all available at the U of R Bookstore):


- *Selecting Readings in Journalism and Media History*, a course-pack.

Course Description: This survey course provides a critical introduction to the historical importance of modern mass media and journalism to democratic life. Students will examine selected milestones, issues and case studies. Issues examined will include the construction of modern media markets, policies and institutions and the co-evolution of journalistic practices, genres, ethics and the cultural environment. Special emphasis is placed on the historic role of journalists in the equality revolution and the struggle for press freedom, media pluralism and a more substantively democratic public sphere.

Learning objectives: By the end of the course, students should achieve a higher degree of historical knowledge of the field; a critical fluency with key concepts and approaches; and a better understanding of the historical achievements and failures of modern media structures, policies and journalistic practices. Finally, the course cultivates intellectual independence from the blinders of presentism, ethnocentrism and ideology and emphasizes the historic importance of civic virtue and courage in journalistic practice.

Format: Mix of roundtable discussions, student presentations, multi-media screenings and lectures. Students responsible for weekly lead-presentations are listed in bolded parentheses below. Each student is responsible for 2 presentations.

Tentative schedule

CLASS 1: Pre-modernity and mass communications: An introduction to the field of media and journalism history

CLASS 2: Print and modernity: The printing press, the public sphere and the democratic revolution.


CLASS 4: Mass co-production: Mass media and mass society

Roundtable Readings: Vipond, Ch. 1 and 2.

CLASS 5: Depression: Troubled times, public broadcasting

*First take home exam handed out.

CLASS 6: From war propaganda to the TV age

Roundtable Readings: Vipond, Ch. 3 & 4 (3rd edition but Ch 5 in 4th edition).

CLASS 7: Post-war, Cold War: Moral panics, Québec nationalism and mass communication research

Roundtable Readings: Vipond, Ch. 5 (3rd edition but Ch 6 in 4th edition).


* First take home exam due.

CLASS 8: The sixties: New thinking, new media, new journalism

Roundtable Readings: Vipond, Ch. 6 (3rd edition but Ch 4 in 4th edition).


CLASS 9: The sixties legacy

*Second take home exam handed out.

No readings

CLASS 10: Concentration and commercialization: Working for the clampdown?


Course pack and http://www.cjc-online.ca/index.php/journal/article/viewArticle/1613/1770

Vipond, Ch. 7.

CLASS 11: Blowing the whistle

No readings.

* Editorial due.


*Second take home exam due.

CLASS 13: Presentations
Readings: Each others’ editorials.

Assignments

☐ Class Participation 15%

You will be judged on attendance, individual performance and the quantity, quality and civility of your contribution to group work throughout the semester, particularly your contribution to roundtable discussions. Most weeks a student will lead a roundtable discussion. They will present 1) a ten minute summary of a major assigned reading on media and journalism history, including their view of 2) the most important lessons they can teach contemporary Canadian journalists, and 3) what questions they raise for us. You will hand in a copy of your presentation notes. Other students are expected to support the discussion by coming prepared to share their own interpretation of the readings. Make sure you have done the readings and come prepared to be called on for your thoughts. Ongoing.

☐ Mid-term take home exam 25%

You will be given a choice of essay questions dealing with pre-WWII journalism history and 3 weeks to mull over and complete them. Questions handed out XXX. Due: XXX.

☐ Final take home exam 25%

You will be given a choice of essay questions dealing with post-WWII journalism history and 3 weeks to mull and complete. Questions handed out XXX. Due: XXX.

☐ Editorial on globalization era debates about journalism 25%

Every student will select a globalization era debate from -30- Thirty Years of Journalism and Democracy: The Minifie Lectures, 1980-2010. You will contrast the views of at least two journalists, but will make your own argument on a topic of current public significance. You will be expected to demonstrate understanding of rival accounts but to go beyond them. Assume a Canadian audience similar to that of The Guardian’s Media comment section: http://www.guardian.co.uk/media/media+tone/comment i.e., well-educated readers with little to no knowledge of the debate. Your final product will be a publication-ready editorial (1200-1500 words) for a Canadian alt city-paper like prairie dog magazine. You will submit your work to the whole class. Due: XXX.

☐ Wind-up presentations 10%

Class 13 will be devoted to sharing your editorial. In the first half, each student will read their work verbatim, adapting punctuation and sentence length for delivery as a talk (i.e., budgeting breaks to catch you breath, etc). In the second half, tell us about the most important thing you learned from crafting this editorial. Due to time constraints, presentations will not exceed 15 minutes so be concise, on-point and time yourself. Hand in a copy of your presentation notes on what you learned. There will be time for a few questions and discussion at the end of the presentations, so read your peers’ work in advance and be prepared for that scrum.

Readings

Readings for this course are a requirement for informed, considered and vigorous class participation. You will be marked accordingly.

Deadlines
The presses wait for no one and journalists who can’t make deadlines are soon looking for new vocations. Therefore, please note deadlines above and be aware of School deadlines policy, as attached. Plan ahead and manage your time effectively.

Further research

There is still no substitute for a library as a research tool and browsing the stacks is often a great way to further investigate compelling questions: http://www.uregina.ca/library/. You can access a wide range of searchable online journal sources at http://www.uregina.ca/library/eresources/. Journalism databases, including journals and newspapers, can be accessed at http://www.uregina.ca/library/eresources/databases. Just key in “journalism” under subject area. Try database 5. Communication Studies: A Sage full-text collection or 7. Expanded Academic ASAP. To search historical news coverage, you will also find several databases covering the contents of major dailies, the alt-press and the early Territorial / Saskatchewan press.

Here are some useful journal titles, also worth browsing for further reference:

Journals:
- Journalism history
- Canadian journal of communications
- Journalism studies
- Journalism: Theory, practice and criticism
- Press and public policy
- Critical studies in mass communication
- Journalism quarterly
- Journalism: Theory and practice
- Journal of communication
- American journalism
- Journalism and mass communication quarterly
- Media, culture and society
- Canadian journal of media studies

Trade journals:
- American journalism review
- British journalism review
- Columbia journalism review

Special needs

If you anticipate that you may need assistance or accommodation for a disability, please contact me and the Disability Resource Centre at 585-4631 to insure we can work together to insure you can make the most of the class.

JRN 818 – 001. Master’s Workshop on Journalism Projects

Workshop overview

Each winter term, all Master’s year students will circulate and present the advanced journalism project proposals they finalized in the fall term. Each weekly workshop will focus on one or two projects and will be conducted under the supervision of the presenting student’s faculty supervisor(s). All School faculty and students will be encouraged to attend and participate.
Weekly workshop format

- Presentation: ½ hour.
- Workshop discussion: ½ hour (Grad cohort questions / comments)
- Break: 15 min
- Workshop discussion: ½ hour (Grad cohort questions / comments)

½ hour (Open questions / comments).

**Presentation period:** Presentations will follow the 6 point format of the formal proposal (working title; area of inquiry; justification; abstract; methodology and project plan). Additionally, presenters are encouraged to discuss what most worries them and what most excites them about the investigation and production work ahead.

**Discussion period:** A roundtable discussion will follow each presentation. This segment of the workshop will provide all Master’s students (first) and some under-graduate students and faculty members (later) with an opportunity to share information, ideas and feedback with the presenter. Workshop participants are encouraged to highlight what they like most about the project and one idea for possible enhancement.

**Workshop rationale**

Print and broadcast news-labs are designed to simulate a daily newsroom experience. They mostly focus on short-form news-writing, straightforward story-lines and practical skill-building and speed drills. By contrast, the Master’s workshop will challenge graduate students to make a conceptual and practical shift: toward a more in-depth, long form investigative practice. The workshop format will focus the Master’s cohort on the more systematic conceptualization, planning and organization required for a major investigative project. This workshop simulates the advanced, sustained and in-depth collaboration of a dedicated investigative unit at a newspaper or magazine or a current affairs program (such as W5, the fifth estate or The Current) rather than the rapid pace of daily news production.

While the inner circle of feedback from the Master’s cohort forms the core of this structured learning experience, the fishbowl format will further broaden the base of feedback beyond the Master’s cohort. It will also enable students in their bridging year to better anticipate and prepare for their Master’s year, including the development of their own project proposals the following fall. Finally, sharing these projects widely will also encourage important new creative synergies as students get new ideas, discover common interests and think about their projects in new ways.

**Learning outcomes**

The Master’s workshop is designed to showcase and explore different conceptual, investigative and production approaches in detail. Through preparation, presentation and discussion of their own project proposals, students will build presentation, listening and self-criticism skills. Through cross-case comparison of a range of other proposals, students will also build a more methodical, step-by-step approach—as the cohort moves together from the conceptualization to investigation and production stages of a large number of major works. The scope and variety of other approaches will also help individuals expand the range and sophistication of their own approach. The Master’s workshop thus prepares students for independent work at an advanced level.

The Master’s workshop also celebrates the collaborative nature of journalistic creation. Students will learn from each others’ work as they prepare to investigate and produce their capstone projects. Discussion fosters newsroom skills in giving and receiving constructive criticism and builds cohesion, coherence and commitment to journalism’s shared mission to investigate matters of public importance. Students will thus realize the group benefits of peer-to-peer learning and the disciplines of peer review. This will better equip them to participate in story conferences, group investigations and to provide collegial newsroom and editorial leadership. Finally, it encourages out-of-class sharing of ideas, knowledge, skills, contacts,
references, moral support and encouragement, etc.. The Master’s workshop is an exercise in team-building and creative community development.

Readings

All student proposals will be circulated in advance so their peers can review them and prepare thoughtful, pertinent and helpful questions. In the feedback segment, each graduate student will pose one question / comment. After each Master’s student has posed their question an open round will enable faculty, non-Master’s students to pose questions or Master’s students to pose additional questions.

Workshop Outline

- Workshop 1
  

- Workshop 2
  
  First student presentation and discussion.

- Workshop 3
  
  Second student presentation and discussion.

- Workshop 4
  
  Third student presentation and discussion.

- Workshop 5
  
  Fourth student presentation and discussion.

- Workshop 6
  
  Fifth student presentation and discussion.

- Workshop 7
  
  Sixth student presentation and discussion.

- Workshop 8
  
  Seventh student presentation and discussion.

- Workshop 9
  
  Eighth student presentation and discussion.

- Workshop 10.

- Workshop 11.
Tenth student presentation and discussion.

☐ Workshop 12.

Eleventh student presentation and discussion.

☐ Workshop 13.

Twelfth student presentation and discussion. Wrap-up. Evaluation. Looking ahead to the production phase of the projects.

Grading:
This is a pass/fail course. Attendance is compulsory for Master’s students. To pass the course you must circulate and present your proposal, provide constructively critical feedback to others and miss no more than two workshops. For BAJ students, attendance and participation is encouraged but optional.

JRN 902 PROFESSIONAL PROJECT

Master’s Professional Project: Guidelines and Deadlines

Included in this document:
☐ Overview
☐ Requirements
☐ Timelines and Deadlines
☐ Proposal outline
☐ Approval form

OVERVIEW
The Master’s Professional Project (JRN 902) is a final test of the student’s ability and scholarship as a practicing journalist. It is described in the graduate studies calendar as follows:

In consultation with the supervisor, students will complete a substantial work of public affairs journalism that will advance Canadian journalism practice. Projects are carried out with the intention of publishing, broadcast or other forms of public dissemination, and must adhere to professional ethics and standards.

Purpose
The project is intended to demonstrate the student’s ability to plan, conduct and sustain in-depth research over a period of several months, the ability to gather and organize a large amount of material, and the capacity to present that material in a clear, accessible, professional format that potentially benefits the public. Students will gain the opportunity to think beyond daily deadlines and practice journalism at its highest level, long-form documentary journalism.

Supervision
Independent work is conducted under the supervision of a regular full-time faculty member in the School of Journalism and a second reader.

Process
As part of the School application process, potential students are expected to propose a project concept. During the first semester, this concept is developed into a formal project proposal which will describe the object of inquiry (research question), methodology, research plan and format. A project proposal outline is provided in this package. In consultation with the supervisor, the proposal will be presented to the supervisor for approval. The student then begins working to bring the
project to completion, along with an accompanying written paper that offers a critical reflection on the work.

REQUIREMENTS

**Prerequisite:** JRN 902 – Research methods in journalism and communication.

**Credits:** 9

**Acceptable formats and lengths:**
- A documentary film or radio piece of a minimum broadcast half-hour.
- A work of creative non-fiction or investigative journalism of no less than 5,000 words.
- A web-based multimedia documentary journalism project.
- A series of feature newspaper pieces totalling no less than 5,000 words.
- A book chapter of no less than 5,000 words, accompanied by a solid publishing proposal.
- A photo-journalism exhibition of no less than 12 works.
- A community-based participatory media project.

All projects must reflect the highest standards of journalism practice, with an emphasis on investigation, research and the public interest. Projects that creatively test new methods and media are encouraged. Projects will be judged on the basis of thoughtful analysis, in-depth high quality research, and outward reach and relevancy to a broad public. The project must be accompanied by a bibliography and a critical reflection paper of 8 to 10 pages. In the case of a participatory media project, the final project is presented in the form of a written report and project evaluation, with relevant materials attached.

TIMELINES AND DEADLINES

**Step One:** Project Concept

**When:** During application process for entry into the Master's program

**Deadline:** January 31

Students are asked to provide a project concept as part of their application to the School of Journalism. The concept should include:

1. A short description that includes your research question, proposed methodology and proposed medium (broadcast, print, web, exhibition, community project, etc.)

2. Statement of interest: Why you want to do the project, and who it will serve.

3. Statement of ability: What existing skills, experience and resources you bring to the project, as well as what areas you would like to advance/improve in the course of the project.

**Step Two:** Project Proposal

**When:** Semester 1

**First Draft:** November 1

**Final Draft:** December 1

A detailed project proposal (see project outline) is to be developed in close consultation with your assigned supervisor, and may be developed as a JRN 800 final assignment. It is highly recommended that you begin laying the groundwork for your project during the proposal phase, including starting your research and contact file and undertaking background reading and research. When your supervisor is satisfied with the proposal, it will be submitted to the School’s graduate studies committee for approval.

**Step Three:** Project Implementation

**When:** Semesters 2 and 3
You and your supervisor will set up a schedule that will bring the project to completion within a reasonable time frame. The supervisor will look at one draft and provide feedback for a final draft that will be shared with the second reader. Students requiring access to broadcast equipment must set up a plan in consultation with the broadcast lab instructor. Last-minute access to equipment cannot be assumed.

The potential freelancing of projects is understood and encouraged. Any broadcast, publishing or exhibition agreements outside the School must be conducted with the full knowledge and involvement of the School, and carried out in close consultation with the project supervisor. This is to avoid conflicts between ‘double editors’ inside and outside the School. Students are ultimately answerable to their supervisors.

**Step Four:** Completion

**Deadline:** The project is a requirement for graduation. Completed projects must be submitted by August 15. Extension will be considered only on a medical certificate. A signed Project completion form must be submitted to the Faculty of Graduate Studies and Research office by no later than 4:30 pm on April 30 for Spring convocation and by no later than 4:30 pm August 31 for Fall convocation. Students who fail to complete or make substantial progress on their project within one year following proposal approval will be required to discontinue.

The final project should reflect high quality public interest journalism. It should be completed to a standard that is ready for publishing and/or broadcasting, and be accompanied by a bibliography of sources consulted and a list of contacts made. In the case of a community project, the final report shall include participant evaluation, with any materials produced in the course of the project attached.

You must submit three copies of your final project to your supervisor. Broadcast projects must include a script. A title page should be attached in accordance with the title page template offered in FSGR’s ‘Guide for Thesis Preparation.’

**Step Five:** Archiving

Student projects will be listed in the university digital repository, OuRspace, along with copies of accompanying reflective papers and bibliographies. Students will work with the designated Journalism OuRspace coordinator to ensure their work is appropriately displayed in the archive, and that licensing considerations are taken into account regarding third-party publishers and broadcasters. To comply, you will be expected to develop an abstract, list of keywords and other identifying information. Faculty members and library staff are available to assist you with these tasks.

**PROPOSAL OUTLINE**

1. Working Title

2. Area of Inquiry – What questions need to be answered?

3. Justification – Why is this project important? How will it make a difference, and to whom?

4. Abstract – A thesis statement and brief description pertaining to the project’s content.

5. Methodology – How do you intend to tell the story/carry out the project? What medium will be employed? Why?
6. Project Plan  
   a. Working bibliography.  
   b. Preliminary contact list.  
   c. Timeline.  
   d. Equipment requirements.  
   e. Source of equipment: personal or School-owned. If School-owned, provide details and dates needed. If personal, provide details of the equipment’s quality and capacity, as well as your plan for backing up electronic files.  
   f. Personnel requirements – camera operator, boom mic operator, other assistants. Explain how you plan to meet human resource needs (volunteers, paid assistants, undergraduates?).  
   g. Budget and potential revenue sources.  
   h. Draft release forms for broadcast or photography projects.

PROFESSIONAL JOURNALISM PROJECT APPROVAL FORM

Date submitted: ______________________________  
Student: ______________________________________  
Student Number __________________________________  
Date entered program: ____________________________  
Supervisor: ____________________________________  
Project Title:  
Project Proposal – Synopsis  
Supervisor’s signature ______________________________ Date approved _______________  
Supervisor Comments:

JRN 880 – 001  
Critical Approaches to Media and Journalism Studies  

Required Texts:  

Course Description: This course surveys a range of theoretical approaches to the fields of mass communications, popular culture and journalism.

Learning objectives: By the end of the course, students should achieve a greater understanding of key concepts, theoretical approaches and debates in the field. This theoretical primer should, therefore, also inform a richer, more critical and more reflexive journalistic practice, and provide a stronger ethical and intellectual foundation for the exercise of newsroom and professional leadership.

Format: Mix of lecture, multi-media screenings, roundtable discussions, on-line discussion fora, and student presentations.

Tentative schedule (subject to change):

Date  CLASS 1: Introduction to the field of media and journalism studies
(Readings: Babe, Chapter 1; Strinati, Intro; Zelizer, Ch 1 & 2.)
Date: First forum postings close

Date CLASS 2: Democratic foundations of media and journalism studies
Date: Second forum postings close

Date CLASS 3: Historical foundations of media and journalism studies
Date: Third forum postings close

Date CLASS 4: Mass media and mass society
(Readings: Strinati, Chapter 1 [Mass culture]; Zelizer, Ch 5 (Language studies & JRN); Babe, Chapter 4 [John Grierson])
Date: Fourth forum postings close

Date CLASS 5: The Frankfurt School
(Readings: Strinati, Chapter 2 [Frankfurt School]; Zelizer, Ch 7 (Cultural analysis & JRN); Babe, Chapter 5 [Dallas Smythe];)
Date: Fifth forum postings close

Date CLASS 6: Media effects
(Readings: Babe, Chapter 6 [C.B. MacPherson]; Zelizer, Ch 8)
Date: Sixth forum postings close

Date NO CLASS (mid-term break)

Date CLASS 7: Sociology of media
(Readings: Babe, Chapter 7 [Irene Spry]; Thompson, Intro & Ch 1; Schudson, M. (1989) The sociology of news production, Media, Culture and Society, 11, 263 – 282.)
Date: Seventh forum postings close

Date CLASS 8: Political economy of media
(Readings: Babe, Chapter 8 [George Grant]; Thompson, Ch 2 & 3; Strinati, Chapter 4 [Marxism, political economy and ideology])
Date: Eighth forum postings close

Date CLASS 9: Cultural studies
(Readings: Babe, Chapter 9 [Gertrude Robinson]; Thompson, Ch 4 & 5; Strinati, Chapter 3 [Semiology and structuralism])

**Date:** Ninth forum postings close

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**Date** **CLASS 10:** Feminist media studies

**Date:** Tenth forum postings close

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**Date** **CLASS 11:** Post-modernism... and beyond
(Readings: Babe, Chapter 11 [Marshall McLuhan]; Thompson, Ch 8; Strinati, Chapter 6 [Post-modernism])

**Date:** Eleventh forum postings close

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**Date** **CLASS 12:** In-class presentations and papers due.

**Date:** Twelfth forum postings close

**Date** **CLASS 13:** In-class presentations & wrap-up roundtable.

**Date:** Final forum postings close.

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**Assignments**

- **Weekly online forum 40 %**

Every week a discussion question will be posted to the online class forum. You will be asked to respond, both to the question and to participate in spirited (but respectful) discussion and debate with your peers over these questions. Evaluation will be ongoing and based on the quality of your writing and thinking. Coherence, concision and precision will be required to meet the *one paragraph per post limit*. Follow-up posts are optional, but encouraged. Posts close every Monday at 9 am so weigh in early if you want to weigh in often.

You can log on by going to the uregina.ca home page, and clicking the URCourses link in the bottom right corner or going directly to the log-in at https://urcourses.uregina.ca/login/index.php. It is a user-friendly windows application, but you will also find a student guide, tutorial videos, etc. on the site.

- **Roundtable presentation 10 %**

Every week a student will lead a roundtable discussion by presenting a ten minute *summary* of an assigned reading on a key communications thinker or tradition, together with their view of: 1) the most important *lessons* they can teach contemporary Canadian journalists, and; 2) what *questions* they raise for us. Other students are expected to support the discussion by coming prepared to share their own interpretation of the readings.

- **Class Participation 15%**

You will be judged on individual performance and contribution to group discussion throughout the semester, particularly in roundtable sessions. Ongoing.

- **Term paper 20 %**

Select two disciplinary approaches, two thinkers or two research traditions, and compare and contrast their approaches to a topic of personal interest to you and importance to Canadian journalists. The
research paper should conform to academic format, using APA style, be between 15 to 20 double-spaced pages and draw on scholarly sources (i.e., academic journals like those listed below, the course texts and pertinent books).

☐ **Capstone presentation 15 %**
Prepare a presentation of between 10 - 15 minutes on a journalism topic of your choice, either based on your research paper or another topic. Place your discussion in the context of journalism theory, contrasting two or more theorists’ positions. Present a synthesis position reflecting your considered view. Presentations will be scheduled for the last two classes. Be prepared to defend, discuss and debate with your peers.

**Deadlines**

The presses wait for no one and journalists who can’t make deadlines are soon looking for new vocations. Therefore, please take careful note of deadlines above and be aware of School deadlines policy, as attached. Plan ahead to manage your time effectively.

**Readings**

Readings will enable you to participate in an informed, considered and vigorous fashion. You will be marked accordingly. All specified journal readings are available online for download through the university library.

**Research sources**

There is still no substitute for a library as a research tool. Browsing the book and journal stacks is a great way to get ideas, refine ideas and gather resources for a term paper: http://www.uregina.ca/library/

You can access a wide range of searchable online journal sources for your term paper at http://www.uregina.ca/library/eresources/

Journalism databases, including journals and newspapers, can be accessed at http://www.uregina.ca/library/eresources/databases. Just key in “journalism” under subject area. You should find all required readings in database 5. *Communication Studies: A Sage full-text collection* or 7. *Expanded Academic ASAP*. To search historical news coverage, you will also find several databases covering the contents of major dailies, the alt-press and the early Territorial / Saskatchewan press.

