

APPENDIX B



UNDERGRADUATE PROGRAM PROPOSAL FORM

Use this application for any new program that does not lead to licensure or preliminary or advanced study in one of the areas licensed by the State Education Department. *If the program would lead to certification as a classroom teacher, use the "Application Form for Registration of a Teacher Education Program" in addition to this document. Some new programs may also require master plan amendment (see Appendices G, K, and L).*

1. Basic Information

- A. Name of Institution: The University at Albany
Specify campus or other location where program will be offered, if other than the main campus:

- B. President or Chief Academic Officer: Susan V. Herbst, Provost and Executive Vice President for Academic Affairs
NAME AND TITLE
Signature: _____ Date: February 17, 2006

- C. Contact person, if different: William Rainbolt, Director of the Journalism Program
NAME AND TITLE
Telephone: 518-442-4087 Fax: 518-442-4599
E-mail: rainbolt@albany.edu
- D. Proposed program title: Journalism
- E. Proposed degree or other award: Bachelor of Arts
- F. Proposed HEGIS Code: 0602
- G. If the program would be offered jointly with another institution, name the institution/branch below:
_____ Not applicable

If the other institution is degree-granting, attach a contract or letter of agreement signed by that institution's President or CEO. If it is non-degree granting, refer to SED Memorandum to Chief Executive Officers No. 94-04 (<http://www.highered.nysed.gov/ocue/ceo%20memorandum.htm>).

H. If the program would lead to New York State teacher certification:

List the intended certificate title(s): Not applicable
(e.g., "Childhood Education," "Technology Education")

List the intended certificate type(s): Not applicable
(e.g., "Initial," "Professional")

I. If the program leads to New York State professional licensure, please specify the licensure area.
_____ Not applicable

J. If specialized accreditation will be sought:

Name the accrediting group: _____ Not applicable

Indicate the expected accreditation date: _____ Not applicable

K. Will the program be offered off campus? (Y/N) No

L. If this program will be offered in a format other than the traditional classroom model, specify the format. State any other Special Characteristics _____ None

M. Explain any atypical schedule that may affect program financial aid eligibility.

N. Institutional Approval

1. Community college: Date of approval by the local board of trustees.

2. State-operated campus: Date of approval by campus governance body. October 10, 2005

2. Program Summary

Provide information solicited A-E below. For each item use as much space as necessary to provide an appropriate answer (the cells will expand as necessary with the inserted text). Draft catalog copy, if available, may be a helpful way of providing much if not all of the solicited information, particularly with regard to items D & E. Please indicate if any of the solicited information is being provided in a separate attachment.

A. Mission.

1. Summarize the proposed program's educational and career objectives and its relationship to the mission of the institution.

Journalism is a growing subject of interest in America's colleges and universities, as evidenced by the University at Albany's own rising enrollments for the minor it currently offers. Journalism and a free press are also fundamental prerequisites to the well-being of America's democratic institutions. Along with nurturing these basic values, the Journalism major will provide students a solid foundation in the study of journalism. This major, with its intended concentrations (Public Affairs,

Science and Technology, Visual and Digital Media and General Journalism), draw on the strengths and location of the University, the talents of its faculty, and the program's long-standing success in particular domains.

2. If this is a new area of instruction and the basis for this was not discussed in the campus' Mission Review Memorandum of Understanding, discuss the reasons why the proposal is now considered central to the institution's ongoing development.

Although the B.A. in Journalism is a new major for the University at Albany, it is a natural expansion of the successful minor that the University has offered for thirty-two years. The new degree will draw upon the same faculty expertise that supports the existing minor. In this light, the major is not a significant departure of new area for this University.

B. Institutional Context.

1. Identify existing or projected programs of the campus in the same or related disciplines and the expected impact of the proposed program on them.

As noted previously, there is an existing minor in Journalism that has been offered successfully for thirty-two years. We anticipate that this minor will be enhanced academically by the addition of the major, and we anticipate that enrollments may shift from the minor to the major once this program is introduced. We further anticipate there may be residual opportunities for students in related existing majors (e.g., Communication, Political Science) to enhance their academic work in selected areas with the new curricular offerings through this major.

2. Indicate whether this program replaces any existing program(s).

This is a new major and does not replace an existing program.

3. Indicate whether it is entirely or primarily a restructuring of existing courses and resources.

This major draws upon current courses that are offered, with some of these courses being restructured to better support the new major. Approximately two-thirds of the courses for this degree currently exist; one-third of the required courses are new.

C. Learning Outcomes & Assessment.

1. Outline the programmatic goals and objectives for the program, including a list of the learning outcomes students should demonstrate upon completing the program.

The performance dashboard of the Journalism Program quantifies in its metrics the standard measures by which the success of an academic unit is measured. These measures are supplemented by additional metrics by which the Program monitors its learning outcomes. The universe of programmatic assessments used by the Journalism Program includes: student enrollments; evaluations by students, University, and outside evaluators; local, national, and

international reputation; faculty publications and service; engagement with professional societies and accrediting agencies; public and private investment; foundation support; interaction with the Dean's Journalism Advisory Board; professional affiliations; internship programs; job placement and advising; speaker series and other programmatic offerings; student publications and awards; and the demonstrated expertise of the Program's Professional Media Lecturers and full-time faculty members.

To measure student learning, the Journalism Program has adopted as its baseline the standard assessment plan for degree programs at the University. The Journalism Program enriches this plan by designing assessment measures that are specifically directed toward student learning in a field as inter-disciplinary and writing-intensive as journalism. The Program's metrics for assessing its students are geared toward evaluating their writing skills, their research skills, their knowledge of ethical issues in the field, and their ability to evaluate and synthesize complex material from a wide variety of disciplines.

