1. Presidential courtesy

2. Report from the Secretary of the General Faculty

3. Report from the Executive Secretary
   a. Approval of minutes of AC meetings
      i. Minutes of meeting on March 2, 2015 (will approve at next meeting)
   b. Correspondence
   c. Oral Reports

4. Council Subcommittee Reports (No Subcommittee reports expected at this meeting.)
   a. SC on broader academic freedom language for governance documents (AC 2/27/12)
   b. Subcommittee to consider proposing IDEA form for administrators (AC 4/4/11)
   c. Subcommittee on grievance procedures (AC 5/8/13)
   d. Subcommittee on time codes (AC 5/8/13)
   e. Standing Calendar Review Subcommittee

5. Petitions for immediate hearing

6. Old Business

7. New business
   a. Motion from Rank & Tenure Committee re SOE representation (attachments)
   b. Proposal for a Major and a Minor in Digital Journalism (attachments)
   c. Proposal for a Major in Public Relations (attachments)
   d. Request for clarification of Faculty Handbook from EPC (attachment)
   e. Proposed revisions to JoR from the Academic Planning Committee on Withdrawal Policy, Change of Major, Transfer Credit, and First-Year Midterm Estimates (attachment)
   f. Proposed revisions to JoR from the Academic Planning Committee on Academic Probation, Academic Advancement, Academic Dismissal (attachment)

Lists of Attachments, Pending Items, and Ongoing Items are on page 2
List of Attachments and other materials:
For item 7.a. Email from Prof. Preli to ACEC dated 1/15/15 (page 3); Notes from R&T committee meeting dated 1/12/2015 (pages 4-5)
For item 7.b. Proposal for Major and Minor in Digital Journalism (pages 6-33); relevant minutes (pages 34-43)
For item 7.c. Proposal for a Major in Public Relations (pages 44-65); relevant minutes (pages 66-80)
For item 7.d. Email EPC Chair to AC Executive Secretary (page 81)
For item 7.e. Memo from Academic Planning Committee to AC dated 1/29/2015 (pages 82-83)
For item 7.f. Memo from Academic Planning Committee to AC dated 1/14/2015 (pages 84-88)

Pending Items:
A. Faculty Data Committee (AC 12/3/07).
B. AC revisits the accessibility of teaching evaluation data, Due spring 2012. (AC 4/19/10)
C. AC review of Merit Appeals Policy, once one or more have been adjudicated. (AC 11/1/10 & 5/13/14)
D. AC three year review of Intellectual Properties Policy, spring 2014. (AC 3/7/11)
E. MPA, five year review in 2017-2018 (AC 9/10/12)
F. Committee on Committees report on JoR and Handbook language to implement the dissolution of University College (AC 11/4/13)
G. Revisit report from ACSC on Mission Statement re non-tenure track faculty in fall 2014 (AC 9/8/14)
H. Review and evaluate the Pass/Fail option in fall 2020 (AC 12/1/2014)
I. Three-Year Review of C.A.S. Reading and Language Development program (AC 2/2/2015)

Ongoing Items:
1. Report by SVPAA to AC each semester to inform the council of any approved exceptions to the Athletic Department’s policy of not scheduling athletic events that conflict with final exams.
2. Report from the Committee on Conference with the Board of Trustees after each meeting with board members. At the end of each academic year, discuss items for the Conference Committee to put on the agenda for their meetings with members of the board the following year.
3. Standing Calendar Review Subcommittee: A subcommittee of two people will be elected by the AC each September from its elected membership. The subcommittee’s charge is to review all Fairfield academic calendars before their publication and make any necessary recommendations for changes to the Academic Council and the Senior Vice President for Academic Affairs.
TO: AC Executive Committee
FROM: Rona Preli
CC: Bill Abbott
DATE: January 15, 2015
RE: Motion from the R&T Committee