Here is a list of some useful journal titles, also worth browsing for term paper ideas:

**Journals:**

☐ Canadian Journal of Communications  
☐ Journalism Studies  
☐ Journalism: Theory, Practice and Criticism  
☐ Press and Public Policy  
☐ Critical Studies in Mass Communication  
☐ Journalism Quarterly  
☐ Journalism: Theory and Practice  
☐ Journal of Communication  
☐ American Journalism  
☐ Journalism and Mass Communication Quarterly  
☐ Media, Culture and Society  
☐ Canadian Journal of Media Studies

**Trade journals:**

☐ American Journalism Review
JRN (819) 419  Alternative and Community Journalism

Course content

Why work for the Man? Alternative media is a way for people to make their own media. This class will examine the theory and practice of alternative media from pirate radio to community cable, guerrilla video, revolution via text messaging, web-zines and beyond. We’ll explore the social forces behind the rising prominence of alternative media in the global information landscape, and then roll up our sleeves to gain practical experience through mini-internships, community projects and other hands-on activities.

Graduate students will write a longer and more in-depth paper than undergraduate classmates (approx. 2,500 words), which will be held to marking standards consistent with graduate-level studies. Graduate students will also choose a class during the semester to lead a seminar on their paper topic.

Texts

Recommended Reading


Tentative Schedule

Week 1 Foundations Discussion of syllabus and community work. How to prepare a case study. New voices in the global media landscape: Examining where alternative media fits into the big picture. The roots of today’s media activism. Video: Seeing is Believing (Witness 2002).


Media and Citizenship: Letter from Sao Bernardo (Brazilian Charter of Media and Citizenship, 2005).

For next week:

Reading: Canadian Pirates Rock the British Empire

Web visits:
www.amarc.org (World Assoc. of Community Radio Broadcasters)
http://darkliferadio.proboards.com/index.cgi (Free Radio Forums)

Listening: CJTR 91.3 FM; www.radio4all.net (select a few podcasts by type)

Week 2 Alternative Radio
Discussion: results of your web visits and listening assignment
Community radio and pirate radio around the world. The battle for democratization of the airwaves.

Video: Pump up the Volume (1990)

Handout: Getting Started: Radio production to podcasting.

For next week:
**Group work:** Come up with a plan for an alternative radio station or a program on CJTR. What equipment will you need, what frequency will you broadcast at, what decisions must you make, what will the content be, how much will it cost, how you will organize it? Will you be above ground or below ground, and how will this decision affect your plans?

**Web visits:**
http://rising.globalvoicesonline.org/ (Global Voices Online’s ‘Rising Voices’ project)
http://www.pccharter.net/charteren.html (People’s Communication Charter)
http://www.adbusters.org/campaigns/mediacarta/sign (Media Carta)

**Week 3 Participatory Media**
Discussion: Your radio stations and web visits
Democratization of the media. Challenges of participation and access for all. Communication rights.
Videos: Proz Anthology (Commonweal), This is Us (U of R).
http://www.pwhce.ca/photovoice/saskatoon_intro.html (Saskatoon photovoice project).

**For next week:**
**Group work:** Come up with an idea for initiating a participatory media project. Who would you approach, and why? What might the outcomes be?

**Viewing:** RealNews Network - Canada

**Week 4 Alternative media and the technological horizon**
Digital technology, the Web, Open Source, Wiki and Creative Commons movements.
Web visits: www.participatoryculture.org, www.creativecommons.org

**Week 5 Alternative Film, Video and TV**
Discussion: Group work and viewing assignment

**For next week:**
**Group Work:** Come up with a TV show idea for Access 7. What would the theme be, and how would you manage it? How many volunteers would you need, and whom would you include?

**Reading:** Choose some articles from:
Latest issue of Briarpatch www.briarpatchmagazine.com The Dominion http://www.dominionpaper.ca/

**Web visits:**
Dominion Media Co-op http://www.mediacoop.ca/
The dog blog http://www.prairiedogmag.com/

**Week 6 Alternative Press**
Discussion: Reading, web visits and group work
The student press; alt weeklies; radical. Video: Tell the Truth and Run

**Week 7 Community work. Mid-term paper due**

**Week 8 Community work**

**Week 9 Class meeting/discussion**
Experiences and observations of alternative media. Community work.
Video: Born Into Brothels.
Week 10 Community work

Week 11 Community work Reports to class on community work.

Week 12 Redefining media power
Toward an expanded theoretical base for horizontal media activity. More reports to class on community work.

Week 13 Wrap up lecture and discussion.
Assignments: Assignments must be completed on time. There will be a penalty of 5 per cent of the total mark for each day late. Assignments more than one week late will not receive a mark. If you are likely to miss the assignment deadline, please contact me immediately.

Mid-Term Case Study Paper
- A 2,500-word case study (1,500 for undergraduates) of an alternative media activity placed within the context of one of the lecture themes. The case study will be preceded by a discussion of the media genre (e.g., Community access cable, participatory media, community radio) that explores and expands on the readings done in class.

Assignment Value Due Date
Paper 30

COMMUNITY WORK
You will be expected to undertake one of the two following options for community-based work.
Option A: Community-based internship.
Option B: Participatory media project.

OPTION A - Community-based internship

Students will undertake placements with alternative media organizations and community groups. A list of participating organizations will be posted. Students may also devise their own placement with the instructor’s approval. You will be expected to devote a minimum of three hours per week to your activity (approx. 18 hours total), either in the organization’s office or out on assignment. The type of work may vary widely, from gathering news to helping organize a training workshop to assisting with fundraising – in short, you will gain a taste of the total process of “making your own media”.

Evaluation
- You will be required to keep an activity log provided by the instructor, to be signed by the community mentor you are working with and submitted at the end of the semester.
- Both you and your mentor will fill out evaluation forms and meet with the instructor to discuss the placement.
- At the end of the semester you will do a 15-minute (including Q and A) presentation to your classmates about your alternative media experience. The presentations should describe the history, structure and goals of the organization/project you worked for, how it fits into a wider social and media context, as well as your observation/critique of the organization and its processes. If you worked on a team with another student, you may do your presentation together.

Marking will be based on your presentation and on an evaluation meeting with your community mentor. Your own evaluation comments will be taken into consideration in determining the grade.

OPTION B – Participatory media project

Working in a small group, you will make contact with a community agency in Regina and develop a participatory media project for a target group that is in some way disenfranchised from the mainstream media (such as youth, the elderly, refugees, addicts, etc.). This project could include such things as helping the participants prepare a radio or television documentary on their issues, or helping them organize some type of training or discussion activity relating to media – the field is open, as long as the
proposed target group takes the lead in determining what they’d like to do. Groups are encouraged to work with their target groups to come up with an idea that is simple, doable and effective.

**Your chosen community agency must be approved by the instructor before contact is made.** You must also receive the instructor’s approval of the plan you devise with your target group. Finally, you will be expected to present a project evaluation plan to the instructor, which you will carry out at the project’s end.

**Evaluation**
- At the completion of the project you will prepare a written group report of approx. 8 pages that details the activity, the challenges and the level of success or failure within the context of course lecture material. The report should include your observations, the evaluations of the participants, and copies of any material produced during the project. This report will be the basis of your class presentation. Your group will share a group mark.

**COMMUNITY WORK – MARKING**

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<tr>
<td>Community work</td>
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<td>Class presentation</td>
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**Class Participation**
Students will be evaluated on individual performance throughout the semester. Students will also fill out a confidential self-assessment questionnaire on their own work and role in group work, which will be submitted for the instructor’s information.

**Value : 15**

**Summary**

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<tr>
<td>Mid-term paper</td>
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<tr>
<td>Class presentation</td>
<td>15</td>
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<tr>
<td>Community internships: Activity log and self-evaluation</td>
<td>35</td>
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<tr>
<td>Participatory projects: report</td>
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| Participation                                     | 15    | Ongoing  |
| TOTAL                                             | 100   |          |

JRN 811 (411): Documentary Theory and Production

**Course Objectives**
- Explore creative opportunities within the documentary form
- Exposure to theoretical aspects of documentary filmmaking
- Experience first hand, the benefits and demands of working within (and potentially leading) small, fast moving, multi tasking, documentary production teams
- Understand the process of documentary making from first idea to finished program
- Experiment with a diverse range of narrative and editorial tools
- Understand Journalistic responsibilities in long form storytelling
- Expose participants to career options within both mainstream network media and freelance/independent productions
In this course, we will seek to discover the power of creative storytelling through proper preparation of mind and material. We will endeavor to enlighten, challenge an audience with original stories that move beyond visual and audio “wallpaper.” Students will be encouraged to expand their knowledge of how story approach, sound and pictures can help aid understanding of complex and/or abstract topics and also strengthen audience connection to the material. We will conceive, approach, deconstruct and rebuild long form story ideas. The class will be divided into small teams, with each team responsible for the production of a substantial documentary.

Conceptualizing and then successfully producing an original idea for a documentary is one of the most creative and intellectually challenging processes in television. In order to gain an understanding of the process the theoretical modes that provide the foundations for documentary production will be explored, along with the practical elements of documentary making.

This course will be of benefit to students interested in careers as documentary directors, writers, producers, and/or researchers. All students will gain hands on experience in shooting and editing. It will also be beneficial for those with aspirations to work within a current affairs unit. This course will afford you the creative freedoms and encouragement necessary for you to begin to discover your own voice as a storyteller.

In the simplest of terms we will seek to produce great stories well told.

**Assignment Format and Directions**

All written assignments are to be handed in as hard copies and an electronic version e-mailed to me. Ensure your submissions are properly formatted with a header that includes your name, assignment descriptions and date submitted. Please add page numbers. The body of the paper should be double-spaced.

All media assignments are to be submitted with proper labeling, which includes show title, date of edit, date of dub and running time. Two copies are required.

**Graduate students will be expected to act as program producers, taking substantial leadership roles. Sound judgment, ethical approaches, good organization skills and leadership will be scrutinized by the instructor, and will contribute toward the final mark.**

**Course Outline (subject to revisions)**

**Week 1**

- Discussion of career goals and areas of interest
- Course Introduction, content & expectations
- The creative, technical and practical symmetry between lecture and lab
- Questions on the Grading Criteria and Course Outline
- Conceiving and focusing a documentary idea
- Evaluating story ideas to assess your project
- Constructing a concise, compelling pitch and sharing your vision

**Screenings**

Powaqqatsi (Godfrey Reggio, 1988) (select scenes)
Lonely Boy (Roman Kroitor and Wolf Koenig, 1962)

**Assignments**

Story Pitch
Conceive a documentary idea and write a pitch for your sustainable long form story idea (2 pages, double spaced). The pitch will also be presented aurally in class with a maximum of five minutes allotted for each.

Visual Essay
Teams of two conceive, produce and deliver a 2 – 4 minute visual essay.

**Week 2**
**DUE – Story Pitch**
- The documentary tradition and the NFB
- Evaluating ideas
- Individual Pitches
- Assessment and selection of pitches to move into pre-production
- The role of research in the documentary form
- Roles of the producer, director, writer/story editor, researcher, director of photography and editor. **These roles will be assigned on Feb. 4. Up until then each member of the group is required to contribute to the editorial treatment process**
- Evolving the idea from a pitch to a treatment
- Group story meetings

**Screenings**
Flight from Darkness (Trevor Grant, 2007)

**Assignment**
A 4 – 5 page, double-spaced, editorial treatment (Draft 1) for your documentary. This must include research and character sketches. Researched, written and submitted as a team.

**Week 3**
**DUE – Visual Essays**
**BE PREPARED FOR** – Groups discussions on editorial treatments
- 10 units of time and money and the impact on the creative process
- Subjects/Characters
- Narration – when and why
- Structure
- Group story meetings (all groups together) to analyze and challenge each others editorial treatments

**Screenings**

**Week 4**
**DUE – Editorial Treatments – Part 1**
- The role and restrictions of a Director’s POV within the documentary form
- Voice of the storyteller
- Editorial Toolkits
- Imagining and crafting a shooting script
- Group script meetings

**Assignments**
First Draft – Shooting script
Editorial Treatment Revisions

**Week 5**
**DUE** – Revised Editorial Treatments and First Draft Shooting Scripts

- Engaging the audience
- Transitions, links, triggers 1
- Evolving a story
- **Individual assignments**
- Group story and production meetings to “imagine” the documentary

**Screenings**
Indecently Exposed (Trevor Grant, 2005)

**Assignments**
Revisions to the First Draft Shooting script

**Week 6**
**DUE** – Second Draft Shooting Script

- Guest Lecturer(s) TBD
- Group Updates
- Interview styles and compositions
- Group story meeting

**Screenings** – Political Cinema
The Battle for Algiers (Gillo Pontecorvo, 1966)

**Assignments**
Individual, concise and critical analysis of another group’s story in point form. What is working, what is suspect, what is unnecessary and what are some solutions? (2 pages double spaced)

First draft - Production schedule (no grade assigned to this)

**Week 7**
**DUE** – Individual critical analysis
**DUE** – Production schedule (no grade assigned to this)

- Discuss and resolve story concerns brought forth by individual and group critical analysis
- Transitions, links, triggers 2
- Imagining and Composing scenes
- Lock shooting scripts

*Shooting and recording begin for approved (green light) scripts only. If you’re not in green light mode at this point your chances of success are minimal*

**Week 8**
- The business side of documentary making
- Project updates
- The essential motivations, and how to, for paper cuts
- On going production of documentaries
Screenings
Kanehsatake: 270 Years of Resistance (Alanis Obomsawin, 1994)

Assignment
Paper cuts (editing scripts)
Week 9
DUE – paper cuts (editing scripts) of story to date

- Breaking structure
- The camera and the edit suite
- On going production of documentaries

Screening
Shake Hands with the Devil (Robert Spottiswoode, 2007)

Assignment
Editorial Assembly

Week 10
DUE – Editorial assembly

- Script Vetting
- Editing for action, rhythm, pacing and impact
- On going production of documentaries

Assignment
Rough Cut

Week 11
DUE – rough-cut

- Music as narrative
- On going production of documentaries

Screenings
Wide Mouth Mason: Playing with Poison (select scenes)

Assignment
Fine Cut

Week 12
DUE – Fine Cut

- Class screening, ideas and creative collaboration
- Critical analysis
- Moving a documentary to a locked fine cut
- On going production of documentaries

Assignment
Final Revisions
Locked Show Master
Week 13
DUE – Locked Show Master

☐ Program presentation (invited audience)

Assignment - Begin career

Grading

Class attendance and participation (individually and as part of your group) are essential, mandatory and worth 15% of the grade. Successful participation entails maintaining a positive attitude throughout the course, being on time, demonstrating preparedness, and contributing to class discussions and assignments. Disrespect of any kind toward classmates, the instructors, or subjects that you encounter in professional situations is unacceptable.

Late assignments will be penalized 5% per day and you will also be endangering your group’s chances of success. Assignments submitted later than one week from the due date will not be accepted.

If there is any student in this course who, because of a disability, may have need for accommodations, please come and discuss this with me, as well as contacting the Coordinator of Special Needs Services at 585-4631.

Grading Criteria:
☐ Teamwork, attitude & work ethic
☐ Problem solving
☐ Demonstrated understanding and application of journalistic concepts and principles
☐ Sustainability of the long form story ideas pitched and of the finished documentaries
☐ Originality of idea and/or execution of the idea
☐ The degree to which the work is compelling, interesting, insightful, and relevant
☐ Risk-taking, risk assessment and the resulting creative use of the medium
☐ Effective evolution of idea from conception through to broadcast.
☐ Technical quality

Grading Weight
☐ Attendance, Participation and fulfillment of Individual Roles 20%
☐ Individual Pitches 05%
☐ Visual Essay 05%
☐ Pre-production 20%

--Editorial Treatments
--First Draft Shooting Script
--Second Draft – Shooting Script
☐ Critical Analysis (Incl. in participation grade)
☐ Production and Post Production 25%

--Paper Cuts
--Editorial Assemblies
--Rough Cuts
--Fine Cuts
☐ Finished Program (including technical quality) 25%

JRN 815(415) INTERNATIONAL MEDIA

Course Objectives:
This course introduces students to the study of global journalism and international mass media systems. International media systems will be examined in their cultural and political context. We'll explore the patterns of media ownership, journalistic practices, and ideological approaches underpinning the media functioning in different regions and countries.

We'll read, watch and discuss newspapers, radio, television shows, and websites in the various countries. It will help students understand how different media systems operate in a global context.

The themes we will cover include media ownership, financing, programming, regulations and global concepts of media freedom, development, understanding global issues in journalism and media corporations functioning. We'll deal with media audiences and content, media imports and exports, news reporting and different cultural characteristics across the realm of international media. Students are expected: a) to research and prepare a corporate profile of one of the leading global media corporations; and b) to individually choose, analyze and write an overview essay on media systems in a certain region or a country of interest.

Graduate students will write a longer and more in-depth paper than undergraduate classmates (2,000-2,500 words), which will be held to marking standards consistent with graduate-level studies. Graduate students will also choose a class during the semester to lead a seminar on their paper topic.

Textbook and Readings
Required:


Copies of the book can be obtained from the University of Regina’s bookstore at Room 139, College West Building (http://www.uregina.ca/bookstore/index.shtml).

Recommended for commentaries and presentations:

- Additional readings will be available as printouts on.

Grading Criteria:
- Accuracy
- Balance
- The degree to which the work is compelling, interesting and relevant
- Depth of analysis
- Attention to detail, insight
- Originality and creative writing
- Demonstrated research
- Demonstrated understanding and application of journalistic concepts and principles

Late assignments will be penalized 5 marks per day. Assignments submitted later than one week from the due date will not be accepted.

If there is any student in this course who, because of a disability, may have need for accommodations, please come and discuss this with me, as well as contacting the co-ordinator of Special Needs Services at 585-4631.

COURSE OUTLINE

Class 1
Introduction and course presentation; assigning the commentaries on readings; The current online options (I). History of Information Networks.

Class 2
International media and communication. The current online options (II). Globalization and development. How to write a corporate profile
Chapter 1 (Introduction) and 2 (Climate of Globalization).

Commentaries due. [Names to be announced.]

**Class 3**
Media Systems, and Culture. The methodological approach of a system. Centrality of media content. Online examples of the current stories in different countries.

Chapter 3 (Elements of a Media System), and 4 (Cultural Characteristics of the Eight Countries).

Commentaries due. [Names to be announced.]

**Class 4**
Philosophies and Regulation of Media.
Types of philosophies. Categories of regulatory bodies.

Chapters 5 (Philosophies for Media Systems) and 6 (Regulation of Media).

Commentaries due. [Names to be announced.]

**Class 5**
Financing and Accessibility of Media.
Methods of financing. Media distribution terms.

Chapters 7 (Financing of Media) and 8 (Accessibility of Media).

Commentaries due. [Names to be announced.]

**Class 6**  **Corporate profiles presentations**
Corporate profiles are due by 4.30 p.m.

**Class 7**
How to write an essay on regional media. How to make a regional media presentation.

Media Content and News Reporting.

Distinctive themes in media content. What it takes to become a foreign correspondent.

Chapter 9 (Media Content) and 10 (News Reporting). Definition, Bias versus Objectivity, Entertainment versus Seriousness, and Depth versus Brevity.

Commentaries due. [Names to be announced.]

**Class 8**
Media Audiences
Chapters 11 (Media Imports and Exports) and 12 (Media Audiences).

Factors influencing the exporting of media content.

Commentaries due. [Names to be announced.]

**Class 9**
Other approaches to studying international media

Chapters TBA
Commentaries due. [Names to be announced.]

**Class 10**
The “forest of media system” Chapter 13 (Conclusion).

International Journalism. What it takes to be a foreign correspondent.
Commentaries due. [Names to be announced.]

**Class 11**
Case-Study Presentations

**Class 12**
Case-Study Presentations

**Class 13**
- *Final Essays due at noon*

**ASSIGNMENT REQUIREMENTS:**
- **Readings analysis:** twelve short (a page and a half) papers with a description and analysis of a chapter content.

- **Commentary:** choose a particular article or a chapter from the recommended list of literature in international media relevant to the specific class; read, analyze and present the findings in class for ten minutes. Submit a three-page paper based on your readings.

- **Corporate profile:** This written work must include at least 12-15 pages of a serious analysis of the historical, structural, and functional aspects of a chosen media corporation.

- **Corporate profile presentation:** This assignment includes a short overview of the media corporation with samples of creative work of its branches in different multimedia formats. (15 minutes).

- **Case-Study Presentations:** Presentations describe the media systems of designated countries or regions with media samples in different formats. (20 minutes).

- **Final essay:** You are expected to write a comprehensive and illuminating paper 20-25 pages long (15-20 pages for undergraduates) that reflects structures, types of ownerships, journalistic practices, and ideological and thematic aspects of the media content of the media in countries or regions you chose for studying.

**ASSIGNMENT WEIGHT:**

- Commentary 10 %
- Corporate profile 20 % due February, 22
- Corporate profile Presentation 15 % due February, 22
- Case study presentation 15 % March, 29; April, 5
- Final Essay 30 % due April, 12.
- Class participation 10%

( * please check the university calendar for grading descriptions - page 30)
Course Objectives:

In this class we will seek to gain experience working within a group in the production of long form radio and television programs. The course is concept and production oriented and organized around two 6-week blocks with the opportunity to produce several radio and one television program. Based on the team work, the class will encourage investigative research, character development, and innovative story presentation. The first half of the class the students will work on bi-monthly radio programs. The class will split during the second half – some students will continue working on radio programs, the others will make an investigative television program.

In this course we will seek to enhance our abilities to tell interesting stories in interesting ways and to explore approaches to these stories that will open creative gateways.

As a group we will strive to unlock innovative approaches to long form story-telling. There will be an emphasis on individual and group evaluation, critical analysis, and organization of story ideas in pre-production with the expectation that many of the decisions made at this stage will successfully translate into production and post production.

We will conduct in-class exercises, focusing on writing, structure, performance, visual and aural literacy, and technical applications, leading up to the production of a substantial television or radio documentary, produced in small teams. As well, graduate students will be expected to prepare a critical essay of 2,500 words on the work of a notable photojournalist. In project work, graduate students will be expected to act as program producers, taking substantial leadership roles. Sound judgment, ethical approaches, good organization skills, and leadership will be scrutinized by the instructor, and will contribute to the final mark.

Planning and Organization

- producer-team relations, commitment to show, audience and story
- storyboards & editorial blueprints
- the values of time and money on story production
- allowing pictures and sound ultimate power through planning

Producing the Program and the Program Elements

- continuity, collective process, visual and auditory powers
- developing connections between social space, language and story forms

Program Elements and Integration

- integrating concept and story-form, building original approaches, provoking debate.

Grading Criteria:

- Accuracy
- Journalistic rigour and ambition: how difficult was it to get the story and how deep did you dig
- The degree to which the work is compelling, interesting and relevant
- Clarity of story-line and focus
- Originality, risk-taking and creative use of the medium
- Attention to detail
- Technical quality (quality of shots, meaning of pictures and sound, composition, lighting, editing)
- Demonstrated research
- Demonstrated understanding and application of journalistic concepts and principles
Late assignments will be penalized 5 marks per day. Assignments submitted later than one week from the due date will not be accepted.

If there is any student in this course who, because of a disability, may have need for accommodations, please come and discuss this with me, as well as contacting the Coordinator of Special Needs Services at 585-4631.

COURSE OUTLINE (subject to revision)
Class 1
Course Overview and introduction.

Discussion of goals, areas of interest / finding a subject. Documentary vs. long broadcast storytelling: distinctions and similarities.
Program Concept Development - Concept/ selling the idea

Lab: We will look at and discuss excerpted examples of certain long-form programmes and documentaries based on budget, style and approach as well as a discussion from the class on their preferences for each type. We will then begin a review and upgrade to the technical skills required for this type of work.

Class 2
long broadcast storytelling : production specifics.
Show concept DUE – Presentations & Selection
Research. Recording begins for approved scripts only.