2. What is the date of the initial periodic assessment of program and the length of the assessment cycle (years).

Our plan is to have the initial assessment in four years, giving the major time to become established. Subsequent reviews would occur on a seven-year schedule.

D. Admission Requirements.

1. What are the admission requirements for students in this program, including any special or optional admission requirements?

Students will need to meet the University's standard admissions criteria, and successfully complete the prerequisites for the program's specific concentration in which they plan to focus. Continued success in completing the major's required courses would, of course, be required.

2. Describe how these requirements are intended to assure that students are prepared to complete the program.

Faculty have developed the sequential curricular requirements to be logical with the stated goals of each concentration area, and subsequent courses build upon the content presented in prior courses. The University will ensure that courses are offered so that students can successfully and readily progress through the program in a timely fashion.

E. Curriculum Outline.

1. Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), capstone, and any other relevant component requirements

The requirements for a Journalism major will be fulfilled by a minimum of 30 credits in AJRL courses, plus 6 credits in another department or program, as approved by the Director of the

Journalism Program or the student's Journalism advisor. Normally, these 6 credits will be in major-oriented courses offered by a program related to the student's area of concentration. Beyond this 6-credit requirement, courses in other departments or programs will not be accepted as part of the Journalism Major except as approved by the Director of the Journalism Program or the student's Journalism advisor.

Of the required 30 credits in AJRL courses: 9 credits are required at the 100-200 level: AJRL 100, AJRL 200Z, and AJRL 270, and 3 credits of electives chosen from AJRL 220, AENG 202Z, AENG 216, ACOM 238, or ASOC 255.

At the 300-400 levels, 18 credits are required: 9 credits in a student's chosen concentration from the four offered by the Journalism Program, 3 credits in a non-workshop AJRL course, and 6 credits of AJRL electives. At least 6 credits must be at the 400 level.

For students in the Public Affairs Journalism concentration, 9 credits are required: AJRL 480Z; 6 credits from AJRL 350, AJRL 366Z, AJRL 460Z, AJRL 475, or AJRL 465Z; 3 credits in a non-workshop AJRL course at the 300 or 400 levels, and 6 credits of electives in AJRL courses.

For students in the STEM (Science-Technology-Environment-Medicine) concentration, 9 credits are required: AJRL 370Z, AJRL 470Z; 3 credits from AJRL 350, AJRL 366Z, AJRL 465, or AJRL 480Z; 3 credits from a non-workshop AJRL course; and 6 credits of electives from AJRL courses.

For students in the Visual & Digital Media concentration, 12 credits are required: AJRL 220, AJRL 390Z or AJRL 392Z, AJRL 380, and AJRL 490Z; 3 credits from non-workshop AJRL courses; and 3 credits of electives from AJRL courses.

For students in the General Journalism concentration, 9 credits are required: AJRL 308Z or AJRL 366Z, AJRL 350, and AJRL 460Z; 3 credits from AJRL 355Z, AJRL 385, or AJRL 490Z; 3 credits from non-workshop AJRL courses; and 3 credits of electives from AJRL courses.

There is a proposed honors component for this major. Outstanding students will be encouraged to consider the Journalism Honors Program, which is designed to give them the opportunity to work closely with members of the faculty on research, writing, and other media projects. The Journalism Honors Program will support highly qualified Journalism majors who want to increase their expertise in contemporary journalism practices and analysis. A student who successfully completes all the Honors Program requirements graduates "with honors in journalism" and is recognized individually at commencement. Honors students will get priority scheduling for Journalism courses and receive master's degree-level privileges at the University Library.

In order to be considered for the Journalism Honors Program, a student must: (a) be a declared Journalism major; (b) have completed 12 credits in JRL courses; (c) have a minimum 3.25 overall GPA and a minimum 3.50 journalism GPA; and (d) submit an application essay. Transfers will be able to apply after they have completed one semester at the University. Coursework taken elsewhere can be submitted as part of the application but may not qualify.

In addition to the required courses for the major and for individual concentrations, honors students will be required to take: one workshop at the 300 or 400 level; one course from AJRL 320 Media Law or AJRL 325 Media Ethics or AJRL 340 Global Perspectives on the News; AJRL 330 History of Journalism in the United States; AJRL 460Z Advanced Reporting; AJRL

420 Political Economy of the Mass Media; and AJRL 499 Senior Honors Project.

In order to graduate with honors, a student must maintain a minimum 3.25 overall GPA and a minimum 3.50 journalism GPA in each semester of enrollment. Honors students may be put on a probationary status, and may not be allowed to finish the Honors program, if they fall below either one of the minimum GPAs, or get a C+ or below in any of the required Honors courses, or do not complete the Senior Project by the end of the semester in which they are graduating.

3. External Review

Baccalaureate proposals and some others must include two external reviews of the proposed program conducted by recognized experts following the form in Appendix D (unless special arrangements are made for a waiver with the Program Review and Planning Group). List the names of the two reviewers and attach their review(s) along with the campus response to the review(s) or, if a waiver was approved, check the box and indicate the date the waiver was granted.

Reviewer #1

Reviewer #2

Check (type an 'x' between the brackets) if a waiver has been approved: [X]

Date of waiver: January, 2006

4. Enrollment

What is the projected enrollment when the program begins? 280 (full and part-time)

What is the projected enrollment after five years? 380 (full and part-time)

How were these projections determined? Estimates are based on student interest and participation in the existing minor and previously expressed student interest in and demand for the major.