Dear Executive Committee,

The Rank and Tenure Committee is requesting that the Academic Council consider a recommendation that the composition of the Committee be changed from 7 members to 9 members. SVPAA Lynn Babington had informed the Committee that the School of Engineering had requested to her that there be a designated member on the Rank and Tenure Committee from the School of Engineering as it has grown significantly in the past few years particularly in number of students and is currently the only School that does not have a designated position (they currently share a spot with A & S Sciences). The Rank and Tenure Committee considered this request at length. After considerable deliberation, the Rank and Tenure Committee decided to propose that the Academic Council consider changing the number and composition of the Rank and Tenure Committee from 7 to 9 members. One member will be from the School of Engineering and the other will be from Arts and Sciences. The additional Arts and Sciences position is primarily in response to the need to keep the voting members uneven to prevent ties and to better represent the larger proportion of faculty in that School. The recommended change further includes a stipulation that if the membership is expanded to 9 that the number of full professors required is changed from 4 to 5 to continue to maintain a majority of full professors on the Committee. The proposed changes and the summary and notes from our deliberation are attached. The Rank and Tenure Committee is requesting that this item be included on an upcoming Academic Council agenda.

Thank you,
Rona
MEETING NOTES, ON DECISION TO SEND THE ATTACHED MOTION TO THE ACADEMIC COUNCIL

Members Present: W. Abbott (Chair), Lynn Babington (Ex Officio), Betsy Bowen, Joe Dennin, Sheila Grossman, Mousumi Bose Godbole, Mark LeClair, Rona Preli.

Moved, by Bill Abbott and seconded by Mark LeClair, that the Rank and Tenure Committee recommend the following Handbook changes to the Academic Council:

“2. Rank and Tenure Committee
Membership
The Senior Vice President for Academic Affairs, ex officio, and seven nine tenured faculty members who have completed at least three years of service at Fairfield and who hold the rank of Associate Professor or Professor. Faculty members shall be elected by the General Faculty with overlapping three-year terms, four five members elected from the College of Arts and Sciences and the School of Engineering, at most one faculty member from the School of Engineering may serve at any one time, and one member from each professional school (the School of Business, the School of Engineering, the School of Nursing, and the Graduate School of Education and Allied Professions). No two members shall be from the same department or curriculum area. The composition of the Committee shall always include a minimum of five faculty members holding the rank of Professor. Voting rights shall be given to the seven nine elected faculty members. A member shall not be present during the discussion of a candidate from his/her own department or curriculum area; however, the member shall leave a sealed vote on the candidate and must have written a recommendation for the candidate. No member of the Committee may apply for promotion during his/her tenure on the Committee. Members must disqualify themselves from all consideration of a spouse, other relative, or in a case of serious conflict of interest. In any such eventuality the Rank and Tenure Committee shall enlist as an alternate a faculty member who has served on the Committee within the prior three years. Abstentions not for reason of disqualification shall count as a negative vote. A majority of positive votes shall be necessary to carry a decision.”

Rationale for proposed changes:
The number of faculty at the University has increased substantially, yet the number of faculty representatives on the Rank & Tenure committee has remained static. We are recommending adding a faculty representative from both the CAS and the SOE to represent the growth of faculty in both of these areas. It is important as the SOE continues to grow that they have faculty representation on the Rank & Tenure committee.

The Committee discussed this motion, making arguments for and against.

1) AGAINST: The entire full-time faculty of the School of Engineering is only one-half the size of the English Department alone. Why give this very small number of faculty a guaranteed seat? It is not fair representation.

FOR: There are issues unique to, and known solely by, faculty from the School of Engineering. The Committee benefits by an understanding of the context of each school. Despite the low percentage of Engineering faculty among the Fairfield faculty as a whole, the unique expertise is more important that the ratio of faculty members.

AGAINST: R&TC members do not (as with the UCC) represent specific disciplines; they represent the entire University. They are capable of assessing the teaching, scholarship, and service of different disciplines and professions. For example, there is a greater difference between Chemistry and VAPA than there is between Chemistry and Engineering, yet we trust Chemistry professors to judge VAPA dossiers. If a case for tenure or promotion is presented well, faculty from any discipline can support it.
2) FOR: Do not marginalize the School of Engineering. Every other School is represented on the R&TC. Though A & S is the largest school, our university is comprised of 5 Schools that should be fully involved in every aspect of faculty and university decision-making. Although it is clear that every discipline cannot be represented on R&TC, a School is different. This is important to have representative voices of the entire university.

AGAINST: Eventually, someone will be elected from the School of Engineering, as its faculty increases in number and participation in University activities. The SOE does not have many full professors; it may be difficult for them to come up with a representative on a regular basis.