"Pitch and Development".
Program Concept Development
Program styles, evaluation tools, context, planning

-Preliminary group production meetings
*** subject matter must be approved before commencement of the projects

Lab: This lab will continue of the morning session of prepping the Pitch and should be a group-directed discussion to determine the choices as well as the initial stages of the Pitch. We will also discuss the necessity for technical pre-production planning such as Story Boards, Job Lists, etc.

Class 3
The role of the producer Radio/TV Unit meetings: Producers lay out show concepts
Growing & preparing stories to meet program mandate.
Research. Recording begins for approved scripts only.
Guest Lecture.

Lab: Now that the decisions have been made as to which project each group will undertake, we can begin to direct our focus in the lab upon the specifics of the technical approaches.
Radio program 1 due.

Class 4
*** Central character: questionline development.
Writing for broadcast:
Style/structure/pacing/flow
Unit meetings: Program & Story Vetting. Story script revisions.

Lab: In-depth, specific work on the pre-production and production work for each project.

Class 5
Lecture: Paper Cuts and Media Management
Marrying story to show look.  
Producers: bumpers & opening - DUE

**Radio Program 2 due.**  
Lab: Technical meetings with each group to determine their needs.

**Class 6** Project planning meetings.

**Class 7**  
Program conventions, the strictures on originality Show Concept #2 – Presentations & Selections.  
Concept development meetings: TV program  
Lab: Now that the first half of the semester is behind us and the remaining labs will be specific to what is necessary for the individual projects, e.g., editing effects, audio work, etc. **Radio program 3 due**

**Class 8**  
8.30 – 9.45 – TV 10.00-11.15 Radio  
Narrating Broadcast  
-Ethics and Responsibilities  
**TV Program concept due**

Lab: Specific needs work (development, shooting, editing).

**Class 9**  
8.30 – 9.45 – Radio / 10.00-11.15 TV  
Radio- Program production.  
First draft individual story treatments - DUE  
Story ideas and program mandate  
Research and pre-production Unit meeting: Individual Story Treatments - DUE  
***Storyboard due 9.00 a.m. (TV).**  
**Radio program 4 due.**

Lab: Specific needs work (development, shooting, editing).

**Class 10**  
8.30 – 9.45 – TV / 10.00-11.15 Radio  
Radio- Pre-production  
Producer Blueprints - DUE  
Program & Story Vetting Process. Story script revisions, Shooting and Recording begins for approved scripts only  
Script workshop / production meetings  
□ **Rough cut due @ 4:15 p.m.**

**Class 11**  
Radio- Production.  
Unit Meeting: Individual story paks, bumpers & opening DUE  
Producer Vetting Sessions  
Fine tuning, re-cuts. Locked stories - DUE  
□ **Fine cut due @ 4:15 p.m.**  
□ **Radio program 5 due**

**Class 12**  
TV / Radio Programs  
□ **Fine cut due @ 4:15 p.m.**

**Class 13**
TV / Radio Programs. Showcase. Radio program 6 due.

Please note that the vast majority of production and post production will be done outside of class times.

**Show Productions**

1. **CONCEPT proposal** (see submission criteria)

2. a. **Story treatment – pitch**
   (detailed and researched story content including scenes, transitions, script, clips, continuity devices). **Storyboard**
   
b. **Story Scripts (revised)**

3. **Program Producers**
   
a. **Show treatment**
   (detailed show content map incorporating individual stories, sfx, script, continuity, thematic metaphors, opening, closing)
   
   b. **Show script (revised)**

   (all inclusive, opening/closing, bumpers, etc.)
   
c. **Final show package**

4. **Cooperative attitude & team work**
   Program direction & leadership on show units

5. **Meeting deadlines**

**Submission Criteria for Program and Story Proposals**

Conceptualizing an original idea for a new program is one of the most creative, intellectually challenging processes in the making of radio and television. This is your chance to test the limits. Just make sure your program is provocative. While presentation is critically important the heart of a good story is still a good story well told.

**NOTE:** TV & Radio programs & story proposals MUST contain a storyboard and an editorial blueprint including all the elements. This helps you visualize the story/show in advance of production and will open up new ideas for visual/sound sequences, allow you to decide what pictures and sound are important in advance thereby affording you the time to effectively capture elements that are germane to the story and not just “wallpaper”.

1. **RESEARCH REPORT:** This report must contain substantive evidence to back up your story’s conclusion or overall point of view. I will not accept a ONE SOURCE story proposal. Each segment or major point in the story must be substantiated by at least two sources. Begin your research report with a strong, clear sentence articulating the importance of the story you want to tell. If it is not important, do not bother handing it in. Remember, the research report is not a summary of how many trips to the library you made or all the people you tried to interview. It is evidence you have unearthed to support the relevance and importance of the story/show.

2. **WHO ARE YOUR MAJOR PLAYERS OR CHARACTERS?** Tell me who they are and why they are important to the story. Tell me exactly WHAT they will contribute to the story, i.e., what will they say (powerful, insightful, provocative, emotional) and why they are qualified to say it.

3. **WHAT ARE THE SHOOT/RECORDING LOCATIONS?** Describe, in detail, why you want to shoot or record in these locations? How do the locations fit/enhance the story. The locations are part of the story
(justify the choices), so research them as thoroughly as you would research the people and the facts of
the story. A reconnaissance mission in advance of production is always helpful and ultimately will save
time and increase quality.

4. HOW DO YOU INTEND TO USE VISUALS AND SOUND? Be specific, think it out. How will these
techniques take people inside the world of the story? Make sure this is realistic and do-able vis a vis this
specific story. I do not want what you might do. I want what you will do. This should be worked out with
storyboards so that you and your team can envision and analyze prior to commitment and production.

5. PROVIDE TWO FORK-DROPPING QUOTES (clips) which represent what we will hear in your story.
Do not make them up. They must be real – i.e. – have emerged out of your research.

5. JUSTIFY why should we "buy" this story/program and put it on the air?

7. MAP your project – make sure it can be done and done very well. A good idea badly done goes
against all the values of this class.

Essay Assignment
A critical 1,500- word overview of a noted documentarian’s body of work, including influences,
historical context and a critical appraisal of the work.
Value – 20%

Assignments and Grading Weight:
Radio: Each program – 15% x 6 or 15% x 3
TV: First cut – 10% Fine Cut 10 % Final program 10%
Essay – 20%
Participation 5%

JRN 812 (312) Photojournalism

Guiding Quotes
"You can observe a lot by just watching."
- Yogi Berra

"Photography is a way of feeling, of touching, of loving. What you have caught on film is captured
forever... it remembers little things, long after you have forgotten everything."
- Aaron Siskind

Course Objectives
To develop an understanding of the creative image using sound journalistic practices and what those
practices mean to the viewers of our images.
We will debate the process and definition of Photojournalism, practice the methods of creating the Image
whether made on film or digitally. We will look at the methods used today of creating the image, working
with it in the “lightroom” and getting the image out to the viewer. There will be an emphasis on individual
and group evaluation and critical analysis. The decisions made at this stage will successfully translate
into relevant journalistic images.
We will approach, deconstruct and re-build image story ideas that will ultimately be produced within the
class and viewed by a larger audience.
Most classes will be driven by lectures with interactive group discussions of concepts and ideas and production pertaining to the creation of 4 graded assignments. All stages of the projects involve individual and team work, as well as collective evaluation. Part of our first class will be to make two groups that will act as a cooperative. These two photo co-ops will critique and edit the collective work of each member and then act as the liaison for the total class discussion on submissions of assignments. This will allow us insights into the industry’s approach to top quality photojournalism of a standard that will mimic the likes of Magnum, Black Star and other high-end agencies. Emphasis will be placed on critical thinking within original and unique concepts, journalistic research, proper preparation and innovative production. You will all have the opportunity of learning by participation in the vetting and editing processes. Students are expected to contribute to group discussions, idea sessions and to actively participate in project critiques. Each member of the class will be responsible for producing four assignments that will be made up from the basic divisions of Photography and specifically, Photojournalism.

As well, graduate students will be expected to prepare a critical essay of 1,500 words on the work of a notable photojournalist.

Guidelines for Grading Criteria
In keeping with the objectives of this course, the main criteria for each image will be its news value. If there is no news value to the images they will not be considered. In addition, the following will be considered as key elements in the grading process:

- Meeting deadlines
- Understanding of context, meaning, and implications of the image
- Attention to and extensive work on pre-production i.e., planning the image set-up
- Creative use of the medium (lens choice, aperture, composition, lighting and, in the case of the photo essay, editing) in other words, learning to use your camera and the software to process your images
- Quality of research evidence
- Demonstrated understanding and application of journalistic principles
- Attitude to learning and public accountability
- Ability to contribute to the collective editorial judgement

Grading for attention to creative technical quality:
- Quality of shots (variety, meaning, appropriateness for story reinforcement)
- Composition (including head-room, framing, background relevance, choice of location)
- Lighting and overall picture quality
- Editing (choice of cropping, flow, pacing, story structure, strength of juxtapositions, meaning, context and the creative use of the “lightroom”)

*SPECIAL NOTE:
- All assignments must include a written Cutline sheet(word .doc) with a Cutline for each image, as well as a brief paragraph on the Story Outline and reasoning for the choice of images. There will be no exceptions to this requirement. (See page 7)

Assignments
There will be four graded assignments during the semester. Each assignment will increase in intensity as we progress and will be graded accordingly. The total assignments should stand as a portfolio of work that will be presented at the end of the semester and will be considered for publication in the upcoming issue of The Crow magazine.

The first two assignments will each make up 15 percent of the total grade. The third assignment will be 20 percent of the total grade. The final assignment will be much more substantial than the first three and will be graded at 30 percent. The final 20 percent of the grade will be assessed from the individual’s participation within the collective discussions of each class. Group critiques and editing of assignments will be essential considerations in this 20 percentage of grade as will the final presentation of the
portfolios. This participation grade is intended to develop collaborative work skills based on critical thinking, creativity and journalistic reasoning.

**On Time & On Target**

It is essential that all assignments be completed on time. The workload steadily increases as the semester moves forward and late assignments will have a compounding effect. Having said that, it is perfectly legitimate to work ahead of the schedule, e.g., if you see spot news happening, shoot it and record the info for later.

*In order for this to work to your advantage, start by carrying your camera with you ALWAYS.*

There will be a penalty of 5% of the total mark for each day an assignment is late. Assignments more than one week late will not receive a mark and will not be accepted. If you are likely to miss the assignment deadline, you must contact me immediately.

*This policy will be rigorously enforced in order to protect the semester schedule.*

**Punctuality**

Punctuality is a key element in our chosen profession. You are expected to be in class and ready to roll at 08:30 a.m. sharp. The 20% participation mark is also reflected by your punctuality.

**Points for Possible Discussions**

- What is Photojournalism – the brief overview
- The Stand Alone Image and the Photo Essay
- Media Considerations – Digital or Film
- The Difference Between Magazine and Newspaper Imaging
- Amateur or Pro – The Worth of the Digital Imaging Systems (camera phones, etc., ... can anyone make a good news photo?)
- Creating a Portfolio Website
- Copyright Issues
- Digital Cameras vs. Film Cameras
- Scanning and Prepress Tools for Print Publications
- Scanning and Prepress Tools for Web Publications
- Photo Editing – Software, Manipulation and Ethics in today’s world.
- Transmitting in the Field
- Archiving Digital Image Files

"Light makes photography. Embrace light. Admire it. Love it. But above all, know light. Know it for all you are worth, and you will know the key to photography."

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– George Eastman

**Weekly lecture content is subject to revision and much of what we will discuss is partially dependent on class interests and needs.**

**Week 1**

**Introduction to course – Equipment Needs & where we are going**

- A Brief History (very brief!)
- Our New Digital World – Is Film Dead??
- The Basics –what you need & what you need to know – Gear, Creativity, Composition and Light
- Setting up our Cooperatives
- Shooting formats and conversions
- The First Assignment – It’s All About Image
- Examples
Week 2  More Basics – The How To’s and the Why’s
  □ Style, Angles, Speed, Depth, Size, Framing, Frames, Flashes, Flashing, and other neat stuff.
  □ More on Composition, Lighting and working in the moment
  □ Creativity and its application to Photojournalism
  □ War Photographer – James Nachtwey - DVD

Week 3  First Assignment Due – Journalistic Images
  □ First Collective Critique of work
  □ Ethics and Responsibilities (copyrights for today)
  □ Second Assignment – Face Time
  □ Setting up the Portrait … lighting, framing, angles and “connection” - Studio set-ups

Week 4  The New Trends With the New Technology – HDRI and Panos
  □ What’s in the bag, Mister?
  □ Software
  □ Formats, frames, EVs, etc.
  □ Creative working environments
  □ Set up a studio theme shoot for Feb 12 class

"The idea that any photography can’t be personal is madness! ... I see something; it goes through my eye, brain, heart, guts; I choose the subject. What could be more personal than that?"
- Cornell Capa

Week 5  Second Assignment Due – The Portrait
  □ Collective critique of assignments
  □ Third Assignment – Don’t Shoot The Last Frame!
  □ What is that Spot?
  □ Breaking News, Hard News
  □ Rights and Wrongs and Ethics – Of Accidents and Tragedies
  □ Group Discussion – Themes & Realities of Spot News

Week 6  A Day In The Studio
  □ Set up the Theme Shoot
  □ Start shooting … and have some fun!

Week 7  Mid Term Break

Week 8  The Art Of Illustration – A Blending of Techniques
  □ Viewing of studio shoot images form Feb 12
  □ Photojournalism meets Advertising
  □ How diverse techniques can blend - Discussion
  □ Pick several of your images to edit for March 12

Week 9  Third Assignment Due – Spot News
  □ Critique and Analysis of Spot News Assignment
  □ Group and Individual choices for Documentary Project
"Where observation is concerned, chance favours only the prepared mind."
- Louis Pasteur (1822-1895)

Week 10 The Lightroom
- Bring your images and Laptop
- Editing your best Stuff – Show and Tell
- Photo Groups Editing Time

Week 11 Group Presentations
- Selections of work by both groups
- The Best of the assignments to date including the last class - Field Work
- Groups must collectively edit their work as for a regular assignment

Week 12 Final studio shoot
- Come prepared to set up & shoot one image
- Use creative lighting techniques
- Props, makeup ...whatever you need
- Go home and prepare the image for Showcase set-up

Week 13 Fourth Assignment Due – The Documentary
Essay due
- Review and critique of final assignment portfolios
  - Crow discussion
  - Putting it all together
  - Showcase set-up

ASSIGNMENTS
Suggested Assignment Topics:
- Agriculture
- Ageing
- Youth
- First Nations
- Environment
- Outside Workers
- Homeless in Regina
- Human Emotion
- Health Care or Lack of it
- Societal Trends
- Neighbourhoods
- Emergency Services
- Rural Life
- City Life
- Business
- City Wildlife
- Work
- Social Justice
- Stereotypes
- Hard News
Assignment Criteria:
- #1 – Journalistic Images - Minimum of 10 images submitted (maximum 12)
- #2 – Portraits – 4 images minimum (maximum 6)
- #3 – Spot News – 4 images minimum
- #4 – Documentary – Minimum of 8 images (maximum 10)

Elemental Criteria for Image Production and Grading
- All images must be created as separate stories – stand alone images. Careful consideration must be given to composition and lighting, as well as attention to details within the frame and how each relates to the overall story of the image. As this style of journalism is more directed to artistic creativity, there will be consideration given to those images that show a unique approach to story telling.

There will also be an assessment of the final processing of the images in the Lightroom.

Submission Criteria for Photos and Essay Proposals
- All assignments must be submitted digitally on CD. No electronic transmissions will be accepted. The CD must be identified clearly as to the Photographer, the assignment, the date and the subject. Along with the final submission from the edit, all images taken must be included in a separate folder in the CD. For example, if 10 images are required for the assignment, the total images taken must be submitted. A ratio of at least 4:1 should be considered, so 10 submissions, 40 images as an example. The assignment must be submitted in separate folders on CD with cutlines for each image along with the digital number. The other images do not need cutlines. Cutlines must be a Word Doc. The folders must be identified as “Assignment – “your name” and as “Extras – “your name”. The images should be Hi Jpeg format after processing. The format must be adhered to; assignments will not be accepted otherwise.

- All assignments are graded out of 100%. Marks will be averaged to attain final grade.

Essay Assignment
- A critical essay of 1,500 words addressing a photojournalist's body of work. You will be expected to understand the techniques used, the school to which the photographer belonged or was influenced by, as well as the historical and social contexts of the pieces as artistic expressions of an era.

Assignment Weight:
- Assignment 1 ............... 15%
- Assignment 2 ............... 15%
- Assignment 3 ............... 20%
- Assignment 4 ............... 20%
- Essay ....................... 25%
- Class participation .......... 5%

JRN 813 (413) Magazine Writing and Literary Journalism

Course Description
This course will immerse you in the world of magazines and magazine-style writing, also known as literary journalism. A literary and personal form of journalism, this kind of writing expands on the inquiry and description of the here and now that you have learned in other journalism courses. The focus of the course will be at least two drafts of a 2000-2500 word magazine article. You will also learn how to write a proposal to an editor for a magazine article, and you will participate in planning for the next edition of the Crow magazine. The format of classes will be workshop-style, meaning students will share their projects
with the class and critique one another’s work. **Graduate students will be expected to submit a critical reflection on a substantive magazine article or series of articles, and choose a date to lead a class seminar on your topic.**

**Recommended Reading**


The Crow/University of Regina


The Art of Fact/A Historical Anthology of Literary Journalism/Karrane & Yagoda (Eds.)/1997


**Tentative Schedule**

Week 1 Discussion: Experiences of the past semester. Goals and expectations. Definitions of literary journalism.
Workshop: Story ideas – roundtable discussion.
For next class: Prepare a draft written story proposal. Circulate to class in advance. Read other’s draft proposals and prepare to provide input.

Week 2 Discussion: Getting started. Identifying the story and writing a query letter. The research plan and contact list. Planning interviews. Researching for magazines. Creating a chronology.
Workshop: Discussion of proposals. Group-think about research plans.
For next class: Polish and circulate draft query. Sketch out a research plan.

Group exercise - identifying complication and resolution.
Workshop: Discussion of queries.
For next class: Write and circulate “Scene” piece.
**Query draft due. Have “Scene” draft ready for next class.**

Week 4 Student readings and discussion: “Scene”
Discussion: The research file. Review of how to prepare a fact-checker’s pack. Laying the research foundation for a feature story. Working research and interviews into the text.
Workshop: Discussion of research plans.
For next class: Come prepared to discuss the progress of your research and interviews, and how you think the story will come together. Begin working toward a first outline.
**Query final due.**

Week 5 Discussion: Story structure from beginning to middle to end. Key dramatic elements.
Workshop: Group exercise – naming the key elements within each student’s piece of work.
**Final draft of Scene piece due.**
Week 6 Discussion: The first draft. Nailing down the essentials. Identifying holes in the story. Working it into an outline.

For next class: Write and circulate “Character” piece.

Week 7 Discussion: Creative writing. Hearing the story's voice. Imaginative approaches to language and storytelling. Clear and active language.
Workshop: Reading and discussion of “Character” pieces.

Feature story outline due.

Week 8 Discussion: Making the words and ideas flow well. Opening the reader’s thought process. Some tips and techniques. The editorial process. Re-writing, restructuring, polishing. Fact-checking, trimming and padding. Editor’s queries, filling holes. Basic principals of design and photography.

Final Character draft due.

Week 9 Editorial conferences

Critical Essay Due

Week 10 All first drafts complete. Editorial conferences

Week 11 Editorial conferences

Week 12 Course recap and discussion. FEATURE STORIES DUE.

Week 13 Magazine Showcase

Assignments

1. Query: A half-page synopsis of the theme and topic you intend to undertake. The query should not only show you have a good grasp of the undertaking, but should also showcase your writing style.
Value: 5 per cent

2. Scene piece: 800-word descriptive scene, using techniques of literary journalism. The scene should be considered a single element in your longer article.
Value: 10 per cent

3. Feature Story Outline: Identify the theme, major dramatic elements and block out the story structure.
Value: 5 per cent

4. Character piece: 800-word character description using techniques of literary journalism. Again, the portrait you draw should be considered a single element in your longer article.
Value: 10 per cent

5. Feature Article: The main focus of this course is the feature magazine article that you write. It must include substantial research, including at least three interviews in the final draft. It will be evaluated in the same way a magazine editor would evaluate both a proposal for an article and the completed article. Curiosity, initiative, originality, accuracy, ability to organize, ability to write in a clear and intriguing style, imaginative ideas, ability to work independently, ability to respond to editorial suggestions, as well as ability to work to a deadline will all be factored into the evaluation. Relevant fact checking information must be included with the final draft. Your piece may be selected for publication in The Crow (J-School Magazine) at the end of semester but this will have no bearing on the grade given the article or on the course grade. Each article will be graded according to its own merits, and each article will be considered for publication.
Value: 35 per cent
6. Critical review of magazine article(s). The main focus is to critically read and study a major work of nonfiction published in a magazine. Upon approval of your choice by the instructor, you will develop a critical review that includes background on the author, the magazine and the issue. It will also include an examination into the non-fiction techniques and story structure used, and your perspective on the effectiveness and impact of the work. In preparation for your final written essay, you will lead a seminar presenting your main findings to students in the class, and offer questions for debate and discussion.

Value: Seminar presentation 10 per cent; Essay 15 per cent

6. Class Participation: Your class attendance, participation in classroom activities and adherence to deadlines will be graded. Each student will be expected to take some responsibility toward the production of the Crow magazine.

Value: 10 per cent

JRN 801 (401) Advanced Print Journalism

COURSE DESCRIPTION

This is the advanced print course for senior/graduate students. Advanced Print builds on the work of Print I and Print II, while at the same time encouraging you to consider aspects of print journalism from your internship experience, and acknowledging your ability to find your own stories. You will have an opportunity to review interviewing, research and writing techniques, to choose areas you want to explore and to try your hand at opinion writing. Much of the emphasis will be on producing stories and story ideas but there will also be class discussions on excellence in both news coverage and writing in various media.

COURSE METHODS

Each student will write a minimum of four news stories (a total of at least 2,000 words) from Regina for a Saskatchewan weekly newspaper, or for the Sasquatch or for prairie dog. You will also write a news story, an opinion piece and an editorial as class assignments. As well, you will pursue a particular interest – eg. science writing, social issues reporting, international, environment or economics reporting – in both readings and discussions. The editorial and opinion pieces will also give you platforms to write in these areas. Students will compile individual reading lists and provide occasional, scheduled, reviews to share this reading with other members of the class. We’ll look at recent outstanding journalism in Canada and beyond, taking time to appreciate what aspects of research, writing and understanding of the story combined to produce memorable work in print. As well, we’ll consider background explanatory pieces, opinion columns and editorial writing.

Students are required to attend all classes and to demonstrate during discussions that you have read and considered assigned readings. Late assignments will lose five per cent of the grade per day and no assignments will be accepted after seven days without a medical or similar reason. Plagiarism or cheating which includes the manufacturing of sources or quotes is particularly serious and will be dealt with by the University.

Graduate students will be expected to prepare and present a one-hour seminar class on a notable journalist, including influence, historical and social context, and a critical review of the work produced.

TENTATIVE SCHEDULE

Week 1 Day 1: Introduction to the course.
Day 2: Lab – finding a news story

Week 2 Day 1: Review of the art of writing well, telling stories, crafting leads
Day 2: Lab – Library visit: 3:15-4:15.
News story due by 6 p.m.
Week 3 Day 1: Community newspapers in Saskatchewan – Discussion
Day 2: Lab – Getting in touch with editors at selected papers.