What planning has been made for the possibility that anticipated enrollment estimates are not achievable?

We believe that these estimates, if anything, are conservative. We have confidence that these targets are achievable, but will be monitoring them closely through the Dean of Arts and Sciences.

5. Impact of the New Program on the Service Area and Consultation with Other SUNY Institutions

A. Need: Justify the need for the proposed program in terms of the clientele it will serve and the economic and/or educational needs of the area and of New York State. Describe how the level of need was established.

The need for adaptable and versatile young media professionals who can specialize or who can chart a

career that might involve several different types of media continues unabated nationally and statewide. The most recent national enrollment figures indicate that a record number of undergraduates – approximately 200,000 – are studying journalism and mass communications. The 2004 Annual Survey of Graduates conducted by the Association of Education in Journalism and Mass Communications also points out that the percentage of journalism and mass communications bachelor’s degree recipients who found fulltime employment in media within a few months after graduation has increased for the first time in five years. Median salaries also increased in 8 of the top 10 media jobs that new graduates normally pursue.

The U. S. Department of Labor projects that the percentage of change in total employment 2002-2012 will increase in each of the 10 media occupations it ranks – and will increase by an average of 19%. A bachelor’s degree is deemed essential for entry-level positions in almost all of these occupations. Finally, 9 of 11 media occupations listed by a recent Jobs-Rated Almanac forecast were listed in the top half of 250 occupations surveyed, based on future growth and current conditions.

Statewide, the New York Department of Labor currently projects that eight media professions as defined by SOC (Standard Occupational Classification) will experience an increase in jobs by an average of 13% in 2002-2012. Clearly, the state – and especially New York City, as the “media capital of the world” – will continue to have a need for our graduates seeking entry-level positions. During the three decades of the Journalism Program’s existence, the majority of our graduates have secured their first entry-level position in the state.

In addition, the most recent annual survey of college freshman (those who entered in Fall 2005) shows that journalism is the 3rd most popular intended major of 10 listed in the Arts and Humanities. The UCLA Higher Education Research Institute’s report showed journalism behind only fine and performing arts, and English in popularity. And when combined with the generic field listed as “communications,” the two together would rank 7th in 69 named fields.

The University at Albany’s B. A. in Journalism will attract talented, ambitious media-savvy young men and women who can be encouraged about employment projections such as these, as well as about the opportunities the major will provide in terms of workshops, contextual courses, and internships. And, it will attract especially those students who want to attend a University Center, rather than go out of state to attend any of the nearby states whose flagship institutions offer such a degree. In addition, we will also be appealing for students who wish to prepare themselves well for continuing to a master’s degree in journalism or mass communications.

B. Employment: For programs designed to prepare graduates for immediate employment, document the potential employers of graduates. Specify employers who have requested establishment of the program and describe their specific employment needs.

The impact areas of “need” and “employment” coincide in such a program as the University at Albany will offer, oriented as it is to providing well-prepared students for a diversity of occupations in the media. The New York Department of Labor projects the following changes will occur during the period in which the B. A. in Journalism becomes available at the University:

Employer	<i>Projected positions (NY State)</i>	
	2002	2012

News Analysts, Reporters, and Correspondents	5,300	5,370
Editors	19,510	20,290
Writers & Authors	13,330	14,380
Public Relations Specialists	16,440	20,650
Public Relations Managers	7,270	8,450
Technical Writers	2,150	2,500
Photographers	6,420	6,680
Desk-top Publishers	4,370	4,890

C. Similar Colleges: Identify similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Recent enrollment data for SUNY institutions is available from the Academic Programs Information System at <http://www.sysadm.suny.edu/APIS/main.cfm>. Information for non-SUNY institutions is available from SED's *Inventory of Registered Programs* at <http://www.nysed.gov/heds/IRPSL1.html>.

The following is a list of **all** Bachelor-level programs registered by the New York State Education Department. These programs range in focus and market. We do not anticipate that existing programs will affect our potential for student enrollment nor do we believe that the addition of this program at our institution will adversely affect the existing programs at other institutions in any significant ways.

Institution	Program Title	Degree	Enrollment
SUNY Brockport	Journalism	BA/BS	0/68
SUNY Buffalo	Journalism	BA	0
SUNY New Paltz	Journalism	BA/BS	109/5
SUNY Oswego	Journalism	BA	54
SUNY Plattsburgh	Journalism (multiple areas)	BA/BS	34/0
SUNY Purchase	Journalism	BA	19
CUNY – Brooklyn College	Journalism	BA	Not available
Hofstra University	Journalism (Electronic/Print)	BA	Not available
Ithaca University	Journalism	BA	Not available
Lebanese Amer University	Communication Arts/Journalism	BA	Not available
Long Island University	Journalism	BA	Not available
Long Island University	Print and Electronic Journalism	BFA	Not available
Medaille College	Professional Writing	BA	Not available
New York University	Journalism	BA	Not available
Pace University	Journalism	BA	Not available
Polytechnic University	Journalism	BS	Not available
St. John's University	Journalism	BA/BS	Not available
Syracuse University	Journalism Studies	BA	Not available
Syracuse University	Magazine	BS	Not available
Syracuse University	Newspaper	BS	Not available
Syracuse University	Publishing	BS	Not available
Touro College	Desktop and Web Publishing	BS	Not available

D. Collaboration: Provide evidence of appropriate consultation with other SUNY campuses and summarize the results of the consultation. (Please do not attach copies of letters from sister insti-

tutions responding to the Program Announcement.)

Currently there are no other similar programs among our SUNY university center peers, although we are aware a program is being discussed at SUNY Stonybrook. Given that we have a longstanding history of success in this field, and our location in the capital city, it seems logical that the University at Albany take the next step to provide this major for university centers.

E. Objections: Explain the reasons for any objections from SUNY campuses as well as the resolution of discussions regarding perceived competition between campuses.

None have been received; this is a new program not offered by any of the university centers at this time.

F. Transfer: The University views as one of its highest priorities the facilitation of transfer for students from lower-division to upper-division study. For programs designed to facilitate transfer, supply information solicited in the appropriate table below and, in the case of A.A./A.S. programs, in Appendix G (see below).

Associate Degrees: Programs leading to the Associate in Arts or the Associate in Science degree must include documentation that program graduates will be able to transfer into at least two registered baccalaureate programs and complete them within two additional years of full-time study. Letters from the chief academic officers of two baccalaureate institutions attesting to the articulation of the proposed A.A. or A.S. must be included with the program proposal. **These letters must assert acceptance of the completed SUNY Transfer Course Equivalency Table, to be found in Appendix G.**

Institution	Baccalaureate program title	Degree

Baccalaureate Degrees: Proposals for baccalaureate programs that anticipate transfer student enrollment must include evidence of consultation with at least two appropriate two-year colleges to assure articulation with pertinent degree programs and completion within two additional years of full-time study.

Institution	Associate program title	Degree
HVCC		

6. Curriculum Tables (See Program Proposal Directions for guidance—Handbook Section II. 6)

LOWER DIVISION

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
Social Science Gen Ed		3	X	X						Foundations of Journalism and Media	100	3		X	X			X	FT
Math Gen Ed		3	X	X						US Diversity/Pluralism Gen Ed		3	X	X					
Natural Science Gen Ed		3	X	X						Social Science Gen Ed		3	X	X					
Foreign Language		3	X	X						Foreign Language		3	X	X					
Elective		3					X			Elective		3		X			X		
Total Credits		15								Total Credits		15							

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
Intro to Reporting & Newswriting	200Z	3	X	X	X			X	FT/PT	Strategies of Information	270	3	X	X	X			X	FT
Minor		3		X						200 Level from Jrl/Eng./Com/ Soc	2xx	3		X	X				
Arts Gen Ed		3	X	X						Natural Sciences Gen Ed		3	X	X					
Regions Beyond Europe Gen Ed		3	X	X						U.S. Historical Perspectives		3	X	X					
Humanities Gen Ed		3	X	X						Minor		3		X					
Total Credits		15								Total Credits		15							

UPPER DIVISION

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
Intermed. Reporting/Newswriting	360Z	3	X	X	X			X	FT/PT	Journalistic Interviewing	350	3	X	X	X				FT/PT
Cognate Subject Requirement		3		X	X					Media Law	320	3		X	X				FT/PT
Minor		3		X						Minor		3		X					
Europe Perspectives Gen Ed		3	X	X						Global/Cross-Cultures Gen Ed		3	X	X					
Elective		3		X			X			Elective		3					X		
Total Credits		15								Total Credits		15							

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
Public Affairs Reporting	480Z	3		X	X				FT	Opinion Writing	465	3		X	X				FT/PT
Images of Journalism in Film	410	3		X	X				FT	Internship	495	3		X	X				FT
Cognate Subject Requirement		3		X	X					Minor		3		X					
Minor		3		X						Elective		3		X			X		
Elective		3		X						Elective		3		X			X		
Total Credits		15								Total Credits		15							

CREDIT SUMMARY (note: some courses count for two or more areas)

General Education	54
Major	36
Minor	18
Required Electives	3
Electives	18
Total Credit Hours Required	120

7. Faculty

List the name and qualifications of each faculty member who will teach required and/or elective courses *in the major*. **Indicate the academic leadership of the program by placing an asterisk next to the name of the director or chair.** For faculty who are not presently in place but who will be hired to teach in the program, indicate TBH (to be hired) in the *Name* column and the qualifications (rank, degree level, discipline, and, if appropriate, professional/occupational experience). Abbreviations: *Rank*: Professor = PROF, Associate Professor = ASSOC, Assistant Professor = ASSIST, Lecturer = LECT, Instructor = INST; In the left column of *Status*: Full-time = FT, Part-time (salaried appointment) = PT, Adjunct = ADJ, Other = OTH. In the right column of status state the percentage (as a fraction) of the faculty member's workload that will take place as teaching, supervision, or advising in this program: 1.0, 0.5, etc. For any unusual case—or if this format does not shed light on the situation—attach an explanation.