Reading list due

Week 4 Day 1: Daily and alternate newspapers in Canada – and how they are doing
Day 2: specializations seminars/writing for publication

Week 5 Day 1: Editing – caring for words, finding gaps, keeping the voice.
Day 2: specializations seminars/writing for publication

Week 6 Day 1: Excellence: Finding and writing the best: editorials, columns, op-ed pieces
Day 2: Lab: Writing for publication / Reading editorials.

Specialized story ideas due

Week 7 Day 1: Informing and engaging the reader: backgrounders, opinion pieces
Day 2: Lab

Week 8 Day 1: Editorial Board – the paper’s stand.
Day 2: Lab: Editorial boards meet, work collaboratively

Editorials due

Week 9 Day 1: Specializations seminar/writing for publication
Day 2: Specializations seminar/writing for publication

Week 10 Day 1: Specializations seminar/writing for publication
Day 2: Specializations seminar/writing for publication

Week 11 Day 1: Getting started as a freelancer – selling story ideas.
Day 2: Lab – writing for publication.

Opinion piece due.

Week 12 Day 1: Brainstorming on making a difference in Canada’s newspapers
Day 2: Lab

Week 13 Day 1: Review/Wrapup/Resumes
Day 2: Final lab

ASSIGNMENTS

The workload for the class is not onerous but you will benefit most by putting in your best effort. It offers opportunities to explore writing on issues of particular interest and to add to your portfolio of newspaper feature articles.

Overview

1. Writing for publication. Each student will write a minimum of 2,000 words, usually four stories for a Saskatchewan weekly or alternative newspaper, working directly with the editor to decide on topics and treatment. Some want mostly features. Others are looking for political news from the Legislature, so there is every possibility of finding an excellent match. As well, ongoing consultation will be available from your instructor. (Another option is to write for an on-line publication or blog – individual consultation encouraged with instructor and print lab instructor)

2. A specialization emphasis - you'll compile a reading list of books, magazines and newspapers you will use during the semester to follow a beat or specialized area of interest – for example Canada's military role in Afghanistan, environmental issues, children's health, Canada’s immigration policy,
Saskatchewan’s labour policies, food and agriculture. It’s your choice, so make it something you really are fascinated with and want to read and write about. You’ll be expected to come to two scheduled seminar discussions ready to describe the current coverage in print of the issues you’ve identified. As well you’ll prepare outlines for news and feature stories and will talk about these proposals in the second seminar.

3. **Projecting your and your paper’s voice** - One opinion piece and one editorial, written as part of an editorial team, will also be part of the course.

**Details**

1. **News stories/features for publication**

You will contact the editor of your chosen paper (a list will be provided), to work out a schedule and possible story ideas. I will expect copies of your stories as you send them and I will be available for consultation as you are working on them, so feel free to brainstorm on any or all.

A minimum of four stories or 2,000 words is required. **They will make up 35 per cent of your mark.**

2. **Specialized reporting**

This will be an on-going element of the semester. There are three parts to the assignment.

a. Each student will compile a **reading list** of two books, two magazines and three newspapers – in print or on-line – that he or she will use for information and story ideas. The **written assignment** should be 1 to 1 ½ pages and should include a statement about your choice of a particular issue or beat and a brief rationale explaining what you expect will be interesting, worthwhile, inspiring or disturbing in the books, magazines and newspapers you intend to peruse. This will form the basis for discussion in the **first specialization seminars**.

b. Each student will outline **three story ideas** with a clear description of each one as well as a plan for following it. These can be spin-off, follow-up stories from your readings, or they can be the important stories you’ve found are missing from the mainstream media and deserve to be told. Assume you are working for a news organization as a staff member or freelancer with a budget that will cover necessary expenses to do an excellent job of research and writing. **Allow at least one page for each story outline.** Although this assignment does not require you to carry on to write the stories, it will give you the solid preparation and foundation to do so for your weekly newspapers or as freelance writers for a larger newspaper or magazine.

c. Each student will come to a longer **specialized reporting seminar** prepared to discuss your story ideas and to critique the sources on your reading list after several weeks of observation. Bring both good and bad examples of current journalism in the specialty you have chosen.

Each of these three components will be worth 10 per cent of your mark for a total of 30 per cent.

3. **Projecting Your Voice**

**Editorial:** In groups of three, you will decide on editorials for a local newspaper, discuss the issues collegially and divide up a space of 1,000 words to cover three topics. The “voice” of the editorial is the collective, agreed-upon, viewpoint of the newspaper. **Worth 5 per cent.**
Opinion Piece: This will be a column – maximum 400 words – taking a stand or giving a personal viewpoint on an issue, possibly related to your area of specialty. It can be a humorous column, a deadly serious one, a critique of a movie, an interesting obituary, or a review of an art exhibit. It must have a voice – yours.
Worth 5 per cent.

Seminar: You will prepare and present a one-hour seminar class that is a critical reflection on the body of work of a notable journalist, including influences, historical and social context, and a critical review of the work’s merit. Seminar notes and references must be handed in at the end of the class. Seminar classes will be scheduled in consultation with the instructor. Worth 20 per cent.

Attendance and active participation in class discussion: 5 per cent

APPENDIX B

LIBRARY RESOURCES

Library Resources - Master of Arts Program in Journalism

Description / Rationale (provided):
The School of Journalism proposes the creation of a one-year intensive, 30-credit hour Master of Journalism (MJ) professional degree. We hold this as a realistic, achievable objective for improvement that reflects the growth potential of our School, our profession and our university.

In 1980, the University of Regina initiated the first degree-granting journalism school in Western Canada. Since that time, the School’s undergraduate program has enjoyed a very strong national and international reputation for excellence in journalism education, recording a high student retention rate and robust demand for our graduates. We believe our School’s strong reputation directly derives from our unique framework as a professional school firmly rooted in the liberal arts, and from our solid commitment to the Faculty of Arts’ vision of serving communities and promoting social change through critical public journalism that challenges, rather than merely reflects, industry norms. This vision is supported by the World Journalism Education Congress of 2007, which declared: “Above all, to be a responsible journalist must involve an informed ethical commitment to the public.”

Regarding our program structure, we currently offer two Bachelor’s degrees: a four-year Bachelor of Arts in Journalism and a two-year Bachelor of Journalism for students who already hold an undergraduate degree in another discipline. The intention of the School’s founders was to eventually upgrade the postgraduate Bachelor of Journalism program into a fully-fledged Master’s program, a task we are now initiating with this Letter of Intent.

This move is a much-needed response to recent trends in journalism education. While our undergraduate programs have enjoyed national recognition over the years, other institutions have moved ahead to establish Master’s programs, creating increased competition for students who already hold undergraduate degrees.

In August 2008 we met with the Dean of Graduate Studies and Research, and representatives of the Faculty of Arts. Following the guidance offered in this session, we propose a program that will be open to two types of applicants:

- Students with neither an undergraduate degree in journalism nor professional experience – but who hold an undergraduate degree in another discipline – will be accepted as qualifying students who are expected to successfully complete a select list of core undergraduate journalism courses, with a minimum 70 per cent average, before moving into graduate courses.
- Students with an undergraduate degree in journalism and mid-career journalists with
substantial professional experience and an undergraduate degree in an area other than journalism may be accepted immediately into the one-year intensive graduate program, upon assessment of their prior academic and professional experience.

We plan to develop a program that is consistent with professional degrees at the University of Regina, in particular the Faculty of Business Administration’s MBA, which provides qualifying courses and a mid-career option. The program will also be consistent with Faculty of Arts credit-hour requirements, Graduate Studies GPA requirements and other academic standards.

The program will include a core 800-level Journalism research and theory class, senior integrated journalism specialization classes, 800-level directed studies courses, a major project and interdisciplinary learning opportunities outside the School.

**Library Recommendation:** Approved (Sufficient resources exist).

**Description of library resources:**

1. Print Resources

**Monographs:**

<table>
<thead>
<tr>
<th>Call Range</th>
<th>Total Number (All Libraries)*</th>
<th>Total Purchased 2004-2009</th>
<th>Total Purchased 2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>HM258-HM263 Communications, Publicity, Propaganda, Public Relations.</td>
<td>283</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>P87-96 Communication, Mass media</td>
<td>1671</td>
<td>197</td>
<td>29</td>
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<tr>
<td>PN147 Writing for the press</td>
<td>48</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>PN1990-PN1992 Broadcasting</td>
<td>194</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>PN4699-5650 Journalism</td>
<td>2295</td>
<td>140</td>
<td>40</td>
</tr>
</tbody>
</table>

*Note: “All libraries” refers to the Dr. John Archer and the holdings of the federated college libraries.

**Archival material**

The Archer Library contains a wide variety of Archival material that may be of use to Journalism students. Chief among these materials are the papers of leading journalists from Saskatchewan including: Gladys Arnold, Gary Fairbairn, Ed Gould, Myrna Kostash, Eric Malling, Ron Robbins, Nick Russell, John Sawatsky, Maggie Siggins, William Stevenson, Walter Stewart, Betty Storin, Frank Swanson and Pamela Wallin. Please see the Special Collections and Archives about how these materials can be consulted.

For more information:

2. Electronic Resources: E-books, E-Journals and Databases

The Archer library works cooperatively with libraries across Canada in order to maximize the purchasing power of its acquisitions budget. These cooperative ventures have, in recent years, greatly increased the number of electronic resources available to faculty and students. Partnerships include:

**COPPUL**: The Council of Prairie and Pacific University Libraries (COPPUL) is a consortium of 20 university libraries located in Manitoba, Saskatchewan, Alberta and British Columbia. Member libraries cooperate to enhance information services through resource sharing, collective purchasing, document delivery, and many other similar activities.

**CRKN**: The Canadian Research Knowledge Network (CRKN) is a partnership of Canadian universities, dedicated to expanding digital content for the academic research enterprise in Canada. Through the coordinated leadership of librarians, researchers, and administrators, CRKN undertakes large-scale content acquisition and licensing initiatives in order to build knowledge infrastructure and research capacity in Canada's universities.

**Multitype Database Licensing Program**: The Multitype Database Licensing Program (MDLP) is a province-wide program in which libraries pool funds to purchase access to electronic information resources - magazines, journals, newspapers and other information resources accessed via the Internet.

**E-books**: The Archer Library has increasing numbers of monographs in electronic format. Titles can be accessed either through our database listings or records in the University of Regina Catalogue.

E-book packages relevant to the course proposal include: Copied and pasted from Library web page on e-books (http://www.uregina.ca/library/eresources/ebooks.shtml)

- **Cambridge University Press eBooks** A collection of 2,431 e-book titles published between 1995 and 2007; an additional 333 titles will be included over the next 3 years.

- **Oxford University Press eBooks** A collection of 5,038 e-book titles published between 1948 and 2008; an additional 333 titles will be included over the next 3 years.

- **Taylor & Francis eBooks** A collection of 11,697 titles published between 1933 - 2008; an additional 333 forward list T&F titles will be included over the next 3 years.

**E-Journals**

The list in Appendix “A” contains the principle electronic journals in the field of Communications which is the subject area closest to Journalism in the Web of Science Journal Reports for 2008. This list is arranged by citation impact factor and contains the twenty most prominent journals in the field along with the ISSN and the Dr. John Archer Library holdings in electronic format (the library also holds paper copies of certain journals however in no case are these periodicals currently received).

In addition the library provides access to a large number of other related journals. Serial Solutions has a subject index of these titles and these are listed in Appendix “B” below.

**Databases**:

There are a large number of databases that will assist journalism students with their research. For a complete list of Journalism related databases please see the Appendix “C” at the end of this report. In addition there are numerous databases in other disciplines such as public policy, business administration
and political science which may also be an asset to students and faculty doing journalistic research in these areas.

3. Micromaterials

The Dr. John Archer Library contains a large number of newspapers and other periodicals in micro format (on microfiche, microfilm or micro-cards). The list of periodicals available in micro-format is extensive and has been included at the end of this report as Appendix “D”.

4. User Services

Library Liaison Program
Library Liaison provides two-way communication between faculty and the library. The program links faculty with the appropriate liaison librarian who is the starting point for assistance with, and information about library services, collections, resources and policies. For more information see:

http://www.uregina.ca/library/faculty/index.shtml

For contact information see:

http://www.uregina.ca/library/faculty/Subject_liaison_librarians/

Library Instruction
Library instruction in various subjects and at various levels is available throughout the semester at the request of faculty. These classes may highlight library resources available in a subject of interest; instruct in how to plan research strategies and locate relevant materials; or describe in detail a specialized research product or database. For more information see:

http://www.uregina.ca/library/research/instruction/bibliography/index.shtml

UREAD
UREAD (University of Regina Education at a Distance) provides library support for students enrolled in U of R off-campus classes offered outside of Regina; students who are taking off-campus classes through a federated college; faculty who are teaching off-campus classes; and off-campus staff. For more information see:

http://www.uregina.ca/library/research/uread/index.shtml

Reference Services
Reference staff answer questions of a general and subject-specific nature in person at the Information Desk on the main floor of the Archer Library, by phone (585-4495), fax (585-4493), e-mail and the AskArcher IM reference service. To arrange for one-on-one consultations contact Research Services Staff.

Data Library Services
Data files are acquired, stored and maintained to support the research and teaching activities of the University of Regina. Data files are acquired under license agreements and access to these data files and dissemination of data retrieved from them is restricted to current University of Regina students, faculty and staff.

For information on how to access data, as well as statistical resources, see:
On-Site Librarian Services
A liaison service initiative designed to provide librarian services on-site to academic departments and research centers is underway. Liaison librarians are available to provide a wide variety of librarian services, including in-depth reference and research consultations and small group instruction sessions. For more information see:

http://www.uregina.ca/library/research/reference/

Interlibrary Loans
Interlibrary borrowing is a service provided by the University of Regina Library. The Library is able to borrow the materials needed for research from other libraries. This service is based on national and international borrowing conventions and is dependent upon the good will of cooperating libraries and on the cooperation of library users. For more information see:

http://www.uregina.ca/library/borrow/interlibrary/

Access to Electronic Resources
Electronic resources are readily accessible to pc and mac users from on and off campus locations. For more information see:

http://www.uregina.ca/library/eresources/off_campus.shtml

Archives and Special Collections
Archives and Special Collections preserves the academic and cultural heritage of the University of Regina. For more information see:


5. Summary

Summary:
Recommendation: Overall, the Archer Library has adequate resources for a course of this nature. Improvements to the collection for the proposed course can be completed through the current acquisitions budget for monographs.

Collections gap(s): The library has no significant gaps in terms of monographs for journalism. Journalism electronic resources could be improved through the acquisition of improved databases, particularly for newspapers. These, however, could be acquired in subsequent budget years.

One-time funding required: (NIL)
Permanent additional funding required: (NIL)

Prepared by: Robert Thomas, Social Science Librarian for Journalism.
Date: December 15, 2009

6. Appendices
Appendix “A” Selected List of Journalism Electronic Journals arranged by Citation Impact (Source: Web of Science: Citation Impact Factor 2008).
<table>
<thead>
<tr>
<th>Rank</th>
<th>Journal Name</th>
<th>ISSN</th>
<th>Electronic Holdings</th>
<th>Journalism / Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Journal of Communication</td>
<td>0021-9916</td>
<td>1951-Present</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Journal of Health Communication</td>
<td>1081-0730</td>
<td>1997-Present</td>
<td></td>
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<tr>
<td>3</td>
<td>Public Opinion Quarterly</td>
<td>0033-362X</td>
<td>1937-Present</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Journal of Computer-Mediated</td>
<td>1083-6101</td>
<td>1995-Present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td></td>
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<tr>
<td>5</td>
<td>Human Communication Research</td>
<td>0360-3989</td>
<td>1974-Present</td>
<td></td>
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<tr>
<td>6</td>
<td>Communication Research</td>
<td>0093-6502</td>
<td>1974-Present</td>
<td></td>
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<tr>
<td>7</td>
<td>Communication Theory</td>
<td>1050-3293</td>
<td>1991-Present</td>
<td></td>
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<tr>
<td>8</td>
<td>Interaction Studies</td>
<td>1572-0373</td>
<td>2001-Present</td>
<td></td>
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<tr>
<td>9</td>
<td>Cyberpsychology &amp; Behavior</td>
<td>1094-9313</td>
<td>Feb 2000 - 3 months</td>
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<td>10</td>
<td>Public Understanding of Science</td>
<td>0963-6625</td>
<td>1992-Present</td>
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<td>11</td>
<td>Telecommunications Policy</td>
<td>0308-5961</td>
<td>1976-Present</td>
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<td>12</td>
<td>Health Communication</td>
<td>1041-0236</td>
<td>1997-Present</td>
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<td>13</td>
<td>Discourse Studies</td>
<td>1461-4456</td>
<td>1999-Present</td>
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<tr>
<td>14</td>
<td>Journal of Social and Personal</td>
<td>0265-4075</td>
<td>1984-Present</td>
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<td></td>
<td>Relationships</td>
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<td></td>
<td>Press Politics</td>
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<tr>
<td>16</td>
<td>Political Communication</td>
<td>1058-4609</td>
<td>1997-Present</td>
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<td>17</td>
<td>Media Psychology</td>
<td>1521-3269</td>
<td>1999-Present</td>
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<tr>
<td>18</td>
<td>Journal of Advertising</td>
<td>0091-3367</td>
<td>1972-Present</td>
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<td>19</td>
<td>Public Culture</td>
<td>0899-2363</td>
<td>1988-Present</td>
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<tr>
<td>20</td>
<td>Discourse &amp; Society</td>
<td>0957-9265</td>
<td>1990-Present</td>
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</tbody>
</table>

Appendix “B” Complete List of Journalism Electronic Journals Available through the Archer Library (Source: Serial Solutions, http://tn7tp8rt7y.search.serialssolutions.com/?V=1.0&L=tn7tp8rt7y&S=SC&C=07 )

Communication and Mass Media (100 titles)

American communication journal
Asian journal of communication (0129-2986)
Atlantic journal of communication (1545-6870)
Canadian journal of communication (0705-3657)
Chinese journal of communication (1754-4750)
Communicatio (0250-0167)
Communication and critical/cultural studies (1479-1420)
Communication booknotes quarterly (1094-8007)
Communication methods and measures (1931-2458)
Communication monographs (0363-7751)
Communication quarterly (0146-3373)
Communication reports (Pullman, Wash.) (0893-4215)
Communication research (0093-6502)
Communication research reports (0882-4096)
Communication research trends (0144-4646)
Communication review (Yverdon, Switzerland) (1071-4421)
Communication studies (1051-0974)
Communication theory (1050-3293)
Communications (Sankt Augustin) (0341-2059)
Comunicación y sociedad (Guadalajara, Mexico) (0188-252X)
Comunicación y sociedad (Pamplona, Spain) (0214-0039)
Convergence (London, England) (1354-8565)
Crime, media, culture (1741-6590)
Critical arts (0256-0046)
Critical studies in mass communication (0739-3180)
Critical studies in media communication (1529-5036)
Cuadernos de informacion? (0716-162X)
Cuadernos de información y comunicación (1135-7991)
Discourse & communication (1750-4813)
Discourse (Berkeley, Calif.) (0730-1081)
EFFector (San Francisco, Calif.) (1534-2697)
European journal of communication (London) (0267-3231)
Feminist media studies (1468-0777)
Global media and communication
Global media journal (1550-7521)
Historia y comunicación social (1137-0734)
Howard journal of communications (1064-6175)
Human communication research (0360-3989)
Information economics and policy (0167-6245)
Interaction studies (1572-0373)

Intercultural communication
International journal of communication (1932-8036)
International journal of communications law and policy IJCLP
International journal of listening (1090-4018)
International journal of strategic communication (1553-118X)
International journal on media management (Saint Gall, Switzerland) (1424-1277)

Journal of applied communication research (0090-9882)
Journal of Asian Pacific communication (0957-6851)
Journal of communication (0021-9916)
Journal of communication inquiry (0196-8599)
Journal of communication studies (Spokane, Wash.) (1940-9338)
Journal of creative communications
Journal of e-media studies
Journal of intercultural communication research (1747-5759)
Journal of international and intercultural communication (1751-3057)
Journal of mass media ethics (0890-0523)
Journal of media economics (0899-7764)
Journal of media psychology (1864-1105)
Journal of visual communication and image representation (1047-3203)
Language & communication (0271-5309)
Marketing & media decisions
Mass communication & society (1520-5436)
Matrices (1982-2073)
Media history (1368-8804)
Media history monographs
Media Perspektiven (0170-1754)
Media psychology (1521-3269)
Media, war & conflict (1750-6352)
Metro (Melbourne) (0312-2654)
New Zealand journal of media studies (1173-0811)
Newsletter (World Communication Association)
Nordicom review (1403-1108)
Open communication journal
Particip@tions
Popular communication (1540-5702)
Prisma (Montevideo, Uruguay) (0797-8057)
Qualitative research reports in communication (1745-9435)
Quarterly journal of speech (0033-5630)
Razoñ y palabra
RealScreen (Toronto) (1480-1434)
Relation (Vienna) (1025-2339)
Reseaux (London, England) (0969-9864)
Review of communication
Revista FAMECOS (1415-0549)
Revista fronteiras (1518-6113)
Screen education (St Kilda, Vic.) (1449-857X)
Signo y pensamiento (0120-4823)
Southern communication journal (1041-794X)

Studies in media & information literacy education
Telos (Madrid, Spain)
Temps des médias (1764-2507)
Trends in communication (1383-8857)
Trípodos (Barcelona) (1138-3305)
Visual communication quarterly (1555-1393)
Western journal of communication (1057-0314)
Westminster papers in communication & culture (1744-6708)
Women’s studies in communication (0749-1409)
Zer (Bilbao, Spain) (1137-1102)

Journalism Journals (51 titles)
American journalism review (1067-8654)
American periodicals (1054-7479)
Attacks on the press in ... (1078-3334)
British journalism review (0956-4748)
Campaign (London. 1968) (0008-2309)
Circulation management (Springfield, Or.) (0888-8191)
Columbia journalism review (0010-194X)
Crime, media, culture (1741-6590)
Editor & publisher (0013-094X)
EJournalist
Electronic news (Mahwah, N.J.) (1931-2431)
Estudios sobre el mensaje periodístico (1134-1629)
Estudos em jornalismo e mídia
Folio, the magazine for magazine management (0046-4333)
Gazette (0016-5492)
Global journalist (1931-3640)
Harvard international journal of press/politics (1081-180X)
IEEE transactions on professional communication (0361-1434)

Innovation journalism
International communication gazette (1748-0485)
International journal of press/politics (1940-1612)
IRE journal (0164-7016)
Issues in writing (0897-0696)
Journalism & mass communication educator (1077-6958)
Journalism & mass communication monographs (1077-6966)

Journalism & mass communication quarterly (1077-6990)
Journalism (London, England) (1464-8849)
MacNeil/Lehrer newshour (1052-8873)
Masthead (0025-5122)
Media (Ottawa) (1198-2209)
News
Newsletter on newsletters (0028-9507)

Newspaper financial executive journal (0889-4590)
Newspaper research journal (0739-5329)
Nieman reports (0028-9817)
Nurse author & editor (1054-2353)
Peace newsletter (Syracuse, N.Y.) (0735-4134)
Publizistik (0033-4006)
Quill (Chicago) (0033-6475)
Religion in the news (1525-7207)
Serials review (0098-7913)
St. Louis journalism review (0036-2972)
St. Louis post-dispatch (1930-9600)
State of the news media
Technical communication (Washington) (0049-3155)
Victorian periodicals newsletter (0049-6189)
Victorian periodicals review (0709-4698)
Vital speeches of the day (0042-742X)
Washington journalism review (1983) (0741-8876)
World press freedom review

Radio and TV Broadcasting (62 titles)

Arab media & society
Back stage (0005-3635)
BE radio (1081-3357)
Broadcast engineering (English ed.) (0007-1994)
Broadcast engineering news
Broadcaster (Toronto) (0008-3038)
Broadcasting & cable (1068-6827)
Broadcasting & cable international
Broadcasting & cable's TV international (1071-9261)
Cable & satellite Europe (0265-6973)
Cable avails (1057-7378)
Cable television business (0745-2802)
Cable vision (0361-8374)
Cablecaster (Toronto) (0840-9153)
Cabling installation & maintenance (1073-3108)
CED (Denver, Colo.) (1044-2871)
Communications (Englewood, 1964) (0010-356X)
Daily variety (0011-5509)
Document & image automation (1071-6130)
Electronic media (0745-0311)
Electronics now (1067-9294)
Entertainment law & finance (0883-2455)
Entertainment law reporter (0270-3831)
Global communications (0195-2250)
Historical journal of film radio and television (0143-9685)
IEEE transactions on broadcasting (0018-9316)
Information technology and management (1385-951X)
InterMedia (London) (0309-118X)

International broadcast engineer (0020-6229)
International journal of satellite communications (0737-2884)

Journal of broadcasting & electronic media (0883-8151)
Journal of film and video (0742-4671)
Journal of radio & audio media (1937-6529)
Journal of radio studies (1095-5046)
Metro (Melbourne) (0312-2654)
Millimeter (0164-9655)
Mobile radio technology (0745-7626)
Multichannel news (0276-8593)
Multichannel news international (1084-8339)
Playback (Toronto) (0836-2114)
QST (0033-4812)
Radio communications report (0744-0618)
Response (Duluth, Minn.) (1523-7656)
Ross reports television & film (1520-7722)
Satellite broadband (1531-0434)
Satellite news (0161-3448)
Screen (London) (0036-9543)
Screen digest
Shoot (New York, N.Y.) (1074-5297)
SMPTE journal (1976) (0036-1682)
Spectator (Los Angeles, Calif.) (1051-0230)
Television & new media (1527-4764)
Television Asia
Television broadcast's digital TV (1534-6064)
Television business international (0953-6841)
Television Europe
Television quarterly (Beverly Hills) (0040-2796)
TelevisionWeek (Chicago, Ill.) (1544-0516)
Televisual
TV international sourcebook (1082-3913)
Video age international (0278-5013)
Appendix “C” List of Journalism related databases available at Archer.

1. **Alternative Press Index**  Coverage: 1991-current  Description: Indexes nearly 300 alternative, radical and left periodicals, newspapers and magazines covering cultural, economic, political & social change. Includes selected abstracts from research journals.

2. **Biblio Branchée**  Coverage: Coverage varies by title  Description: Canadian and European French language newspapers, and radio and television news item transcripts. A collection of over 25 Canadian and European French language newspapers, as well as French Canadian radio and television news item transcripts. The interface is available in English or French. The Canadian sources include: L’Acadie Nouvelle, L’Actualité, Les Affaires, Affaires plus, Commerce, Le Devoir, Le Droit, Finance et investissement, PME, La Presse, La Presse Canadienne, Protégez-vous and Le Soleil, SRC Radio, SRC Télévision, Voir, and more. The European sources include: L’Express, Le Figaro, Le Monde, Lire, and more.


4. **Canadian Newsstand**  Coverage: Coverage varies; at least 2-days embargo period  Description: The full text database includes national and leading regional papers such as National Post, Calgary Herald, Edmonton Journal, Montreal Gazette, Ottawa Citizen, Regina Leader Post, Vancouver Sun, and the Victoria Times-Colonist.

5. **CBCA Complete**  Coverage: coverage varies  Description: CBCA Complete (Canadian Business & Current Affairs) This multidisciplinary database with full text, includes all the content present in the Canadian Business & Current Affairs (CBCA) databases. The component databases (CBCA Business, CBCA Current Events, CBCA Education, CBCA Reference) are also available individually.

6. **Communication Studies: A SAGE Full-Text Collection**  Coverage: Coverage varies by title  Description: Communication Studies: A SAGE Full-Text Collection includes the full-text of 19 journals published by SAGE and participating societies, some journals going back 23 years, encompassing over 5,000 articles. It covers such subjects as Journalism, Public Opinion, Political Communication, Mass Communication, Interpersonal Communication, Cultural Studies / Intercultural Communication, Television / Film Studies, Media Studies, Business Communication, Organizational / Management Communication, Written Communication, Rhetoric, and Literacy Studies.

7. **CPIQ Canadian Periodical Index**  Coverage: 1988-current ; Full text: 1995-  Description: An index to Canadian periodicals (English and French), plus full text for some publications; also includes selected sections of The Globe and Mail.
8. **Economist Historical Archive**  
**Coverage:** 1843-2003  
**Description:** The Economist Historical Archive delivers a complete searchable copy of every issue of The Economist from 1843 to 2003. New full-colour images, multiple search indexes, exportable financial tables and a gallery of front covers highlighting a key topic of each week - all combine to offer a primary source of research covering the 19th and 20th centuries. The Economist Historical Archive complements the Times Digital Archive also available from Gale/Cengage Learning.

9. **Eighteenth Century Journals I & II**  
**Coverage:** c1685-1815  
**Description:** Digitized image collection of newspapers and periodicals, 1685-1815. "This Portal brings together rare journals printed between c1685 and 1815, illuminating all aspects of eighteenth-century social, political and literary life. Many are ephemeral, lasting only for a handful of issues, others run for several years. Topics covered are extremely wide-ranging and include: the writings of Sir Isaac Newton; the French Revolution; reviews of literature and fashion throughout Europe; political debates; and coffee house gossip and discussion." The portal provides integrated access to Sections 1 & II of ECJ. Eighteenth Century Journals I contains material from the Hope Collection at the Bodleian Library, Oxford. It includes "95 rare journals printed between 1693 and 1799, combining major publications with more ephemeral works to underline the broad variety of eighteenth century print journalism." Eighteenth Century Journals II contains material from the Harry Ransom Research Center, University of Texas, which "holds one of the finest collections of 17th and 18th century newspapers and periodicals in the world. These holdings were documented in British Newspapers and Periodicals,1632-1800 , compiled by Powell Stewart in 1950... The titles chosen for this project have been screened carefully against, EEBO, Early English Newspapers and ECCO so that there is minimal overlap with these projects. The material reproduced in this new digital project covers many rare items not held by the British Library."

10. **Expanded Academic ASAP**  
**Coverage:** 1980-current  
**Description:** An index to academic journals and The New York Times. Full text of many of the journals. Subject areas: every major academic concentration.

11. **Facts on File World News Digest**  
**Coverage:** 1940-current  
**Description:** The online version of The Facts on File World News Digest. Provides full access to Facts on File World News Digest (1940 to present), and selected access to the World Almanac, The World Almanac Encyclopedia, Reuters News Service, Issues and Controversies On File, Today’s Science on File and Editorials on File.

12. **General OneFile**  
**Coverage:** 1980-current  
**Description:** A one-stop source for news and periodical articles on a wide range of topics: business, computers, current events, economics, education, environmental issues, health care, hobbies, humanities, law, literature and art, politics, science, social science, sports, technology, and many general interest topics.

13. **Globe and Mail: Canada's Heritage from 1844**  
**Coverage:** 1844-2001  
**Description:** Electronic full-page newspaper archive of The Globe from June 1844 until December 2001. Coverage includes all the stories, plus images, advertisements, classifieds, political cartoons, births and deaths from more than 1.4 million pages of Canada's National Newspaper, dating back to the pre-confederation era.

14. **Saskatchewan News Index**  
**Coverage:** 1884-2000  
**Description:** An index of stories published in Saskatchewan newspapers. Some of Saskatchewan's top news stories are available here in full-text.

15. **Times Digital Archives**  
**Coverage:** 1785-1985  
**Description:** The Times Digital Archive is a fully searchable facsimile edition of the Times (London) covering 1785-1985. Users can search news articles, obituaries, advertising and classifieds.
### Appendix “D”: Micromaterials Holdings (prepared October 8, 2009 by the Micromaterials staff)

<table>
<thead>
<tr>
<th>Newspaper Name</th>
<th>LCCN Call Number</th>
<th>Library Holdings</th>
<th>Hardcopy (if any)</th>
<th>Recycle Hardcopy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albertan (Calgary, Alta.)</td>
<td>AN C2 A4</td>
<td>Library Has: Jan.2(1931)-Aug.31(1932) Oct.1(1932)-June 30(1934) July 31(1934)-Sept.30(1939)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calgary Herald</td>
<td>AN C2 C33</td>
<td>Recent Issue(s): Sept 24, 2009 Library Has: Current day’s issue in Periodicals Reading Room</td>
<td>Only keep 2 months interim print backfiles in Audio Visual/ Micromaterials</td>
<td></td>
</tr>
<tr>
<td>Christian Science Monitor</td>
<td>AN U5C</td>
<td>Recent Issue(s): (Apr. 2009) Library Has: January(1960)-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Le Devoir</td>
<td>AN C2 D49</td>
<td>Recent Issue(s): (July/Aug. 2009) Library Has: Jan.10(1910)-</td>
<td></td>
<td>Archival newspaper copies retained in Audio Visual/ Micromaterials until replaced by microfilm.</td>
</tr>
<tr>
<td>The Globe</td>
<td>AN C2 G55</td>
<td>Library Has: May 2 (1844) - Nov. 21 (1936)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader Post</td>
<td>AN C2 L2</td>
<td>Recent Issue(s): (July 16-31 2009) Library Has: Oct. (1887)-</td>
<td>Recent Issue(s): Oct 8 2009 Library Has: Current day’s issue in Periodicals Reading Room</td>
<td>Archival newspaper copies retained in Audio Visual/ Micromaterials until replaced by microfilm.</td>
</tr>
<tr>
<td>Newspaper</td>
<td>Call No</td>
<td>Library Has:</td>
<td>Recent Issue(s):</td>
<td>Only keep 2 months Interim print backfiles in Audio Visual/Micromaterials</td>
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<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Le Monde</td>
<td>AN C2 N66</td>
<td>Library Has: Apr.5(1881)-July 31(1897)</td>
<td>Access to today's issue available online. Library Has: The most recent issue in Periodicals Reading Room</td>
<td></td>
</tr>
<tr>
<td>Financial Post</td>
<td>HG 1 F46</td>
<td>Library Has: January (1950) - February (1999)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Post</td>
<td>AN C2 N37</td>
<td>Recent Issue(s): (July 31, 2009) Library Has: Oct. 27 (1998) -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observer</td>
<td>AN G7 O24</td>
<td>Recent Issue(s): (Apr. 19-26, 2009) Library Has: January 6(2002)-</td>
<td>Recent Issue(s): (Sept. 20 2009) Library Has: Current issue in Periodicals Reading Room</td>
<td>Archival newspaper copies retained in Audio Visual/Micromaterials until replaced by microfilm.</td>
</tr>
<tr>
<td>Ottawa Citizen</td>
<td>AN C2 O88</td>
<td>Library Has: Feb.22(1851)-May(1865)</td>
<td></td>
<td>Only keep 2 months Interim print backfiles in Audio Visual/Micromaterials</td>
</tr>
<tr>
<td>Ottawa Citizen (new series)</td>
<td>AN C2 O88</td>
<td>Library has: May 15 (1865)-Dec. 31 (1892)</td>
<td>Recent Issue(s): (Sept. 26 2009) Library Has: Saturday edition only Current issue in Periodicals Reading Room</td>
<td></td>
</tr>
<tr>
<td>La Presse</td>
<td>AN C2 P74</td>
<td>Library Has: Apri.5(1881)-July 31(1897)</td>
<td>Access to today's issue available online. Library Has: The most recent issue in Periodicals Reading Room</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

SCHOOL OF JOURNALISM STRATEGIC PLAN

University of Regina

Strategic and Operational Plan, 2010-2015.

Rationale
This document builds on unit-level discussions begun at a May 6 - 7, 2008 strategic planning retreat. It aligns the unit’s long-range priorities with the Faculty of Arts strategic plan and the university’s new strategic plan by embedding our priorities and action plans within the overall university planning framework. (That framework document is available online at http://www.uregina.ca/orp/PlanningFramework/Strategic%20Plan.pdf.)

The objective of this working plan is to pull together key priorities from the 2008 planning session, and subsequent discussions, and shape them into a more systematic, and coherent approach to the five year strategic and operation plan for our unit. This document provides a basis for ongoing reflection, development and revisions. It is the unit’s ‘business plan,’ and will be used to assess progress to plan and the ‘fit’ of the unit’s efforts with wider university priorities. Our strategic performance, based on the direction and bench-marks set out in our plan, will provide a basis for the university’s budget allocations.

While this document identifies specific actions for realizing the School's strategic objectives, under the rubric of the University Strategic Plan, the key focus of this paper is to insure these objectives are ‘smart,’ i.e. Significant, Measurable, Achievable, Realistic, and can be achieved within a reasonable Time frame. As a small unit, special attention is also paid to insuring our multiple objectives are tackled in a paced, logical sequence and that we capture available economies and synergies in the process.

**Contributions to the University Strategic Plan**

**Goal**  **Objective**  **Actions**  **Who / When**

A: **OUR WORK: TEACHING, RESEARCH & PUBLIC SERVICE**

|------------------|---------------------------------------------|--------------------------------------------------------------------------------|------------------------|

*Establish graduate program(s)*

<table>
<thead>
<tr>
<th>1) MJ</th>
<th>Launch Master of Journalism (professional program)</th>
<th>2010-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Complete proposal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Defend proposal and incorporate revisions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Budget allocation for needed staff?</td>
<td>All /May, 2010</td>
</tr>
<tr>
<td></td>
<td>- Prepare for launch / defer pending resources</td>
<td>Mitch / Summer 2010</td>
</tr>
<tr>
<td></td>
<td>- Launch</td>
<td>2011</td>
</tr>
<tr>
<td></td>
<td>- Evaluate progress</td>
<td>2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2013-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014-5</td>
</tr>
<tr>
<td>2) MAJ feasibility analysis</td>
<td>- Consider expanding into Master of Arts in Journalism (academic program)</td>
<td>2015-6</td>
</tr>
<tr>
<td>Grow our journalism-scholars</td>
<td>Support efforts of two doctoral candidates on faculty to complete their programs as quickly and painlessly as possible by lightening course and unit workload where possible.</td>
<td>2010-13</td>
</tr>
<tr>
<td>Re-establish core staffing capacity for program excellence</td>
<td>Work to restore base-line staffing to provide basic electives ….</td>
<td>Mitch / 2011</td>
</tr>
<tr>
<td></td>
<td>And a wider selection of electives.</td>
<td>Mitch / 2012</td>
</tr>
<tr>
<td></td>
<td>Work to secure external funding to support backfill staffing (CRC, UNESCO, industry)</td>
<td>Mitch / Ongoing</td>
</tr>
<tr>
<td>Re-establish curricular leadership on a national level by developing new flagship courses</td>
<td>1) Investigative Journalism,</td>
<td>Pat Bell / 2010-5</td>
</tr>
<tr>
<td></td>
<td>2) Media and Journalism History</td>
<td>Mitch D. / 2012-5</td>
</tr>
<tr>
<td></td>
<td>3) Media and Journalism Theory</td>
<td>Mitch D. / 2012 -5</td>
</tr>
</tbody>
</table>
**Strengthen teaching**

All faculty complete certificate course  
All / 2011

Improve teaching evaluation forms for all classes to complete  
Mitch / 2010

**Enhance online JRN curriculum**

Ongoing improvements  
Trish & Mark / Ongoing

Development of an online JRN curriculum enhancement plan.  
Mark / 2011-2

Work with J-Source.ca national consortia to build online tool-kit  
Robin, Trish / 2010-5

**Build School's online presence**

Post pod-casts from interns in Bangkok and Rwanda  
Mark / 2010

Regular contributions to J-Source.ca  
Trish, 2010-5

Contributions to Canadian Journal of Communications and other scholarly journals  
Guenni, Trish, Mitch, 2011-5

Develop online presence enhancement plan to address social media and web-page enhancements.  
Mark / 2011

**Sustain & enhance internship component**

Strengthen internship program by reviewing opportunities for improvements and, developing plan.  
Mark / 2011-2
Diversify range of placement opportunities, including international and alt-media placements.

Mark / 2012

*Insure technology is upgraded, maintained and replaced*

Develop 5 year plan for ongoing plant refurbishment / modernization to keep pace with technological change and student / industry expectations – including high definition conversion – to budget.

Robin / 2011

*Insure continued excellence of School magazine, The Crow*

Workshop and develop enhancement plans

Mark: layout / 2011

Trish: editorial / 2011

*Insure continued excellence of Ink newspaper and Ink Online*

Develop enhancement plans

Mark: layout / 2011

Trish: editorial / 2011

**A2 – Liberal arts and science**

*Enhance inter-disciplinary engagement*

Faculty serve on external grad committees, as supervisors, reading class instructors and external examiners.

Mitch, Guenni, Trish / 2010-5

Build Interdisciplinary courses into grad program options for students

Mitch / 2010

Continue to integrate interdisciplinarity into undergraduate courses (J-Topics, J-Theory, J-History)

Mitch, 2010-5
Next School book will provide interdisciplinary approach to culture, media and journalism studies in this province. Guenni, Trish & Mitch / 2012-5

| Promote critical liberal arts as competitive recruitment advantage | Minifie book introduction highlights School philosophy as grounded in a liberal arts base and critical school philosophy. | Mitch / 2010 |


| Build philosophy into annual Crow format. | Trish, Mark & Mitch / 2011 |

Reflect shift from flat undergrad demand to spiking grad program demand

Proceeding from LOI for Grad program to full proposal Mitch, 2011

Enhance online component

New courses (J-History & J-Theory) include Moodle online fora to facilitate online peer-to-peer learning and strengthen groups' social capital. Mitch / 2011-5
<table>
<thead>
<tr>
<th>Critical focus reflects rising expectations / niche demand for independent approach</th>
<th>New courses include: Investigative Journalism; Media and Journalism History, and; Media and Journalism Theory</th>
<th>Pat / 2010-5; Mitch / 2011-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A4 – Research</strong></td>
<td><strong>Build profile of Journalism Studies</strong></td>
<td>Collection of Minifie Lectures is catalyst for Journalism Studies in Prairies and Canadian context</td>
</tr>
<tr>
<td><strong>Build research baseline</strong></td>
<td>In discussions with CPRC re: Journalism in Saskatchewan reader for publication in the next 3 – 5 years</td>
<td>Guenni &amp; Mitch / 2011-2</td>
</tr>
<tr>
<td><strong>Building research culture at unit level</strong></td>
<td>Book projects are drivers.</td>
<td>Guenni &amp; Mitch / 2010-2</td>
</tr>
<tr>
<td></td>
<td>Consider cross-appointments as mechanisms for building wider research networks</td>
<td>Mitch / 2011</td>
</tr>
<tr>
<td><strong>Building senior research expertise</strong></td>
<td>Seek a Canada Research Chair or UNESCO Chair for JRN as part of MJ launch strategy</td>
<td>Mitch / 2010-1</td>
</tr>
<tr>
<td>A5 - Sustainability</td>
<td>Build environmental reporting capacity</td>
<td>Existing course revisions</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Discussions about options for collaboration with Environmental Studies, Sociology -- including cross-appointment</td>
<td>Mitch / 2011</td>
<td></td>
</tr>
<tr>
<td>Build emphasis on 'cultural environment' as key change factor</td>
<td>Existing course revisions.</td>
<td>Mitch / 2010</td>
</tr>
<tr>
<td>Sponsor public talks on environmental journalism</td>
<td>Trish, 2010</td>
<td></td>
</tr>
</tbody>
</table>
Consider open course on Media, Journalism and the Ecological Crisis – as resources allow.  
Mitch, 2013

<table>
<thead>
<tr>
<th>A6 – Distributed teaching/learning</th>
<th>Enhance quality of student experience</th>
<th>Set up new courses on Moodle, to facilitate online discussion fora and peer-to-peer learning</th>
<th>Mitch / 2011-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance outreach</td>
<td>Set up Ink Online (newspaper)</td>
<td>Trish &amp; Mark / 2010</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set up student portfolios online</td>
<td>Trish / 2010</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in J-Source.ca consortium to extend reach to working journalists in the field</td>
<td></td>
<td>Trish &amp; Robin / 2010-1</td>
<td></td>
</tr>
</tbody>
</table>

**B: OUR PEOPLE: ENGAGEMENT, DIVERSITY, SUCCESS AND ESTEEM.**

<table>
<thead>
<tr>
<th>B1 – First Nations/Métis</th>
<th>Recruitment outreach</th>
<th>Seek funds to sustain Global Chair, which focuses on diversity education</th>
<th>Mitch / 2011-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Global Chair seeks funds to coordinate youth outreach workshops</td>
<td>Leonzo / 2011-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seek funds to extend term and reach of Global Chair to full-year</td>
<td>Mitch / 2011-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strengthen INA relationship and student flow-through</td>
<td>Mitch / 2011-5</td>
</tr>
<tr>
<td>B2 – Transition and accessibility</td>
<td>无缝过渡到研究生课程</td>
<td>提供高级地位给返校学生在MJ提案</td>
<td>Mitch / 2012-5</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------</td>
<td>---------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>提出退学学生在MJ提案中获得学分</td>
<td>Mitch / 2012-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>提供合格年给没有新闻学学位的从业者在MJ提案中</td>
<td>Mitch / 2012-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B3 – University experience</th>
<th>建立留住</th>
<th>引入强制性时间管理及压力管理训练，侧重监测和早期干预</th>
<th>Mitch / 2010-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Build accessibility</td>
<td>申请续签IDFA资助的学士学位奖学金</td>
<td>Mitch / 2010-1</td>
</tr>
<tr>
<td></td>
<td>Build accessibility</td>
<td>建立面向研究生的奖学金。</td>
<td>Mitch / 2010-5</td>
</tr>
<tr>
<td></td>
<td>Build accessibility</td>
<td>建立奖学金支持国际实习和任务。</td>
<td>Mitch / 2010-5</td>
</tr>
<tr>
<td></td>
<td>Invite Disability Office to talk to faculty about building an inclusive environment</td>
<td>邀请残障办公室与教师讨论构建包容性环境</td>
<td>Mitch / 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internationalization / Recruitment</th>
<th>维持与曼谷的实习合作伙伴关系</th>
<th>保持在泰国曼谷的实习合作关系</th>
<th>Trish / 2010-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sustain partnership for internship at Bangkok Post.</td>
<td>维持与曼谷的实习合作关系</td>
<td>Trish / 2010-5</td>
</tr>
<tr>
<td></td>
<td>Seek renewal of CIDA-funded graduate award to work on assignment in sub-Saharan Africa.</td>
<td>寻求续签CIDA资助的研究生奖学金在撒哈拉以南非洲工作</td>
<td>Mitch / 2011-5</td>
</tr>
</tbody>
</table>
Build diversity
Seek third party funds to support non-traditional internship placements in alternative media outlets. Mitch 2011

B4 – Efficiency and productivity

Build unit cost efficiency
Grad program proposal reallocates existing resources creatively to shift seats to grad program – increasing revenues while containing costs Mitch 2010-1

Cut travel costs for intern visits
Suspend every term site visits to relationship maintenance rotation, and shift to phone and skype. Mitch 2010-5

Economize on capital equipment
Shifting to self-managed capital equipment fund permits long-range planning economies at the unit level rather than chronic crisis management and cost over-runs Robin / 2010-5

Economize production costs
Continue to manage production in-house (through print / online lab instructor), reducing cost by half. Mark 2010-5

Academic area coordinators
In preparation for graduate program launch and to insure Department Head can focus on mission-critical administrative tasks, create a graduate coordinator, an under-graduate coordinator and a scholarships coordinator -- in addition to our internship coordinator. All, 2010.