Name	Faculty			Department	Education			Experience Professional/Occupational
	Rank	Status			Highest Degree	Institution	Discipline	
		FT/PT	%					
Thomas Bass	PROF	FT	100	English	Ph.D.	University of California, Santa Barbara	History of Consciousness	Professor of Journalism and English; five nonfiction books, numerous high-level magazine articles, freelance writer, 20 years teaching in higher education
William Rainbolt	LECT	FT	100	English	Ph.D.	University at Albany	History	Director of Journalism Program; daily newspaper journalism, freelance writing, fiction writing, 25 years teaching and managing in higher education programs
Nancy Roberts	PROF	FT	var	Communication	Ph.D.	University of Minnesota	Mass Communications	Professor of Journalism and Communication; five scholarly books, numerous scholarly and general publication articles, freelance writing, 25 years teaching and managing academic programs in higher education
Andrea Baker,	ADJ	PT	var	English	B.A.	Ithaca College	Journalism	<i>Newsday</i> , <i>Schenectady Daily Gazette</i> , <i>Corning Leader</i>
Sebrina Barrett	ADJ	PT	var	English	J.D.	Southern Illinois University	Law	Attorney, New York State Court of Appeals; <i>Farm Journal</i> ; <i>Columbia (Mo.) Missourian</i> .
Elizabeth Benjamin	ADJ	PT	var	English	M.S.	Columbia University	Journalism	Political Reporter, <i>Albany Times Union</i> , <i>Newsday</i> , <i>Newport (R.I.) This Week</i> .
Richard D'Errico	ADJ	PT	var	English	M.A.	Empire State College,	Educational Journalism	Reporter, <i>The Business Review</i> , Associated Press, <i>The Boston Globe</i> , <i>The Journal News</i> (White Plains), Middletown (N.Y.) <i>Times Herald-Record</i> , <i>Schenectady Daily Gazette</i> , <i>Amsterdam Recorder</i> .
Dennis Gaffney	ADJ	PT	var	English	B.A.	Wesleyan University	American Studies	Freelance writer and editor, <i>The New York Times</i> , <i>The Christian Science Monitor</i> , <i>Vanguard</i> , <i>The Boston Globe</i> , <i>The Progressive</i> , <i>Boston Phoenix</i> , <i>Antiques Roadshow</i> (PBS), <i>American Experience</i> (PBS), <i>Secrets of Lost Empires</i> , <i>Nova</i> (PBS), others.

Faculty					Education			Experience
Name	Rank	Status		Department	Highes M.Ā. Degree	Institution	Discipline	
David Guistina	ADJ	PT	var	English		University at Albany	Communication	Professional/Occupational News Producer / Director of Special Projects, WAMC Radio, WNYT-TV news producer, WUUU/WRNY Radio.
Mike Hill	ADJ	PT	var	English	B. A.	University of Michigan	Journalism	Editor, <i>The Business Review</i> ; The Associated Press, <i>The Business Review</i> , daily newspapers.
Mike Hill	ADJ	PT	var	English	B.A.	SUNY Geneseo	English	Reporter, The Associated Press, Upstate Bureau and State Capitol Bureau.
Thai Jones	ADJ	PT	var	English	M. S.	Columbia University	Journalism	Freelance book and magazine writer; author, <i>A Radical Line: From the Labor Movement to the Weather Underground, One Family's History of Conscience</i> (2004); <i>Newsday</i> , <i>Albany Times Union</i> , freelance writing.
Ronald Kermani	ADJ	PT	var	English	B.S.	Syracuse University	Journalism	Vice President for Public Affairs, NYS Higher Education Services Corp., Civil Service Employees Association, NYS Trial Lawyers Association, NYS Public Employees Federation, <i>Albany Times Union</i> .
Stephen Leon	ADJ	PT	var	English	M.S.J.	Northwestern University	Journalism	Publisher and Editor, <i>Metroland</i> , Young & Rubicam, freelance writing
Darryl McGrath	ADJ	PT	var	English	M. S.	Columbia University	Journalism	<i>Buffalo News</i> , <i>Boston Globe</i> , <i>Chicago Tribune</i> , <i>Albany Times Union</i> , Meriden (Ct.) <i>Record-Journal</i> , freelance writing.
Claudia Ricci	ADJ	PT	var	English	Ph.D.	University at Albany	English	Educational Opportunities Program Advisor and Faculty Member, University at Albany; <i>The Wall Street Journal</i> , <i>Chicago Sun-Times</i> , freelance writer and novelist.
Katherine Van Acker	ADJ	PT	var	English	B.S.	Montana State University	Photojournalism	Freelance photographer; <i>Albany Times Union</i> , Associated Press, <i>Elizabeth</i> (N.J.) <i>Daily Journal</i> , Museum of the Rockies, freelance photographer.
Mike Virtanen	ADJ	PT	var	English	M.A.	University at Albany	English	Reporter, The Associated Press, <i>Albany Times Union</i> , <i>Travel Weekly</i> (Washington, D.C.), <i>Utica Observer-Dispatch/Daily Press</i> , <i>Amsterdam Recorder</i> .
David Washburn	ADJ	PT	var	English	M.S.	Syracuse University	Broadcast Journalism	Web Operations Manager, Time Warner Cable; <i>Albany Times Union</i> , <i>The Saratogian</i> (Saratoga Springs), Bennington (Vt.) <i>Banner</i>
Beth Wurtmann	ADJ	PT	var	English	B. S.	University of Minnesota	Speech	Freelance broadcast journalist; NBC-TV (San Diego), PBS European Journal, WIXT-TV, WHEN-AM, KSPN-TV.

8. Resources

Document the projected cost of the program and identify the source of the funds.

Expenditures		Start-up	When the program begins	After five years
Personnel	<i>Reallocation</i>		\$238,293	\$450,000
	<i>New funds</i>			
Library	<i>Reallocation</i>			
	<i>New funds</i>			
Equipment	<i>Reallocation</i>			
	<i>New funds</i>			
Laboratories	<i>Reallocation</i>			
	<i>New funds</i>			
Supplies & Expenses (OTPS)	<i>Reallocation</i>		(in English dept.)	\$15,000
	<i>New funds</i>			
Capital Expenditures	<i>Reallocation</i>			
	<i>New funds</i>			
Other	<i>Reallocation</i>			
	<i>New funds</i>			
Grand Total			\$238,293	\$465,000

Please provide further information about the library holdings that will serve this new program, *including the campus's implementation of SUNYConnect, the SUNY-wide electronic library initiative*. What is the extent of the current holdings in the discipline area? What are the plans, including timetable, for the acquisition of additional holdings? Please comment on access to these materials.