B5 – Employee relations

Enhance democratic work-life
Strengthen committee structure, policies and strategic planning retreats to provide meaningful self-governance and become the best unit to work on campus Mitch 2010-5

Enhance research opportunity
Fund-raise to maintain small research fund from external donor Mitch / 2010-5
<p>| Enhance collegial participation &amp; inclusion | Grad program launch will create new opportunities to access research funds, teach at a higher level and expand research and collegial networks beyond the School walls | Mitch 2010-1 |
| Build unit cohesion | Book projects help build common purpose, project, identity | Guenni, Trish &amp; Mitch / 2010-5 |
| Work-load reductions | Develop re-staffing strategy to support frustrated faculty efforts to pursue research interests and publication / broadcasting projects | Mitch / 2011-5 |
| B6 – Diversity | Enhance critical perspectives on inequality | New courses in history and theory, and revisions in contemporary topics will advance a more critical conception of journalism in society. | Mitch / 2010-5 |
|  |  | Forthcoming books also advance a ‘new history,’ more critical and inclusive | Guenni, Trish &amp; Mitch / 2010-2 |
| Strengthen supports to at-risk students | Enforce mandatory time and stress management training and a focus on monitoring and early intervention | Mitch / 2010-5 |
| Build accessibility to diverse communities of interest | Customize options for grad program to enable increase in Womens Studies, Queer Studies, International Studies, etc contents and collaborations | Mitch / 2010-5 |
| Build accessibility to non-traditional students | Design grad program to introduce new options for mature, working journalists and non-traditional (ie working class, First Nation and New Canadian students) | Mitch / 2010-1 |</p>
<table>
<thead>
<tr>
<th><strong>Diversity intern placement options</strong></th>
<th>Target development of alt-media, international media and Indigenous media outlets.</th>
<th>Mark &amp; Mitch 2010-5</th>
</tr>
</thead>
</table>

**C: OUR COMMUNITIES: PRESENCE & PARTNERSHIPS**

<table>
<thead>
<tr>
<th><strong>C1 – Profile and presence</strong></th>
<th><strong>Intensify &amp; reposition recruitment advertising</strong></th>
<th><strong>Seek Media partners to offset costs</strong></th>
<th>Mitch, 2010-5</th>
</tr>
</thead>
</table>

Build profile in province & strengthen public appreciation of journalism & journalism education
 Seek donor funds to sustain Minifie Fund and annual lecture series it supports

Mitch / 2010-5

Seek media partners for public media and journalism education campaign

Mitch / 2010-5


Mitch 2010-5

Build profile in 'Indian Country' & with immigrant communities
 Search for sustainable funds to continue Aboriginal / minority youth outreach workshops.

Leonzo / 2010-5

Build profile with other marginalized youth communities
 Consider broadening diversity program to reach out to older prospects and to GLBT and working class youth… and search funding.

Mitch & Leonzo / 2010-5
Raise School’s profile / prestige in the news
Field media interview requests to maintain high profile for School.  
All / ongoing

Partnership with CBC enables broadcast of student work  
Trevor, Robin & Mitch / 2010-5

Partnership with rural weeklies enables publication of student work  
Pat / 2010-5

Build community involvement
Continue to reach-out through continued publication of The Crow, Ink and Ink online.  
Trish & Mark / 2010-5

Foster community initiatives
Grad program design built around capstone projects that will enable local investigative reporting.  
Mitch / 2011

Faculty member holds appointment to Community Research Unit as Executive Director  
Trish / 2010-3

Seek funds for Community Outreach and Engagement Officer to coordinate outreach programming, like youth workshops, in-service seminars for working journalists and public affairs roundtables for public and alumni – perhaps in co-operation with Arts.  
Mitch / 2011

C2 – Collaboration
Maintain industry linkages
Sustain paid internship program / relations with media through industry downturn and shake-out  
Mitch & Mark / 2010-5
<table>
<thead>
<tr>
<th><strong>Maintain First Nations linkages</strong></th>
<th>Sustain strong informal relations with INCA (Indian Communication Arts program) despite crisis, censure and uncertain future of FNUC</th>
<th>Mitch/ 2010-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build future INCA involvement in youth workshops</strong></td>
<td></td>
<td>Mitch / 2011-5</td>
</tr>
<tr>
<td><strong>Develop interdisciplinary linkages</strong></td>
<td>Investigate options for a joint graduate seminar with sociology on public journalism / public sociology</td>
<td>Mitch / 2010 -1</td>
</tr>
<tr>
<td><strong>C3 – Partnerships</strong></td>
<td>Co-operate on promotion of Minifie collection book</td>
<td>Mitch / 2010-1</td>
</tr>
<tr>
<td></td>
<td>Develop plans for Journalism History of Saskatchewan anthology</td>
<td>Guenni &amp; Mitch / 2012-3</td>
</tr>
<tr>
<td></td>
<td>Contribute journal articles to Prairie Forum</td>
<td>Guenni, Mitch, Trish / 2011-5</td>
</tr>
<tr>
<td></td>
<td>Draft MOU to build public recruitment and journalism education capacity &amp; support endowed chair</td>
<td>Mitch / 2010</td>
</tr>
</tbody>
</table>
APPENDIX D
FACULTY CVs

Mitch Diamantopoulos
School of Journalism, University of Regina

GENNADIY CHERNOV
School of Journalism, University of Regina

Patricia Elliott
School of Journalism, University of Regina

Mark Taylor
School of Journalism, University of Regina

Robin Lawless
School of Journalism, University of Regina

Conclusion

As an undergraduate program with a strong national reputation, Ryerson had many positive resources from the outset, as well as valid concerns about preserving its integrity. They chose to delay developing a Master’s program until they were given the opportunity to ensure it would not be weaker than a Bachelor’s program. They also chose to build on the strength of their Bachelor’s program as a source of enrollment and as an opportunity for graduates and undergraduates to work together. They have worked to distinguish the graduate program from the undergraduate program by requiring additional critical writing assignments, by offering a directed reading and graduate-level interdisciplinary course, and by focusing on a specialty, urban reporting. As Ryerson’s new MJ is already beginning to attract degree-holding potential students, it would be wise to review Ryerson’s experiences and develop a well-balanced competitive program that will allow us to keep pace.

DETAILS ON GLOBAL PROGRAM COMPARISONS, INCLUDING TUITION COSTS, COST OF LIVING AND POTENTIAL RECRUITMENT MARKETS ARE INCLUDED IN THE FOLLOWING FEASIBILITY STUDY.

16.a. FEASIBILITY STUDY (updated & revised April 23, 2013)

1) Overview
This study assesses the competitive position of the School of Journalism’s under-graduate program at the University of Regina. The School currently offers two bachelor’s degrees. A Bachelor of Journalism (BJ) degree is available to students who already have a bachelor’s degree. A Bachelor of Arts in Journalism (BAJ) degree requires two years of liberal arts courses to apply. Students qualifying for both degrees pass through the same two year program.

This paper analyzes these two offerings in the context of the shifting market for under-graduate journalism degrees in the West. It also reviews the implications of indirect competition. Indirect challenges come from the emerging Canadian markets for graduate and vocational education in journalism. The objective is to assess the comparative advantages of various programming options for the School. The
first option is a ‘stand-still strategy’. This would simply maintain the School’s current bachelor’s offerings. The second option is a ‘Himalayan strategy’. This approach would move the School to the higher ground of graduate programming. This paper proposes a ‘third way strategy’ as the best means to reposition the program in the new marketplace. This strategy would 1) maintain the Bachelor of Arts in Journalism degree, 2) retire the Bachelor of Journalism degree, and 3) introduce a Master of Journalism (MJ) degree. The third way strategy thus builds on proven strengths (the BAJ) to diversify and stabilize the program while capturing emerging opportunities (the MJ). This approach would also position the School to build on new strengths with an MAJ offering over time.

2) Key finding: The old strategy is unsustainable
The key finding of this study is that the Western under-graduate market in journalism is increasingly crowded by competing providers, and that the comparative advantage of the Regina program – as presently constituted – is in decline. It also finds that under-graduate demand is in long-range decline overall as indirect competitors emerge at the graduate and vocational tiers. The School is thus caught in an increasingly polarizing, three tier market. On the one hand, as new MJ programs have come available in the last decade, educational inflation has pushed demand to the graduate level for students who want an edge in the employment market. On the other hand, the rise of community college, technical institute and hybrid programs has created more affordable, accessible and faster options for vocationally-focused students. In brief, while demand for the under-graduate programs the School of Journalism in Regina delivers is decreasing, the supply of under-graduate, graduate and vocational options is increasing. The School thus faces increasing direct and indirect competition for diminishing numbers of students.

This new market reality makes a continued, exclusive reliance on under-graduate service risky. As this study demonstrates, a stand-still strategy has yielded declining benefit over time. Instead, a clear case emerges to decrease exposure to under-graduate market risk by diversifying offerings into the emerging field of graduate programming. This study finds there is clear demand, growth potential and opportunity to build on the School’s proven appeal with post-graduates.

As new MJ programs have come available in the last decade, educational inflation has pushed demand to the graduate level for students who want an edge in the employment market

The third way strategy (offering both a BAJ and an MJ option) both retains the School’s share of post-graduate applicants (currently streamed into the BJ program), and seeks to build its post-graduate share. It is based on converting those bachelor’s seats (BJ program) into Master’s program seats (MJ seats).

Table 1A. Proportion of Applicants with Prior Degrees, 2004 - 13.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total applicants</th>
<th>With degree</th>
<th>No degree</th>
<th>% with degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>33</td>
<td>8</td>
<td>25</td>
<td>24%</td>
</tr>
<tr>
<td>2012</td>
<td>22</td>
<td>9</td>
<td>14</td>
<td>41%</td>
</tr>
<tr>
<td>2011</td>
<td>37</td>
<td>14</td>
<td>23</td>
<td>38%</td>
</tr>
<tr>
<td>2010</td>
<td>36</td>
<td>8</td>
<td>28</td>
<td>22%</td>
</tr>
<tr>
<td>2009</td>
<td>41</td>
<td>20</td>
<td>21</td>
<td>49%</td>
</tr>
<tr>
<td>2008</td>
<td>33</td>
<td>12</td>
<td>21</td>
<td>36%</td>
</tr>
<tr>
<td>2007</td>
<td>41</td>
<td>21</td>
<td>20</td>
<td>51%</td>
</tr>
<tr>
<td>2006</td>
<td>52</td>
<td>20</td>
<td>32</td>
<td>38%</td>
</tr>
<tr>
<td>2005</td>
<td>60</td>
<td>28</td>
<td>32</td>
<td>47%</td>
</tr>
<tr>
<td>2004</td>
<td>42</td>
<td>16</td>
<td>26</td>
<td>38%</td>
</tr>
<tr>
<td>10 Yr Average</td>
<td>40</td>
<td>16</td>
<td>24</td>
<td>38%</td>
</tr>
</tbody>
</table>
As Table 1A illustrates, the School's under-graduate (BAJ) to post-graduate (BJ) application mix has averaged about 3:2 over the past seven years. The increased attractiveness of a Master's designation can reasonably be expected to result in a 1:1 ratio of Bachelor to Master students (i.e. 26 BAJ to 26 MJ students). With a well-executed recruitment campaign it is anticipated the ratio might be reversed to 2 under-graduate to 3 graduate students (i.e., 22 BAJ students to 30 MJ students). By providing the much sought after Master's designation, the School can thus shift its exposure from a declining 'sunset market' to take advantage of an emerging 'sunrise market.'

As Table 2A summarizes, program diversification and enhancement can deliver comprehensive benefits to students, the unit, the university and the public interest.

**Table 2A. Benefits of Program Conversion, BAJ to MJ.**

**Benefits to Students**
- Greater student choice, including advanced studies option
- Widens access to working journalists and mature and diverse students
- More diverse make-up generates better quality of classroom experience
- Offers recognition to post-graduate students for advanced studies
- Enhanced program and reputation increases employment prospects

**Benefits to School**
- Stabilizes program in shifting market, moving from unfinished business and uncertainty to focused action
- Raises national rank and prestige of program
- Raises the bar for talent, builds reputation and recruitment strength
- Strengthens research culture

**Benefits to University**
- Earns substantial new grant & tuition revenues
- Restores reputation and prestige of 'crown jewel' for the University
- Strengthens case for Arts 'first degrees', establishing career relevance of traditional under-graduate Arts degrees to non-academic track students, particularly for ENG, HIST, PHIL, PSCI, SOC, ANTHRO and ECON.
- Provides career specialization opportunities for graduates of interdisciplinary Arts programs like Indigenous Studies, International Studies, Human Justice, Health Studies, Resource and Environmental Studies and Women and Gender Studies.
- Strengthens campus - community connection
- Provides platform for future course, program & institutional development
- Increases ability to bid for research money

**Benefits to Public**
- Raises the bar on journalistic excellence
- Ensures long-range sustainability of local program
- Ensures focused journalism education that is attentive to Prairie demographic realities, interests and values
- Ensures enhanced diversity in Canadian journalism education, sustaining and strengthening a recognized independent and critical voice in the field
- Builds investigative capacity of regional press corps
- Bridges academic and journalistic research traditions & strengthens campus-community collaborations
- Creates momentum for research on media and journalism practice in this region
3. Competitive assessment

The feasibility study below is divided into three parts: a detailed assessment of under-graduate program trends; an assessment of the business case for entering the graduate market, and; a more sustainable strategy for the School based on these findings.

3.1 Existing under-graduate journalism programs at the University of Regina

Journalism is in its infancy as a university-based discipline. The first journalism school in the world was founded only a century ago. The first university-based journalism schools in Canada did not open until the late 1940s, and until the mid-1970s all three four-year journalism programs were located in Ontario (Edge, 2004). Thirty years ago, the Regina program was thus able to command a ‘wide open market’ in the West. For the better part of two decades, Regina ‘owned’ this regional monopoly market in under-graduate journalism education. It dominated the student markets of Saskatchewan, BC and Alberta and competed with Central Canadian colleges for Manitoba students. The Regina program enjoyed this “first mover advantage” for many years. It was able to thus build up a solid reputation as the first, then best program in the West. It was commonly viewed as one of the top three schools in the country (alongside Ryerson and Carleton).

Today this field has been radically restructured, as Table 3A illustrates. English-speaking journalism education in Canada is now a highly competitive and segmented market. As a result, the under-graduate program in Regina now finds itself squeezed. On the one hand, new Master’s programs offer students fairer recognition for post-graduate study and greater prestige and employment prospects. On the other hand, the non-university based programs afford faster and cheaper alternatives to a four year under-graduate program. In addition to ‘head-to-head’ competition from other bachelor’s programs, the University of Regina School of Journalism bachelor’s program is thus now also squeezed by graduate programs ‘from above’ and by community colleges and training institutes ‘from below’. The market in journalism education is increasingly crowded and polarizing. This is the strategic impetus for this market study. Regina’s first mover advantage is now radically eroded, if not outright exhausted. The basis for its comparative advantage in this newly competitive and tiered market therefore needs to be carefully reconsidered. As the analysis below illustrates, the School’s under-graduate program now faces three distinct forms of competitive threat.

Table 3A. Canadian Journalism Education Market Structure, English-Speaking Segment. 2013.

<table>
<thead>
<tr>
<th>Indirect, top tier competition: The new graduate programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ryerson, Carleton, Concordia, UWO, UBC, King’s College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direct, second tier competition: Under-graduate programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ryerson, Carleton, Concordia, Laurier-Brantford, Kwantlen University-College, St Thomas University, Thomson Rivers, Mount Royal University</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indirect, third-tier competition: Vocational and hybrid programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAIT, Langara College, Red River College-University of Winnipeg hybrid program, Grant MacEwan journalism diploma, etc..</td>
</tr>
</tbody>
</table>

3.2 Indirect competition ‘from above’: Graduate programs

Since the 1999 launch of the MJ program at UBC, many degree-holding applicants from BC and Alberta have been skimmed. Some Saskatchewan and Manitoba prospects have been lost as well. However, the UBC program was simply the ‘thin edge of the wedge’. Central Canadian schools such as Ryerson and Concordia also launched new graduate programs in journalism over the last decade. In part, educational inflation drove the nation-wide market for journalism education toward graduate training. There are now six graduate programs in the country, also including the longer standing programs of Carleton and the University of Western Ontario. The ‘pull’ of attractive new options at the national level has combined with the ‘push’ of increasing student mobility and the centralization of media industries to undermine regional programs. This pattern of regional consolidation and downsizing of media operations contrasts sharply with the regional expansion period in which the School was launched. An increasingly footloose student market is thus moving closer to the industry’s traditional employment centres, encouraged by new graduate options.
Being left behind by the national trend toward graduate offerings in journalism has seriously eroded the School’s historic claims to being one of the nation’s top three schools. Judged strictly by Master’s designations, there are now six programs in the country that can reasonably claim to have more advanced programs of study than Regina.

At a regional level, recent trends have also eroded Regina’s historic claim to being the leading school in the West. UBC now declares itself “the only graduate journalism program in the West,” implying a second rank position for the University of Regina. Certainly, like its ‘top three’ ranking nationally, Regina’s premiere position in the West from 1981 to 1998 could no longer be taken for granted after 1999.

3.3 Direct or ‘head-to-head’ competition: Other under-graduate programs
Arguably, the lack of a graduate program now places the Regina program in a new cohort altogether, in a second tier of under-graduate only regional programs. As programs that offer graduate or mixed graduate and under-graduate programs move into the first tier, this leaves Regina in the unfamiliar new company of schools like Kwantlen University College in Richmond, BC, St Thomas University in Fredericton, NB, Thomson Rivers in Kamloops, BC, Laurier-Brantford in Waterloo, ON, and Mount Royal University in Calgary. The School has simply failed to keep up with its cohort and with changes in the field.†
† It should be made clear that this failure is not a failure of initiative at the unit level. Rather there have been several barriers to program innovation. First, all journalism faculty carry heavy workloads and are on call to students over assignments more than is the case in other units. Second, substantial turn-over at the unit level over the last decade has had a destabilizing influence. This has undermined institutional memory and the ability to take on long range planning. Third, the staffing complement has always been modest and has deteriorated over time. A faculty line has been open for several years, forcing a smaller group of junior faculty into carrying heavier administrative responsibilities. Fourth, these workload pressures have been aggravated by the need to keep pace with rapid technological change in the field and increasing pressure to meet the expectations of traditional scholarly production. Fifth, the university administration have until recently discouraged the unit from pursuing research or a graduate program rather than invest in the necessary faculty to realize these objectives. Sixth and finally, this proposal’s progress was delayed for close to two years, pending the findings of an academic program review. This confluence of forces has militated powerfully against forward movement, and has required concerted effort by the School and University leadership to overcome.

Like UBC’s threat ‘from above’ in 1999, Mount Royal’s achievement of university status in 2009 poses a serious competitive threat to Regina’s regional rank. Located in Calgary, Mount Royal is a much closer threat, both geographically and in terms of program focus. This competitor has much deeper pockets, much stronger economies of scale and a much more attractive city scene for young people. MRU is also very aggressive.

The Calgary program’s annual intake is presently over double the registrations of the Regina program. This makes it the largest journalism program in the West, arguably therefore the most ‘popular’. Since 2009, it now also has the credibility of a full university degree. Unlike the indirect competition from UBC, this is a ‘head-to-head’ threat. Similarly, Kwantlen University College in Richmond, B.C. and Thompson Rivers University in Kamloops, B.C. now provide opportunities closer to home to earn university level credits for B.C. and many Alberta applicants. These under-graduate prospects are also now less likely to apply to the Regina program. From a monopoly position in an under-graduate journalism education market that spanned BC, AB and SK through the eighties and nineties, the Regina School must now compete ‘head-to-head’ for recognition and student share against three other under-graduate programs in the West.

3.4 Indirect competition ‘from below’: The vocational tier
The School also faces new indirect competition from community college and technical institute programs such as SAIT in Alberta and Langara College in BC. Like the up-market challenge from UBC – and the direct challenge from Kwantlen University-College in Richmond, BC, Thomson Rivers College in
Kamloops, BC, and Mount Royal University in Calgary, AB – these also squeeze Regina’s geographic reach from the Western flank but ‘from below’. Another new threat is the rise of joint university-college or so-called ‘hybrid’ programs such as the University of Winnipeg’s arrangement with Red River College to offer a ‘two-plus-two’ program to earn a Bachelor of Arts in Communications and a Creative Communications Diploma. This challenger rolls back the reach of the Regina program ‘from below’ as well, this time from its Eastern flank.

(The Regina School has also partnered with ‘feeder programs’ such as Medicine Hat College, to transfer credits for the first two years earned at MHC into the School’s program, and the Indian Communication Arts program at the First Nations University of Canada. The School was involved in the development of the INCA program in 1983 and consulted on its re-launch in 1993. However, applications from INCA graduates to the School have been low.‡)

‡ There are market, program design, structural and institutional reasons for this failure to recruit more Aboriginal students. In terms of the market, Aboriginal graduates are in heavy demand and may not feel the need for advanced education. In terms of program design, the two year INCA program builds onto the two year pre-journalism program. It thus streams students ‘around’ rather than ‘into’ the School. After completing four years of pre-journalism and INCA courses, students would have to invest another two years to receive a bachelor’s degree in journalism. Rather than acting as a feeder for a bachelor’s degree, INCA serves as an alternative. Structurally, the aversion to added schooling may reflect the many barriers to access which frustrate sustained educational engagements for Aboriginal people. Finally, at the institutional level, recent difficulties at FNUC – which include a CAUT censure and an uncertain future – have made it difficult to sustain a constructive working relationship. However, it is hoped that as the situation stabilizes, strategies can be developed to encourage past, present and future INCA certificate holders to enter the Journalism School program. This joint proposal, and particularly the cross-appointment, provides important new bridges for joint action.

4. Proposed graduate program at the University of Regina

These trends over the last thirty years require careful analysis. In 1981, the School was the sole player in a monopoly market and was routinely swamped by applications. In 2013, applications are in decline. The School faces a highly competitive regional recruitment market and increasing student mobility. Given the wide range of choices now available, it is unlikely the School will ever regain the under-graduate application rates of the School’s heyday. Ongoing industry consolidation certainly militates against it in the short to medium term. However, it is possible to diversify the School’s reach and to reposition in the new market for graduate-level journalism education. This section assesses that option. As the 10-year trend illustrated in Table 4A suggests, the Regina School’s under-graduate competitiveness at the regional level has been significantly weakened by new competition.§

§ A detailed analysis of the UBC and Mount Royal University programs is beyond the scope of this study. However, a few factors are obvious. These include capitalization and staffing. UBC received a generous endowment when it was launched. Similarly, MRU has received massive investments to move toward university accreditation, with clear implications for their journalism offering.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>42</td>
</tr>
<tr>
<td>2005</td>
<td>60</td>
</tr>
<tr>
<td>2006</td>
<td>52</td>
</tr>
<tr>
<td>2007</td>
<td>41</td>
</tr>
<tr>
<td>2008</td>
<td>33</td>
</tr>
<tr>
<td>2009</td>
<td>41</td>
</tr>
<tr>
<td>2010</td>
<td>36</td>
</tr>
<tr>
<td>2011</td>
<td>37</td>
</tr>
<tr>
<td>2012</td>
<td>22</td>
</tr>
<tr>
<td>2013</td>
<td>33</td>
</tr>
<tr>
<td>10 yr average</td>
<td>40.2</td>
</tr>
</tbody>
</table>
A more consistent and troubling pattern over the past six years is the decline of registered pre-Journalism students at the U of R. As Table 5A shows, this number has declined from 109 in the winter of 2004 to 6.5 in the winter of 2013 - a drop-off of over a third in only ten years. In part, this likely reflects a loss of under-graduate market share. In part, it reflects the trend away from declaring pre-Journalism intentions as students increasingly move to declare a 'first degree.' In any event, it is an indication that the old competitive strategy (be here first) is no longer adequate to the new market reality. Clearly, some of the decline in Pre-Journalism declarations and applications reflects broader social trends. These include overall university enrolment decline, and employment uncertainties created by turmoil in the industry. In part, this is a trend in the regional market for journalism education. As discussed, the School now faces aggressive new competitors that are more geographically proximate for Alberta and BC students. Mount Royal and UBC are effectively competing for Saskatchewan and Manitoba applicants. The new graduate programs in Central Canada and at UBC now offer added-value to post-graduate students who can not receive a Master’s designation in Regina.

Table 5A. Registered Pre-Journalism Students, W 2004 – F 2013.

<table>
<thead>
<tr>
<th>Year</th>
<th>Winter</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>109</td>
<td>121</td>
</tr>
<tr>
<td>2005</td>
<td>104</td>
<td>108</td>
</tr>
<tr>
<td>2006</td>
<td>75</td>
<td>107</td>
</tr>
<tr>
<td>2007</td>
<td>87</td>
<td>102</td>
</tr>
<tr>
<td>2008</td>
<td>87</td>
<td>93</td>
</tr>
<tr>
<td>2009</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>2010</td>
<td>75</td>
<td>78</td>
</tr>
<tr>
<td>2011</td>
<td>62</td>
<td>78</td>
</tr>
<tr>
<td>2012</td>
<td>72</td>
<td>82</td>
</tr>
<tr>
<td>2013</td>
<td>65</td>
<td>-</td>
</tr>
<tr>
<td>10/9 yr average</td>
<td>81.6</td>
<td>94.89</td>
</tr>
</tbody>
</table>

However, Carleton received 1,000 applications for 200 undergrad seats and Concordia received 275 applications for 69 undergrad seats in 2010, so there is still significant national demand that spills over from these highly sought after, centrally located schools. In the national market, the U of R program might provide an attractive under-graduate and graduate alternative for second tier applicants turned away from Carleton, Ryerson, and Concordia. While UWO may provide a more proximate university option to mop up some of these spill-over options, some may be prepared to travel the considerable distance to Saskatchewan rather than settle for a regional trade school or community college certificate. While the School is well-positioned to fill its 26 annual under-graduate seats in the short to medium term, not launching a graduate program threatens to devalue the Regina degree over time as it is left behind by other programs and the quality of applicants declines. If a choice to rejoin our first tier cohort with an aggressive ‘catch-up’ strategy is not made, the School will, in effect, be making a de facto choice to slip into the second-tier of Canadian journalism programs. The School now faces aggressive new competitors that are more geographically proximate for Alberta and BC students.

As Table 6A illustrates, the School has drawn three quarters of its applications over the last decade from the provincial application pool.** The new recruitment reality is a narrower geographic base for the School’s under-graduate program and tighter competitive threats to its under-graduate ‘home market.’ This trend is unlikely to reverse itself as community colleges and technical institute programs continue to proliferate, and Mount Royal consolidates its position in the regional under-graduate market. The under-graduate and vocational markets are increasingly competitive and crowded. Declining under-graduate applications are a long-range reflection of this structural change in the regional marketplace for journalism education. Does continuing to rely exclusively on under-graduate applications in this shifting context make sense? This study finds that it does not.

** These numbers are based on the address on application and therefore under-estimate the number of out-of-province applicants who moved to Regina to fulfill the pre-JRN requirements before applying.

Table 6A. Regional Distribution of Applicants, 2004 – 2013 (annual intake = 26)
Out of province | Saskatchewan | Out of province percentage 
--- | --- | ---
2004 7 16 17% 
2005 16 44 27% 
2006 14 37 27% 
2007 9 28 22% 
2008 9 31 23% 
2009 10 30 24% 
2010 9 27 25% 
2011 9 28 32% 
2012 2 20 10% 
2013 3 30 10% 
10 yr average 8.8 29.1 22%

4.1 Direct competitors: Graduate market
There are presently six programs nation-wide that offer graduate degrees, as Table 7A illustrates. Concordia, King’s College and UWO offer a three term option. Carleton offers a four term option. UBC offers a five term option. Ryerson is a six term program. Like UBC, the new proposal for the Regina School would create a five term program. For those who already have a non-journalism bachelor’s degree, this would include two terms of basic training to bridge into advanced studies. For those with a BJ or BAJ already in hand, an accelerated three term option would waive the qualifying year.

Table 7A. Competitive Graduate Journalism Programs in Canada, by Program Length.
**Six terms:** Ryerson
**Five terms:** UBC [Regina enhanced]
**Four terms:** Carleton
**Three terms:** UWO, Concordia [Regina accelerated], King’s College

4.1.1 Journalism graduate program price comparisons (Tuition + fees for full program)
Table 8A ranks the cost of the three and six term options proposed for the Regina MJ degree against the six existing Canadian graduate programs. It assumes U of R graduate tuition and fees, based on two times the tuition base for Arts. As this table shows, the standard fee schedule for a three-term accelerated MJ at the University of Regina would be the most affordable of all Canadian programs for visa students. However, it is the most expensive for Canadians. As a result, the target markets would be regional and international.

For those doing a bridging year, Regina is also the most expensive program in the country for Canadian students. However, for visa students this option is somewhat more affordable than the UBC program and considerably more affordable than the Carleton and Ryerson programs. This option may still provide an attractive option to regional applicants, international applicants and the several hundred applicants rejected by Central Canadian schools annually. However, this fee structure is simply not competitive at the national level. This finding suggests an intensive regional recruitment focus, recognizing that an MJ program in Regina will likely be a distant ‘second choice’ for students outside the Prairie provinces. Other programs are simply more proximate and more affordable for students in BC, Central Canada and the Maritimes.

The School has a strong apparent advantage in international recruitment. However, the national character of journalism education (requiring in-depth understanding of the particularities of national economics, culture, politics and history) makes this degree much less attractive to international students than the easily transferable knowledge provided by business degrees for example. The returns from international recruitment are therefore likely to be low and the costs high. However, our application records find that International students are much more likely than Canadians to apply after completing a bachelor’s degree. From 2005 – 2012, the School graduated six international students. Four were degree holders, making this cohort more likely than the domestic cohort to apply at
the graduate level (67% vs 40%). A first degree appears to act as an important language and culture 'leveler'. We thus anticipate that international students already in Canada completing a first degree may provide a significant segment of candidates.

Table 8A.
Master of Journalism Programs, 2012-2013 Tuition and Fee rates

<table>
<thead>
<tr>
<th>University</th>
<th>Program</th>
<th>(no prov rebates)</th>
<th>(with prov rebates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>King's College</td>
<td>1 yr Master of Journalism</td>
<td>7,107</td>
<td>15,069</td>
</tr>
<tr>
<td>Concordia</td>
<td>1 yr Gr. Diploma in Journalism</td>
<td>6,951</td>
<td>16,583</td>
</tr>
<tr>
<td>UWO</td>
<td>1 yr Master of Journalism</td>
<td>9,020</td>
<td>21,674</td>
</tr>
<tr>
<td>Carleton</td>
<td>2 yr Master of Journalism</td>
<td>14,326</td>
<td>30,544</td>
</tr>
<tr>
<td>UBC</td>
<td>5 term Master of Journalism</td>
<td>10,615</td>
<td>23,317</td>
</tr>
<tr>
<td>Ryerson</td>
<td>2 yr Master of Journalism</td>
<td>17,757</td>
<td>37,773</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University</th>
<th>Service Fees</th>
<th>Facilities Renewal</th>
<th>U Bus / Metro Pass</th>
<th>Computer / Tech. Fee / Lab</th>
<th>Athletic / Recreation / Health</th>
<th>First Year Fees</th>
<th>Other Fees</th>
<th>Total Additional Fees (parking not incl.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>King's College</td>
<td>99.22</td>
<td>184.68</td>
<td>32.96</td>
<td>67.11</td>
<td>54.51</td>
<td>42.51</td>
<td>29.78</td>
<td>10.74</td>
</tr>
<tr>
<td>Concordia</td>
<td>73.42</td>
<td>148.17</td>
<td>96.36</td>
<td>3528.35</td>
<td>1382.59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWO</td>
<td>332.59</td>
<td>446.05</td>
<td>424.72</td>
<td>78.36</td>
<td>2623.49</td>
<td>1331.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carleton</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UBC</td>
<td>126.42</td>
<td>437.32</td>
<td>12060039481.24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ryerson</td>
<td>235.35</td>
<td>90138.68</td>
<td>372133.54</td>
<td>157772.95</td>
<td>108.41</td>
<td>577.92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regina</td>
<td>190.95</td>
<td>196.42</td>
<td>30.76</td>
<td>18.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regina</td>
<td>381.93</td>
<td>92.84</td>
<td>61.41</td>
<td>236.12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These findings also suggest that using differential or material fees to support the School’s equipment and staffing needs would make the School even more price uncompetitive. Extra fees should therefore be avoided if possible. Finally, these results suggest refocusing the cost comparison for students. Rather than letting strict tuition and fee comparisons speak for themselves, the School should highlight the low comparative cost of living in Regina versus competing locations (Vancouver, Toronto, Ottawa, Calgary, Kingston). As Table 9A illustrates, average rental rates in Regina are significantly more expensive than Montréal. They are comparable to rents in Halifax and Kingston. However, Regina rents are significantly more affordable than Toronto, Ottawa, Vancouver and Calgary. A year spent in Vancouver will exact a rent premium of over $3K more than Regina.

Table 9A. Comparative Average Rents in Competing Cities with Journalism Graduate Programs, 2 Bedrooms (2012).

<table>
<thead>
<tr>
<th>City</th>
<th>Monthly Rent</th>
<th>Per year</th>
<th>Percent of Regina cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halifax</td>
<td>954</td>
<td>11,448</td>
<td>-1 %</td>
</tr>
<tr>
<td>Montreal</td>
<td>711</td>
<td>8,532</td>
<td>-37 %</td>
</tr>
<tr>
<td>Toronto</td>
<td>1183</td>
<td>14,196</td>
<td>+17 %</td>
</tr>
<tr>
<td>Ottawa</td>
<td>1115</td>
<td>13,380</td>
<td>+14 %</td>
</tr>
<tr>
<td>Regina</td>
<td>979</td>
<td>11,748</td>
<td>-</td>
</tr>
<tr>
<td>Calgary</td>
<td>1150</td>
<td>13,800</td>
<td>+17 %</td>
</tr>
<tr>
<td>Kingston</td>
<td>1005</td>
<td>12,060</td>
<td>+1 %</td>
</tr>
<tr>
<td>Vancouver</td>
<td>1256</td>
<td>15,130</td>
<td>+29 %</td>
</tr>
<tr>
<td>Cdn CMA average</td>
<td>901</td>
<td>10,812</td>
<td>-1 %</td>
</tr>
</tbody>
</table>

Source: Housing Market Outlook, FQ2013, Canadian Mortgage and Housing Corporation.

This cost re-framing brings the real costs for students into clearer focus. Cost of living comparisons can be disseminated on the School web-site and in mailings to interested applicants. Key expenses might
include rental housing, utility bundles, car insurance etc. A cost comparison could also highlight the cost-defrayal represented by the 13 week paid internship, which may generate between $2.4k and $9k in cost recovery. Most Canadian internships are unpaid. An approach that reframes student costs in terms of total costs would balance our uncompetitive position on tuition and fees with the low cost of living and the subsidy represented by the 13 week paid internship. This provides a more accurate and competitive assessment.

While housing provides an advantage over Ottawa (+14%), Toronto (+17%) and Vancouver (+29%), there is no rent advantage over Kingston and Halifax. Regina is now considerably more expensive than Montreal (-13%). Housing savings and internship earnings are thus most likely to swing Western and international students considering Carleton, Ryerson or UBC.

4.1.2 Non-price criteria
Of course, price is not the sole criteria for student choice. Students also choose schools based on reputation, prestige and brand-identity. They choose schools based on proximity. They choose schools based on internship and employment opportunities. And they choose schools based on city vitality. For example, while Ryerson was the longest and most expensive program in the country in 2010, it still received 330 applications for 28 graduate spots based on its prime location, its commitment to quality and its prestige brand. Students are willing to pay more and delay employment longer if they think they can get a better education and qualify for a better job. Carleton effectively markets its location in the nation’s capital as a compelling draw for students interested in political journalism, although its four term program is neither as substantial as Ryerson’s six term program nor as affordable as those offered at Concordia or UWO.

Perhaps as important as price to Regina’s competitiveness will be its ability to define and promote a compelling niche in the national marketplace. As the historic regional monopoly provider through most of its first two decades, the School was not forced to define an effectively distinct identity in the way that Carleton and Ryerson have done. It was simply the West’s under-graduate program. The response to early challenges was to fall back on reputation and proven track record as the West’s first journalism program. Repositioning for the 21st Century arguably calls for strategic investments in slack capacity so that faculty can more fully engage in research and institutional development to better define School identity and raise its profile. Ultimately, however, as a small School with a limited number of seats the primary market is defined by geography. A compelling identity may reinforce a pragmatic decision to stay close to home, but competition for Prairie students will be most crucial to the School’s long-range success. It is where recruitment efforts need to be logically targeted.

4.2 National market trends at the graduate level
The media industries are experiencing unprecedented volatility, as technology and recession (in Central Canada) drive rapid restructuring. Journalism education programs are, of course, feeling it. In 2009, for example, interest in digital technologies among the young and the desire to ‘ride out’ the downturn by established journalists†† led to significant gains for graduate programs in the US. Applications to Master’s programs were up 44 per cent at Columbia, 30 per cent at the University of North Carolina at Chapel Hill, 25 per cent at the University of Maryland at College Park and 24 per cent at Stanford University (Mangan, 2009). By contrast, graduate applications and acceptances were down across the board in Central Canada. Ryerson reported a modest decline in applicants. This may reflect increased competition or increased anxieties about careers in journalism in the recent industry shake-out. Does this reflect a ‘wait and see’ approach that will result in pent-up demand spiking with an industry recovery? Is this is a ‘new normal’ in a permanently restructured media environment? These are still open questions. In either case, a strategy of program diversification minimizes risk. Further, it is worth noting that, like the Regina program, the Central Canada programs continue to turn many applicants away. In any event, there is good reason to believe that the long range trend is from a flat market in under-graduate journalism education toward the emerging market in graduate studies. A cautionary note might therefore be raised about the sustainability of a grad-only program after †† The discrepancy between the clear spike in graduate applications versus the flat state of under-graduate applications can be explained by the ‘parking lot theory,’ i.e. displaced or bored mid-career
journalists in the field have ‘sunk investments’ in their profession. They therefore don’t want to change fields during cyclical downturns and will instead often retreat to the safety of the academy to upgrade. This better positions them, after the crisis passes, for a higher level of practice in the profession of their choice.

the crisis, when graduate work will be less attractive to mature journalists who are happily employed again. However, the great rush to graduate programs during the crisis will likely have a permanent effect in ratcheting up expectations for leadership positions in the field. Thirty years ago very few people in the field had bachelor’s degrees. Now it defines the preferred entry-level applicant. A similar progression in senior ranks will likely take place as the first generation of MJ graduates establish themselves in decision-making positions in the system. That’s why the initial intent of the School’s founders was to convert the BJ to an MJ eventually, and why 6 out of 9 university-based journalism programs have already moved to introduce graduate programs.

### 4.3 Regional market trends at the under-graduate and graduate level

As discussed, the School is presently being squeezed by technical institute and community college ‘short courses’ from below as well as the recent arrival to Canadian journalism of graduate programs ‘from above.’ The latter threat is particularly serious since two out of five applicants over the last nine years have applied with a degree already in hand, as Table 10A demonstrates.

**Table 10A. Proportion of Applicants with Prior Degrees, 2004 - 13.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total applicants</th>
<th>With degree</th>
<th>No degree</th>
<th>Percent with degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>42</td>
<td>16</td>
<td>26</td>
<td>38%</td>
</tr>
<tr>
<td>2005</td>
<td>60</td>
<td>28</td>
<td>32</td>
<td>47%</td>
</tr>
<tr>
<td>2006</td>
<td>52</td>
<td>20</td>
<td>32</td>
<td>38%</td>
</tr>
<tr>
<td>2007</td>
<td>41</td>
<td>21</td>
<td>20</td>
<td>51%</td>
</tr>
<tr>
<td>2008</td>
<td>33</td>
<td>12</td>
<td>21</td>
<td>36%</td>
</tr>
<tr>
<td>2009</td>
<td>41</td>
<td>20</td>
<td>21</td>
<td>49%</td>
</tr>
<tr>
<td>2010</td>
<td>36</td>
<td>8</td>
<td>28</td>
<td>22%</td>
</tr>
<tr>
<td>2011</td>
<td>37</td>
<td>14</td>
<td>23</td>
<td>38%</td>
</tr>
<tr>
<td>2012</td>
<td>22</td>
<td>9</td>
<td>14</td>
<td>41%</td>
</tr>
<tr>
<td>2013</td>
<td>35</td>
<td>9</td>
<td>26</td>
<td>26%</td>
</tr>
<tr>
<td>10 yr average</td>
<td>40</td>
<td>16</td>
<td>24</td>
<td>40%</td>
</tr>
</tbody>
</table>

Increased graduate options place this category of applicants at increasing risk, particularly if Mount Royal establishes a graduate program before Regina. The fact Mount Royal now has university status positions the School well to consolidate its competitive position as a credible under-graduate alternative to Regina. It also positions it to launch a graduate program, potentially pre-empting efforts we might make in this direction. In fact, the Calgary program already has a one year certificate for degree holders who want to learn craft skills. It accepts an additional 10 students per year for this program. This suggests some urgency to establish Regina’s graduate designation in a timely fashion. Given the geographic proximity, we should anticipate a major drop in top-end applications if Mount Royal launches a graduate program before Regina. Like the leap-frogging launch of UBC’s graduate School in 1999, this could also do considerable damage to our prestige as a leading school of national stature.

In fact, as Table 11A illustrates, degree-holders are already a significant flight risk. Out of 148 degree-holding applicants accepted over the last nine years, almost a third withdrew (42 students). By contrast, out of 217 accepted applications from non degree-holders, only 14 per cent withdrew (27 students). Post-graduate applicants are thus twice as likely to withdraw from the program than their non degree-holding peers. Despite the fact that only 40 per cent of the School’s applicants in the last nine years have held a prior degree, 61 per cent of all withdrawing applicants were degree-holders.

**Table 11A. Proportion of Degree Holding Applicants to Withdraw, 2004 – 12.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total withdrawals</th>
<th>With degree</th>
<th>No degree</th>
<th>Percent w/ degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>75%</td>
</tr>
<tr>
<td>2005</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>14%</td>
</tr>
</tbody>
</table>
2006 15 8 7 53%
2007 10 10 0 100%
2008 8 5 3 62.5%
2009 8 7 1 87.5%
2010 2 1 1 50%
2011 5 3 2 60%
2012 6 1 5 17%
9 yr average 7.7 4.7 3 61%

Regina has clearly been losing many of its best prospects to the value-added by the Master's designation available at other institutions. This represents an ‘opportunity cost’ in the quality of our recruits and graduates. It also erodes the School’s prestige in the field and, therefore, its future recruitment potential.

4.3.1 Established market demand
On the other hand, the large proportion of applications from prior degree holders and the significant number who complete the program despite the perverse incentives represented by Regina’s inability to confer Master’s designation – clearly demonstrates strong demand for graduate programming. The School has an already established flow of post-graduate applicants to the program even without Master’s recognition, a significant achievement. This represents ‘pent-up demand’ that has been sustained for a decade. It therefore also represents a significant opportunity for renewal and successful re-positioning. It is reasonable to expect that the School can build on a solid first year foundation of the 16 new students who have over the last nine year average, registered for the BJ program, i.e. with a degree already in hand. Even without additional applicants drawn to the new graduate designation, this would mean 32 out of 52 students would be in the MJ stream by the second intake.

4.3.2 Alumni market demand
Key findings from a June 2010 School of Journalism survey of alumni suggest significant additional interest from graduates, many of whom would consider returning to School for an accelerated graduate degree:

- 97.7 per cent believe “continuing education is important for journalists”
- 84.8 per cent report they “often think about returning to university some day”
- 83.6 per cent say they “would like to earn Master’s-level credits while working on a major journalistic project”
- 52.7 per cent report that their employers provide “education leave and/ or supports for continuing education”

Conclusion: A new strategy to sustain and excel
This study finds that the delayed development of a graduate program has placed the School in a serious position of competitive disadvantage. While the old strategy of focusing exclusively on under-graduate journalism was adequate while the School held a regional monopoly position, this tack is no longer appropriate in today’s crowded, segmented and increasingly competitive new marketplace. Staying the course in the face of intensifying head-to-head and indirect competition for a shrinking pool of undergraduates appears increasingly unsustainable over the medium to long term, or at least risky. Repositioning the School ‘up-market’ to capture graduate students appears a more prudent, realistic and attractive alternative. A dual program that offers both a BAJ and an MJ offers the greatest stability and potential for future growth through this period of uncertainty in the industry.

This study suggests that the conversion to an under-graduate and graduate School is feasible and offers many advantages over the status quo.

The delayed development of a graduate program has placed the School in a position of competitive disadvantage.

This study also finds there is a ‘captive market’ of MJ students in the School’s established BJ ranks. These students routinely register in two-years of post-graduate work without the incentive of the Master’s
designation. There is thus considerable incentive for students who would ordinarily register in the BJ program to simply register instead in the new MJ program. It is the same commitment of time and only a modest increase of fees for a considerable step-up in recognition. Similarly, the study finds significant 'pent-up' consumer demand in the ranks of School graduates. Two out of three respondents have considered graduate studies since completing the program and three out of five say they think often about returning to school some day. Another key finding is that significant national level demand for graduate education in journalism also outstrips the capacity of established national programs in Central Canadian programs to service it.

An MJ program would be a new departure for the School, which would face a new structure of market competition and opportunity. The School would need to re-position fundamentally to meet the challenges of this new reality. The MJ Proposal outlines the academic program restructuring. This study suggests that the conversion to an under-graduate and graduate School is feasible and offers many advantages over the status quo.

References


17. COMPATIBILITY WITH INDUSTRY ACCREDITATION

N/A. Journalism is not an industry-accredited profession in Canada.

18. GOVERNANCE

The program will be governed internally by a School of Journalism Graduate Studies Committee. The GSC will be chaired by the Graduate Studies Chair, and will include relevant faculty members. Responsibilities will include reviewing and approving applications for admission, approving project proposals and assigning supervisory and second reader responsibilities. To ensure good coordination and smooth transitions between the programs, we will appoint the following positions and responsibilities to faculty members.