Because the minor has been in existence here for a long time, much of the necessary equipment and other resources are in place. As the major evolves, we will study the needs of the program closely, and it will be given the same attention and support that all our academic major programs receive.

Attachments: Appendix A. Syllabi of New Courses (10)
 Appendix B. Sampling of Media Internships for UA Journalism Students in Past 5 Years
 Appendix C. Letter of support from Hudson Valley Community College
 Appendix D. Letter of support from XXXX (currently being sought)

Appendix A.

Syllabi of New Courses for the Bachelor of Arts in Journalism

AJRL 100, Foundations of Journalism and Media Studies

Credits: 3

Type: Lecture

Enrollment: 40-50+

Instructor: Prof. William Rainbolt, Ph.D

Objective: This lecture course will introduce beginning students to the most important concepts in theoretical doctrines regarding the American news media, and in issues of practicality in learning the craft of reporting and writing news for a modern multi-media world. The students will read classic essays of critical thinking about journalism, as well as study classic models of exemplary journalistic writing, regardless of medium. But they also will examine, among several topics, contemporary issues involving convergent media, corporate ownership of the media, the international flow of and control of information, and, as the title of one required textbook indicates, the apparently diminishing interest of younger people related to relying on journalistically produced news, information, and opinion. This course will encourage students to begin refining their critical thinking skills about the modern news media, and to begin practicing, in their own writing, such highly desired skills as being accurate, writing clearly and concisely, and meeting deadlines.

Required Readings: Adam & Clark, Journalism: The Democratic Craft
Mindich, Tuned Out: Why Americans Under 40 Don't Follow the News

Assessment: Typical Projects and Assignments: Midterm and final in-class exams; several short essays (2-3 pages) on assigned topics; 5-page analysis of convergent media; 12-page research paper on topic of student's choice.

Technology to be used: Internet, PowerPoint, DVD/VHS

AJRL 200Z, Introduction to Reporting and News Writing

Credits: 3

Type: Workshop

Enrollment: 20

Instructor: Prof. William Rainbolt, Ph.D

Objective: This workshop introduces beginning journalism students to the traditional “Reporting I” sort of pedagogy typical in serious journalism programs: a rigorous study of, and practice in, identifying news, developing “news judgment,” writing straight news stories (which attempt to be the most objective), from the most simple, 2-or-3-paragraph stories to the more complex of up to 20 paragraphs or more. Students learn to identify relevant sources; conduct interviews in a variety of situations; research public and other records as well as digital media; write in a clear and concise, fact-oriented style of print journalism and online journalism; use traditional Associated Press Style; and identify potential legal and ethical dilemmas that appear in news reporting and writing. At the end of this course, students should be able to demonstrate that they know the basic requirements for beginning an entry-level position on a small daily newspaper – identifying, processing, and writing straight (“fact-only”) news.

Required Readings: Rich, Writing and Reporting News: A Coaching Method
Associated Press, Stylebook and Libel Manual

Assessment: Students will write several straight news articles, beginning with learning how to identify news and write “leads,” or the openings to the articles, and progressing through a series of typical news stories produced by entry-level reporters – obituaries, crimes, meetings, speeches, weather, demonstrations, budget hearings, and so forth. With each story, they should improve their use of documented facts, sources, quotations, organization, and journalistic writing. And with each, they also should become more familiar with Associated Press Style, which they will use in succeeding Journalism workshops. At least once, students will be required to produce a story that would be appropriate for convergent media coverage – that is, perhaps a short news story for a newspaper, a scripted story for television or radio, and an online story, all on the same subject. They also will engage in some study of, and discussions about, legal and ethical issues, especially regarding libel, invasion of privacy, and access to information. (Typical projects/assignments)

Technology to be used: Internet, PowerPoint, DVD/VHS, Word

AJRL 220, Visual Culture

Credits: 3
Type: Lecture
Enrollment: 40-50+
Instructor: TBA

Objective: The course explores the increasing predominance of visual media in contemporary life. It examines how traditional narrative forms of story telling are being replaced by visual forms of story telling in journalism, graphic novels, documentary films, television news reporting, the internet, and other forms of contemporary media. Particular attention will be paid to the global flow of visual culture and the technologies that facilitate these cultural exchanges.

Required Readings: Marita Sturken and Lisa Cartwright, *Practices of Looking: An introduction to Visual Culture* (New York: Oxford University Press, 2001) and other readings by McLuhan, Baudrillard, Sontag, and others.

Assessment: Students in the course will write several short analytical essays, complete mid-term and final exams, and submit a final project demonstrating mastery of the course materials studied during the semester, the ability to do original research, and competency in organizing and presenting both written and visual material.

AJRL 270, Information Strategies for Journalists

Credits: 3

Type: Workshop

Enrollment: 20

Instructor: TBA

Objective: This course introduces the concept of the information strategy as it applies to the writing and production of journalism messages. Students will work to improve their *information literacy* by learning how to identify and evaluate sources of information, including personal interviews, archival material, public records, and printed and electronic sources. Students will learn how to marshal statistical and numerical evidence while writing about complex issues of public import. While developing their critical and interpretive skills, students will also explore the ethical and legal issues involved in using—or misusing—information. .

Required readings: Hansen, Kathleen A. and Nora Paul, *Behind the Message: Information Strategies for Communicators* (Boston: Allyn and Bacon, 2004), and other readings.

Assessment: Midterm and final exams; weekly exercises of 2-3 pages and final project of 8-10 pp.

Technology to be used: Internet, PowerPoint, DVD/VHS

AJRL 340, Global Perspectives on the News

Credits:	3
Type:	Lecture
Enrollment:	40-50+
Instructor:	TBA

Objective: This course is designed to provide a global perspective on news production and the distribution of media around the world. After studying the political and legal constraints under which international media operate—including the constraints imposed on American journalists working as war reporters and foreign correspondents—the course will explore topics including censorship, information warfare, internet piracy, the blogosphere, and conflicts between national interests and media technologies that are unconstrained by national borders.

Required Readings: Jay David Bolter and Richard Grusin, *Remediation: Understanding New Media* (Cambridge: MIT Press 2000); *The No-Nonsense Guide to Global Media* (London: Verso, 2004); and other works in the field. These readings will be supplemented by case studies on war reporting from the Middle East, Chinese censorship of the internet, and other global issues in news production and reporting.

Assessment: Students in the course will write several short analytical essays, complete mid-term and final exams, and submit a final project demonstrating mastery of the course materials studied during the semester, the ability to do original research, and competency in organizing and presenting both written and visual material.

AJRL 360Z, Intermediate Reporting and News Writing

Credits: 3

Type: Workshop

Enrollment: 20

Instructor: Prof. William Rainbolt, Ph.D, or PT

Objective: This workshop will focus on “beat reporting,” in which journalists are assigned to either geographical (i.e., a county) or subject (i.e., crime and courts) to cover on a regular basis to such a degree that they become “expert-generalists.” Students will learn how to cultivate and interview the essential sources on a beat, identify subjects for news and feature stories, cover spot news and planned events, research public records, collaborate with other reporters, and engage in long-term reporting and writing projects that will go in depth in explaining important issues for the beat. Students can begin to move beyond the simpler straight news stories they did in AJRL 200Z, and can start to develop ideas for longer, issue-oriented stories that may require multi-sourcing drawn from authoritative live sources (people) as well as documents, records, online materials, and many other resources.

Required Readings: Livingston, Covering Government: A Civics Handbook for Journalists
Associated Press, Stylebook and Libel Manual

Assessment: In the first one-third of the course, all students will be assigned to cover one beat – education, for example – either on campus or off, depending on their abilities to travel. In the final two-thirds of the course, students will choose a beat that is relevant to their individual interests. Students will write several news and feature stories beyond the level of AJRL 200Z, all of them based on either interviews, public records, or attendance at events, and a combination of all three. At least one assignment will require that the students work in teams. As a final comprehensive assignment, each student will produce one in-depth story from his or her beat. (Typical projects and assignments)

Technology to be used: Internet, PowerPoint, DVD/VHS, Word

AJRL 420, Political Economy of the Mass Media

Credits: 3
Type: Lecture
Enrollment: 40-50+
Instructor: TBA

Objective: While exploring the political and economic constraints that shape the reporting of news, the course will examine the production, distribution, and consumption of media. Proceeding by case-study analyses of various cultural industries, including publishing, broadcasting, the internet, and other mass media, the course will examine topics including media consolidation, global marketing and branding, governmental controls on news reporting, and other links between our cultural experience and the modern political economy.

Required Readings: Paul Starr, *The Creation of the Media: Political Origins of Modern Communications* (New York: Basic Books, 2004);
Richard Maxwell, *Culture Works: The Political Economy of Culture* (Minneapolis: University of Minnesota Press, 2001);
Other works by Barber, Bernays, Ewen, McChesney, and Stiglitz.

Assessment: Students in the course will write several short analytical essays, complete mid-term and final exams, and submit a final project demonstrating mastery of the course materials studied during the semester, the ability to do original research, and competency in organizing and presenting both written and visual material.

AJRL 460Z, Advanced Reporting and News Writing

Credits: 3

Type: Workshop

Enrollment: 20

Instructor: Prof. William Rainbolt, Ph.D, or PT

Objective: This capstone workshop will challenge advanced students to produce a piece of superior explanatory journalism, which the Pulitzer Prize Committee has defined as reporting and writing to a such a degree that it “illuminates a significant and complex subject, demonstrating mastery of the subject, lucid writing and clear presentation.” At the end of the course, students should have mastered the “wide scope” approach to reporting, considering as many different sources as possible, and should be able to show significant progress in their abilities in journalistic writing in terms of organization, clarity, and revision.

Required Readings: Rosenauer, Storycrafting: A Process Approach to Writing News
Livingston & Voakes, Working with Numbers and Statistics: A Handbook for Journalists
Associated Press, Stylebook and Libel Manual

Assessment: Students will produce one major explanatory journalism article, probably in the range of 4,000 words, but they will do so only after engaging in an intense process of researching, drafting, and revising progressive drafts under the workshop conditions (with work being discussed by peers and the professor). Students also will study exemplary models of this kind of reporting. The finished project should demonstrate the student understands fundamental and advanced concepts, principles, and practices of journalistic reporting and writing. (Typical projects and assignments)

Technology to be used: Internet, PowerPoint, DVD/VHS, Word.

AJRL 470Z, Advanced Reporting on Science and Technology

Credits:	3
Type:	Workshop
Enrollment:	20
Instructor:	TBA

Objective: This course is the successor to 370Z, the introductory course on science writing and technology. Students will be expected to produce a sustained, lively, accurate, and well-researched and argued body of work in a scientific domain or domains of their choosing. Acceptable topics include computers and information theory, public health, medicine, biotechnology, nanoscale research, and environmental studies.