Graduate Studies Chair
- Liaise with the university community, particularly FGSR and adjuncts
- Identify emergent problems and issues
- Ensure paperwork is filed, such as approving outside elective choice
- Seek opportunities for program growth
- Counsel MJ candidates and students
- Manage graduate scholarships

Undergraduate Studies Chair
- Counsel all BAJ candidates
- Manage undergraduate scholarships
- Identify emerging problems and issues between the two programs
- Protect the BAJ through the transition period

Recruitment Marketing Coordinator
- Chair an Outreach Committee, to be peeled off from the existing Research and Outreach Committee
- Devise and implement a recruitment marketing plan

END NOTES
EVALUATION REPORT #1
Proposal for a Master in Journalism
University of Regina

The following constitute my thoughts, as an external evaluator, of the Master of Journalism Program Proposal. I have enumerated them following your “Guidelines for Evaluation Report for Graduate Program Proposals.”

I. Program

1) I read the program’s purpose as mainly expanding an existing but obsolete program (a two-year bachelor’s degree in journalism, meant for those already holding a bachelor’s degree – see p. 20) into a proper master’s degree in journalism in a low-impact, cost-effective way (see esp. pp. 61-2).

2) The focus of the program is sound, in keeping with a professional approach.

3) The breadth and depth of coverage regarding faculty is fine under the circumstances. I note the footnote on p. 91 tactfully outlining the past history of efforts at expansion running afoul of budgeting realities and decisions from above. This seems illustrative of Journalism/Mass Communication programs around the globe vis-à-vis university leadership. It would seem the “flexibility and innovation” have been long required on a day-to-day basis, something which should not necessarily prevent the same “skeleton staff” (p. 59) from going forward with a Master’s program.

4) I am unable to comment on the relationship of the proposed (and existing) journalism program to those elsewhere within the college, as I do not work there. But I would note that a master’s in journalism would serve as a fine link to interdisciplinary connections elsewhere, such as with International Relations (e.g., a joint master’s in Journalism and International Relations).

I would assess the evidence about local/provincial need in the context of internal economics. The report’s authors have made the case that the transformation of their two-year bachelor’s into a legitimate M.A. would be a low-impact one; I have no reason to question their judgment, but I am not on the ground there. They have also shown its internal benefits to the university, one of these being to stop the loss of potential candidates to other schools (see esp. pp. 83, 104). That said, I would gently raise some cautions about the journalism industry’s need for future graduates. While the authors have presented legitimate findings based on statements from industry figures (pp. 41-42) indicating that none of the respondents “expected to lose positions” in future, I heard this consistently during my own experiences in US newspapers between 1987-2002. Newspapers were always “in growth mode” yet they nonetheless indulged in damaging downsizing and routine attrition, a pattern that has never stopped. At the same time, note (p. 39) the minimal salary difference between journalists with bachelor’s and master’s degrees.

However, these points are irrelevant to those students who are committed to journalism and who will attach intellectual premium value (quite rightly) to a master’s degree. (Comment 1. Our school has a well-established reputation and most of our graduates are hired. Moreover, hiring is even increasing in broadcast due to launching of the Morning shows on CTV and the Global as well as to the expansion of CBC programming in Saskatoon. This trend may prove to be short-term, but even after it ends, existing media outlets will be able to absorb our graduates because our undergraduate pool will shrink with the introduction of our Masters program. We know that there is a demand for such a program in our region, and it aims at a different category than our undergraduate program. HRSDC expects the communications and media sector to expand by 30% by 2020, as new communications technologies and platforms gain primacy across Canadian society. Our graduates will be well prepared to take advantage of these developments, which expand traditional print-based journalism jobs to opportunities in new media, online journalism, independent documentary filmmaking, and a burgeoning field of communications professionals working in a variety of institutions. Added to this is a 54% retirement rate among existing media employers, leading to a predicted labour shortage. Meanwhile, traditional media employment
remains steady at the regional level. In September 2013, the School of Journalism re-distributed its 2010 Employment Prospects survey to 17 internship partners in Saskatchewan and Alberta, who are the primary employers of our graduates. The 8 responses received to date indicate our industry partners have weathered and survived the global economic downturn. Just 25% said they had lost positions in the previous five years, with 50% adding positions and 25% staying the same. The majority of respondents (62.5%) reported they expect to maintain or increase current hiring levels over the next five years. As well, 87.5% said they would welcome MJ grads, with 12.5% saying they might do so. Hence we remain optimistic about our graduates’ future employment, nationally and regionally. Finally, we can report that since we updated our program proposal this summer, one more member of the class of 2012 has landed a journalism job, at the Moose Jaw Times Herald. Twenty of the 24 graduates are now employed in journalism and communications.)

5)

II. Faculty
(Points 1-5 combined)
The faculty (full-time and adjunct) have the requisite professional experience and seem fine for the task at hand; the very small core of full-timers appear to have worked hard as an understaffed unit, presumably at the sacrifice of research and publications over the time. As the proposed M.A. is essentially an upgrade of an existing program, ostensibly involving little or no additional costs (other than those that may be associated with the creation of new courses) they should be extended the benefit of any doubt regarding workload. The full-timers show abilities at obtaining funding and recognition; the part-timers have adequate credentials.

III. Students
1) Students who seek journalism degrees tend to be highly motivated and ambitious; witness the high retention rate in the current undergraduate program. The authors have made the case that many of their alumni wish to pursue a master’s degree in journalism, and logically would like to get one at the University of Regina, so recruitment and enrollment should not be a problem.
2) Please see above.
3) The process for monitoring student progress is presumably similar to that at undergraduate level; the proposed program has minimum requirements built into it to ensure quality graduates.
4) Prospects for placement and job advancement were briefly addressed above in section I.5 above; please also see my remarks in Section V.3 below.

IV. Resources
1) As noted above, the university’s commitment to the existing program has reportedly been restricted, presumably out of financial necessity; the program being proposed is eyed as a low-impact transformation of an existing structure.
2) I am unable to comment on this as I am not physically present on campus there, but would trust in the judgment of the faculty concerned.

V. Comments
1) The strength of the proposal is its (claimed) low-impact, cost-effective approach; it is perhaps also a weakness that the faculty will have to make it work within such restrictions.
2) The benefits to the institution are enhanced prestige, attraction of qualified students who would otherwise go elsewhere for an M.A., and the transformation/elimination of the two-year bachelor's degree, which seems like an anomaly today.

3) I would like to remark upon the likelihood of recruiting international students for such a program. The authors of the report touch upon this (p. 97) and are right to caution that international differences exist. However, I would suggest that students from some regions are well aware of these differences and would want to study in North America BECAUSE of them. They understand that journalism as a profession emphasizing accuracy and balance is lacking at home, and would accordingly seek education in it elsewhere. Certainly I see nothing in the suggested curriculum (pp. 17-19) to suggest that the M.A. program as proposed would be too local/provincial. International students applying for such an education would likely be eager to transfer the knowledge gained in it to their home country/industry. (Comment 2. We agree that recruiting of international students can complement other efforts to increase enrolment. In fact, we have at least one international student a year (last year we had two). One of the new opportunities that has surfaced lately is the offer from the Hubei Broadcast and TV School in Wuhan, China to cooperate with our School of Journalism. This potential partner seeks to create the better chance for their students to learning the advanced knowledge and technology abroad.)

In closing be assured that I would recommend to my own undergraduate students that they consider applying to such a Master’s Program should it come to fruition there.
I find the overall research, assessments and documentation contained in the proposal to be persuasive. Both in purpose and structure, the proposed program is consistent with similar offerings across Canada. There are some suggestions I will be making in this assessment aimed at improving the proposed curriculum, but I believe the proposal is sound and capable of achieving positive results for the university and future students.

The competitive landscape for journalism programs has been getting more crowded in recent years, so the idea of offering a Master of Journalism program is sensible. UBC is currently the only offering in Western Canada, so a program in Regina would be an attractive option for students west of Ontario. The proposal’s assessment that most of the recruitment would come locally, and somewhat from international students, appears to be prudent.

There needs to be some caution in evaluating the proposal’s assessment that there will be a labour shortage in the field of communications and media job seekers in the future. The HRSDC dataset used appears to include writers, translators and public relations professionals. However, this is a journalism program, so a more apt estimation would have narrowed the data accordingly. While it’s true that a Master of Journalism degree can prepare graduates for many different career paths, it is also useful to have a prudent analysis of where the journalism job market specifically is heading. (COMMENT 3; Some of our graduates have been successfully hired over the years by Government and Crown Corporations in PR and communications positions. It means that our use of The HRSDC dataset is justifiable. Comment 1 also applies to this concern.)

A recent Statistics Canada report shows the number of journalists in Canada staying roughly level (at 13,000) between 2001 and 2011, despite a 4.5 per cent increase in the number of employed Canadians. The trend to part-time and term employment for journalists is also increasing. This is a reflection of the crisis that has hit newspapers specifically and the media generally. I do not suggest these statistics argue against expansion of post-graduate journalism programs. I note the success of the 24 graduates from 2012, with 17 securing employment as journalists in news outlets and a number landing in related fields. The job market is becoming more competitive, and students with a better track record of achievement and critical thinking will be more successful. There also needs to be a recognition that growth in the job market will come, in part, from new media jobs.

I believe more effort could be placed on determining a unique focus and offering for the program. The trend in graduate programs recently has been to carve out an area of specialization, giving students clear options when choosing between programs that might otherwise look very similar. University of King’s College and Dalhousie University have focused on investigative journalism and entrepreneurial journalism for their MJ program. Ryerson University stresses urban reporting. UBC has a decidedly international focus, partly as a result of the experience and strength some of their faculty bring. While the University of Regina School of Journalism has a community-centred focus and some faculty expertise in aboriginal affairs, I do not see these themes stressed sufficiently in the proposal. The course offering in Alternative and Community Journalism is unique and a good beginning. More attention along those lines might be useful, especially since faculty members have demonstrated expertise in these topics. Given, as well, the significant and rapidly-growing aboriginal populations in Saskatchewan and Manitoba, a focus on aboriginal affairs as they relate to journalism might also provide a more unique area of specialization. (COMMENT 4 We agree with the reviewer that our School should emphasize a unique focus. In our proposal we identified three proposed areas of unique focus:

- Long-form documentary journalism
- Community-based journalism
- Indigenous journalism
These areas build on Saskatchewan’s existing journalistic strengths, as exemplified by the province’s documentary filmmaking tradition, strong core of creative nonfiction writers, and numerous First Nations and Métis newspapers, magazines and radio stations. They are also well suited to graduate-level work, taking students above and beyond core skills. Our chosen foci also play to future employment prospects. Documentary films are in great demand with the advent of speciality stations. Community-based non-profit journalism is becoming an increasingly important media sector in the U.S., and is growing in Canada as well. The arrival of a community radio class of licences in 2001 has increased the number of First Nations radio stations in Saskatchewan, complementing a widening array of magazines, independent TV productions and newspapers with an Indigenous focus. Our faculty have both teaching and research experience in these focus areas, and new hires will be directed toward enhancing this direction. One of our current faculty members has a long-term plan to seek funding for a Community Journalism Lab, similar in concept to the IMP lab in the Faculty of Fine Arts. This undertaking would be unique in Canada, and would complement all three graduate program focus areas.)

In terms of the new courses that are proposed, they cover many bases and offer students considerable choice when it comes to specific fields. I would like to comment on some of them briefly, and also offer a suggestion in terms of the general mix. JRN 800 Advanced Investigative Methods looks strong, providing a good blend of theoretical and practical instruction. This will be beneficial to any student trying to improve critical thinking skills and navigate the real world of journalism. JRN 880 Critical Approaches to Media and Journalism Studies provides a valuable survey of the field, and is entirely appropriate for this level of student. As mentioned, JRN 819 Alternative and Community Journalism is unique and sure to fire students’ imaginations. The Workshop and Professional Project both look sound and well-structured. JRN 811 Documentary Theory and Production looks both sophisticated and comprehensive. I don’t feel the same way about JRN 810, which deals with media history and journalism in society. The syllabus is somewhat vague and the topics and readings are extremely eclectic. I am not sure how this would give students a rounded view of media history. Is the focus here on Canada, or the world, or both? Such a broad survey may not be the most appropriate for a Master’s level course. There are many good ideas contained in the syllabus, but perhaps a more focused approach that doesn’t attempt to span the time frame from pre-modernity to today might work better.

More troubling is what is missing from the package of courses. Notwithstanding occasional references in some of the syllabi, there is nothing specifically aimed at new media. Needless to say, both the Internet and social media have revolutionized most aspects of journalism. Most media outlets in Canada now see the online space as their principal means of long-term survival. It is no longer sufficient to offer a package of courses that deals with print, broadcast, documentary, magazine and photojournalism. I recognize that new media will be an important aspect of the Alternative and Community Journalism course, but I believe the emphasis needs to be far sharper. Ten years ago, journalists were all classified as working for either radio or television, with a handful devoted to the new-fangled website. Today, there is a demand for all journalists be active in contributing to all platforms. The ability to juggle all these platforms can become a determining factor in the job prospects and long term success of employees. New media skills are not easily conveyed in a single course. They can range from database analysis and Internet research, to effective use of social media tools, to more sophisticated data visualizations. Perhaps some of these tools will be offered in the Advanced Investigative course. But in any case, it is important to equip students with the latest knowledge and skills in this area. 

COMMENT5: New media is integrated into all our current and proposed journalism classes. We made a conscious decision to pursue the path of new media integration rather than creating an additional course, to reflect the trend toward convergence of all media platforms. For example, Intermediate Print students produce an online news journal, Ink Online, which includes multi-media and interactive presentation of the news, supplemented by the use of social media, including Facebook and Twitter. At the same time, we
stress critical understanding and analysis of new media tools, rather than heedless adaptation. For teaching support in this area, our fulltime print professor has extensive experience in web development. Our broadcast professors and lab instructors are also well acquainted with online platforms and tools related to their fields, and use them daily in their classes. However, we understand from the review comments that the School’s new media teaching and learning is not readily apparent in the proposed course titles. In response, we may consider revising course titles, and our promotional material, to reflect the wide-ranging media platforms that are being taught, discussed and deployed across the curriculum.)

Another gap, in my view, is the lack of a course dealing with journalism ethics. (comment 5 I understand there is an undergraduate offering called Rights and Responsibilities, but I also note that a student with three years of professional experience can bypass the requirement to take that course, thereby graduating with a Master of Journalism degree without having studied the ethics of the profession. Even though there is an understandably heavy emphasis on the practical tools of journalism, it is nevertheless crucial that all aspiring journalists have an acute sense of ethical standards and practices. By the way, this ties in to the whole issue of new media as well, since the Internet age has redefined journalism ethics in significant ways, as Rosenstiel and McBride argue in their new book New Ethics of Journalism. The Poynter Institute has played a leading role in defining and disseminating journalism ethics to practitioners. Today, it argues, issues of engagement and transparency have emerged as important concerns, as recent world events have shown. Journalists need to be armed with the theory and practice of how best to promote engagement, and how to foster transparency and truth-telling. Nor are these lessons that, once learned in school, remain static. In the last two years, there have been organized sessions for every editorial employee dealing with the organization’s journalistic standards and practices. This, along with legal aspects of journalism, may be an area where the school explores relationships with the law and philosophy faculties. In the traditional framework of journalism, stories were typically vetted and legally checked before publication by senior editors and legal teams. While this remains largely true today as well, there are increasing opportunities for journalists to misstep in the rush to publication. A badly-phrased live standup, or a Tweet that lacks balance and fairness, can land a journalist in trouble. Therefore it’s more crucial than ever to provide students with legal and ethical training, case studies, and plenty of opportunities to debate journalistic standards and principles.

Despite its small size, the school’s faculty is strong and well-rounded. There is a good mix of print and broadcast experience, as well as expertise in qualitative and quantitative research. There is a unique understanding of alternative and community-based media that goes beyond the capabilities of many other institutions. The emphasis on aboriginal affairs through sessional and chair appointments is both appropriate and forward-looking. I would recommend any new faculty appointments come with a sophisticated knowledge of new media theory and practice. This is also an area all faculty need to study to constantly enhance their skills. (I didn’t notice any of the faculty’s Twitter handles in their resumes!) If faculty are not active practitioners and experts of social media individually, they are in danger of falling behind their students in this sphere.

The school has done a commendable job over the years of assisting students to find employment in the field, and there is no reason to believe this will not continue. There has been a worrying trend of declining applications, especially among out-of-province students, but the proposal’s judgment that this will be addressed through the introduction of the Master’s program is persuasive. If the unique offerings of the program are strengthened and highlighted, it may be possible to attract wider interest than strictly local and regional candidates. There seems to be a good mix of bursaries and scholarships available for students to defray their expenses. The new course offerings will produce more sophisticated and better-rounded students, enhancing their ability to compete in the job market. The linkages the school has forged with community-based organizations also opens up different worlds of employment possibilities. By establishing a network of companies willing to take on and pay interns, the school has created a ready-made roster of potential employers for students to explore on graduation.
The library and laboratory resources outlined in the proposal seem well-suited to the proposed program. The Archer Library has an important resource in its archival materials related to well-known Saskatchewan journalists, many of whom went on to become national figures. This provides an important opportunity for students to delve into primary sources relating to the lives of the journalists in question, as well as many of the stories they have covered over the years. Some of this work could be integrated into the curriculum.

Technology is changing rapidly, especially in the online and broadcast sectors, so it is important for lab instructors and faculty to remain up to speed on all the latest developments. The number of edit suites and production facilities, existing and proposed, appears to be appropriate for the number of students and courses being offered.

To summarize, the Master of Journalism Program Proposal is well-researched, well-structured and persuasive. I won't repeat any of the observations noted above, but I believe they can all be addressed without incurring any additional costs. It makes complete sense that the University of Regina adopt this program. Not to do so could well endanger the future of journalism education at the school, given the extent of competition and choice that has sprung up in recent years. I would have no hesitation recommending the Master of Journalism program to students.
EVALUATION REPORT #3  
Proposal for a Master in Journalism  
University of Regina

I have carefully read through and evaluated the proposal for the Master of Journalism degree, (MJP) submitted by the School of Journalism at the University of Regina.

The MJ proposal document is very thorough and comprehensive, belying the tiny number of full time faculty in your journalism program. Your faculty are to be congratulated for producing this document, especially given the teaching and research pressures under which they operate.

The University of Regina has had a first class reputation in Journalism education in Canada, stretching back to its roots under its founder, Dallas Smythe, an icon in communication studies in Canada and the U.S. However, if nothing is done, I agree with the assessment in the MJP that the program is at risk of falling into a second tier of under-graduate-only regional programs—that is, if it is not already there…..(P91, P95).

The productive, talented and hard-working faculty at Regina journalism have done a commendable job of publishing books, chapters and articles, and producing film and documentary work. The problem does not lie with the faculty members you now have, but in their limited numbers: three professors!!! This is, indeed, a “skeletal staff,” as indicated. Sessional instructors can be invaluable when used sparsely, but it is unwise to largely rely on them, owing to their employment elsewhere, their relatively low pay, high turnover rates, and inability to do administrative work. Indeed, the MJP proposal is seen by journalism faculty as a means of acquiring someone to teach a major introductory course for the undergraduate journalism program, JRN 100, which they have been unable to staff. (P59). “…the faculty resources for a Master’s program will allow us to deliver a 100-level survey course.” (P66).

In my view it would make more sense to do your hiring for the new M.J. program, and to hire separately to bolster the undergraduate program, and to free up those who would teach in the graduate program.

The faculty complement at Regina Journalism is clearly inadequate for the current programs being offered, let alone for the additional program which is proposed. Three professors cannot supervise 15 graduate students, even if this is all they were doing, without adding in all of the undergraduate courses and administrative work.

Faculty members’ professional experience and published work are both quite good, especially considering that these are all junior faculty. In my view, the department would benefit from the appointment of one or two senior professors, who would offer stability, and depth of experience in teaching and research.

One gap amongst full time faculty is in the area of documentary film making. This is a high demand area for students, and film production has the potential for garnering huge audiences and favorable publicity. (COMMENT 6: the Master of Journalism program Proposal explicitly calls for adding one-and-a-half new faculty lines that would allow for hiring a Broadcast professor who would be able to teach and supervise documentary film making)

Other unique and aspects of Regina journalism are: its focus on social justice, the marginalized voices in society, community journalism, and its connections with Indigenous Peoples. As noted by professor Patricia Elliot, “When I began teaching, I switched my focus from commercial to community media, publishing in prairie dog, Briarpatch, and other non-profit media outlets…”(P233). This is commendable.

As noted by the World Journalism Education Congress of 2007, “to be a responsible journalist must involve an informed ethical commitment to the public.” (P68). This is in contrast to most if not all other journalism schools in Canada, which have veered sharply rightward in recent decades, in an attempt to “serve the news industry,” as Mike Gasher says, taking a vocational approach to secure job placements
with the lamestream media such as Post Media Corp. Regina Journalism has garnered an invaluable reputation for teaching critical thinking, which is at the core of university education. It’s social justice emphasis epitomizes the central role of journalism, what Finley Peter Dunne’s Mr. Dooley called, “afflicting the comfortable, and comforting the afflicted.”

The MJP is essentially a proposal to ease out your one-year BJ program, for students with undergrad degrees in hand, and replace it with an MJ, which is a logical decision. (P3). In this way, you will be able to retain some applicants who would have gone elsewhere for an MJ, and increase your applications from others.

One suggestion on the proposed curriculum: it calls for M.J. students to take four graduate classes in the first semester. In my opinion, after more than 30 years of teaching graduate students, three classes per semester is as much as any student can reasonably be expected to handle. I would urge you to reconsider this. (P17).

The MJP picks up on a Ryerson proposal and teams M.A. students with undergraduate students, (P16) to keep the numbers up for working on documentary film projects and magazines. (P82) But as you intend to enrol 15 M.J. students, it would seem that these could make three groups of five, or five groups of three, which might be adequate. Indeed, all fifteen could work together on a magazine or community newspaper project in one semester.

There has been a major reduction in mainstream journalism jobs in Canada, in particular since the economic recession of 2008. One might wish to tread carefully, under these circumstances. Nevertheless, the MJP argues convincingly that jobs in communications more generally remain a growth area, especially outside of mainstream. This bodes well for Regina.

With specific reference to the questions you have asked of me, provided there are two or three well-qualified additional hires for the new program:

1. I would recommend your program to our undergraduates. Regina Journalism offers a unique program which is centred in social justice and responsible journalism. This type of preparation cannot be found elsewhere in Canadian journalism.

2. I’m very impressed with the proposal, especially given the limited resources of the department. The proposal has carefully researched competitive programs and offered a plausible, viable long term plan for development.

3. Regina Journalism is doing a remarkable job with a skeletal staff. We would welcome your students as applicants for our Master’s program in Communication and Social Justice.

4. The only real problem with the department is its tiny nature, with just three professors. The course outlines are quite acceptable. The support facilities in terms of grants and funding, library materials, teaching and research space—these are all good.

5. Administrators today understandably have one eye on the bottom line. However, in my opinion one should not continue to run the program, let alone expand the program, without additional faculty. Part-time instructors are inexpensive but short-sighted. They quite understandably do not have the dedication and commitment of full time faculty. They also are usually unable to engage in scholarly research, which renders their function comparable to trade schools. A solid program with full time faculty will attract and accept more students and, in the long run, will prove more economically viable.

Hire the professors, and the students will come.