Required Readings: Students will be exposed to a variety of writing on science and technology, including classic works by Darwin, Watson, Dawkins, and Negroponte, and contemporary writing by Angier, Kolbert, Sacks, Sobel, and others.

Assessment: Students will be expected to produce weekly writing assignments, as well as outlines and drafts of longer works-in-progress. The final requirement is submission of a 20-page portfolio of written material, which is to be professionally researched and of publishable quality.

AJRL499, Senior Honors Project in Journalism

Credits: 3

Type: Independent study

Enrollment: Varies

Instructor: As arranged, with Journalism professors Thomas Bass, Ph.D., William Rainbolt, Ph.D., and Nancy Roberts, Ph.D.

Objective: Students will define, develop, research, and write or produce in electronic or visual form an individual project of serious merit. The project is intended to demonstrate the range of skills acquired during the student's training in Journalism. The project should also demonstrate a nuanced understanding of the ethical and legal issues of the profession. Work on the project will be supervised by arrangement in advance with a faculty member. The decision on whether a student's final project merits receiving Honors in Journalism will be made by the faculty of the Journalism Program.

Required Readings: Will vary, depending on the nature of the individual student's project.

Assessment: Weekly meetings and a final project.

Technology to be used: Internet, PowerPoint, DVD/VHS

Appendix B.

Sampling of Media Internships for UA Journalism Students in Past 5 Years

Print & Web Journalism

Albany Times Union (editorial/opinion, business, sports, regional bureau)
Newsday (reporting and photography)
The Village Voice (reporting and photography)
Gannett News Service
Binghamton Press & Sun Bulletin
Troy Record
The Saratogian
Long Island Press
Metroland
The Business Review
Adirondack Daily Enterprise
The Business Review
The Legislative Gazette
The Conservationist
Ulster Publishing (Weeklies)
The Chronogram
New Rochelle Sound Report
New York Teacher
Ms. Magazine
MetroSports Magazine
Marvel Comics
www.statewatch.com (Statewatch News Service)
www.eisnx.com (Empire News Exchange/Empire Information Service)
www.twcable.com (Time Warner Cable, Albany)
www.urbanvoice.com (Urban Voice)
www.carwash.com (National Trade Publications)

Broadcast Journalism

WRGB TV, Channel 6 (CBS)
Capital News 9 (Time Warner)
WTEN TV, Channel 10 (ABC)
WNYT TV, Channel 13 (NBC)
WXXA-TV, Channel 23 (Fox)
WSTM-TV, Syracuse
NBC News -New York
NBC Productions & Promotions
ABC News "20/20"
New York One Television
Inside Edition (New York)

Inside Albany (TV)
National Productions Radio
WFAN Radio (New York)
WAMC Radio
WROW Radio
Viacom Media (MTV & VH1)

Advocacy Communications/PR

Sawchuk, Brown Associates
Communications Services Inc.
Eric Mower & Associates
UAlbany University Relations
Special Olympics of New York
Veteran's Administration Hospital
Fleet Bank
N.Y.S. Dept. of Environmental Conservation
Young & Rubicam Advertising
Smith & Jones Marketing
Wetlands Activism Preserve Center

Publishing & Editing

National Trade Publications
Delmar Publishers
Whitston Publisher
SUNY Press
Dowden Health Media
Random House
Henry Holt Publisher

Appendix C.

Letter of Support from Hudson Valley Community College

(sent via email)

February 10, 2006

To Whom It May Concern:

I am delighted to write in support of the University at Albany/SUNY proposal to establish a Bachelor of Arts in Journalism. As noted in the University paperwork, journalism is a growing area of interest across the nation, and the capital region is no exception. Current world affairs, interest in contemporary media and culture, and changes in the field of broadcast communications have had a major impact on student career goals and academic decisions as they relate to the field of journalism. The design of the proposed program provides an opportunity for students who attend the University to pursue these interests by selecting one of four concentrations as they earn their degree in journalism. Indeed, such a program fills a great need for students who wish to pursue a baccalaureate degree in journalism in the capital region.

A number of years ago, when I was chairperson of the English Department, in response to research and student interest, Hudson Valley developed and implemented an AAS degree in Broadcast Communications. In fact, since the program's inception, we have enjoyed greater enrollment success than originally anticipated. One challenge we have encountered, however, is the lack of sufficient local opportunities for a transfer degree in journalism itself. Many HVCC students know well the opportunities for excellence that the University offers and often seek transfer to the University. Currently, they are unable to pursue a BA in journalism unless they select one of the private colleges or move to another area. I am pleased to learn that HVCC students who major in Broadcast Communications, Liberal Arts and Science, or Individual Studies who seek further study in journalism would benefit from the opportunity to transfer into the program you propose.

When I review the courses and academic concentrations, I find that they are a wonderful complement to the courses and instruction we provide in journalism and broadcast communications. I am particularly impressed by the scope of courses and the four areas of concentration. It is clear that those who pursue the degree you propose have a wonderful opportunity to understand the theories and foundation of journalism as well as to develop the advanced skills required of practicing journalists.

I eagerly await the approval of the University BA in Journalism and look forward to furthering a partnership to benefit HVCC students who seek transfer to the University. Please do not hesitate to contact me if there is anything that we at HVCC can do to further our established positive relationship.

Vivian A. Tortorici, Professor
Dean, Schools of Health Sciences and Liberal Arts and Sciences

Appendix D.

Letter of Support from XXX Community College
(sent via email)