3) FOR: Mentoring of junior faculty is a key concern here. R&TC members from Engineering who have served and then gone off of the Committee can go back to their school and mentor junior faculty in how to apply for tenure and promotion. Can faculty from any other discipline understand the problems involved, and hence do so effective a job of mentoring junior Engineering faculty?

AGAINST: People from the same discipline leave the room when an application from that discipline is being discussed. The RTC member cannot tell his junior colleagues what goes on in this room.

FOR: Yes, but the RTC member gains valuable knowledge of a more general nature, which may be difficult for the junior faculty member to obtain.

4) AGAINST: With nine members, the R&TC will be very cumbersome. This year the number of applicants was fairly small, but that will not be the case in the future, particularly as more and more faculty apply for full professorship.

Motion PASSED, 4-3-0.

Moved, by Sheila Grossman and seconded by Joe Dennin, that, in the event that the above motion is passed by the Academic Council, there be a further amendment to it, viz.: the word “four” in line 9 be replaced by “five”, so that the sentence reads: “The composition of the Committee shall always include a minimum of five faculty members holding the rank of Professor.”

The Committee discussed this motion.

Arguments FOR:
Currently the R & TC is comprised of a majority of full professors. To retain a majority on the Committee if the membership is increased by 2, the number of full professors must be increased by 1. Many candidates are applying for full professorship, and it is necessary to have the expertise of full professors to evaluate those applications. In particular, if an R&TC member must recuse himself/herself from the discussion because she/he is from that department, then the number of full professors would be only three, on a nine-person committee. Having a majority of full professors gives the R&TC greater credibility.

There were no arguments against.

Motion PASSED, 7-0-0.

Bill Abbott,
Recording Secretary
English Department Proposal
for a Major and Minor in Digital Journalism

Department of English
Spring 2015

Manager of Proposal,
Dr. Beth Boquet

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Appendix 1 Digital Journalism Major and Minor: Curriculum & Requirements
Appendix 2 Journalism programs at Jesuit Colleges and Universities
Appendix 3 Journalism program requirements at Jesuit Colleges and Universities
Appendix 4 Journalism programs at Top 25 Competitive Schools
Appendix 5 Journalism program requirements at Top 25 Competitive Schools
Appendix 6 Minutes and communication from affected departments and faculty review committees
1. Summary

The proposed Bachelor of Arts degree in Digital Journalism in the English Department will be a rigorous, 12-course program designed to provide students with the knowledge, skills, and experience needed to understand and take part in today’s quickly changing, digital journalism world. The new major includes a major focus on Ethics, consistent with our Jesuit mission, and a multidisciplinary approach that will draw on courses offered by other departments at Fairfield. It is inspired by the eloquensia perfecta approach to which the English Department aspires, consistent with Jesuit ideals. Yet it is also consciously rooted in a liberal arts approach and calls on students to complete at least three relevant literature courses. By situating itself in the liberal arts instead of a professional school, the major is designed to be distinctively Fairfield, yet competitive with existing Journalism programs and majors at Jesuit schools and Fairfield’s Top 25 competitive schools. The new major, alone or in combination with other majors and minors, will meet the needs of students preparing for professional careers in print and online journalism, broadcast journalism, technical writing, online writing, public relations, social media, marketing, the law, and other fields. Students taking coursework in this area will build proficiency in media literacy and develop the ability to navigate the digital media spheres in their roles as civic leaders. The major is projected to attract students from Communication and Marketing, plus dozens of additional applicants to The College.

The title, Digital Journalism, is used to differentiate the approach from a traditional, print-based focus. Several features will make the program attractive and distinctive.

- The digital dimension of the major echoes the emerging “Digital Humanities” approach that the English department is strategically infusing into courses at all levels across its curriculum. Digital technologies will permeate the entire journalism curriculum, not only as a necessity to tell compelling stories across platforms, but also as an overarching conceptual dimension that guides student learning in the fast-evolving ecosystem of the 21st Century workplace. Within the curriculum, students are invited to experiment with and reflect upon how technologies have changed news production as well as how they may inspire innovative ways of storytelling across Humanities disciplines and the sciences. The shift in emphasis will lead to a core of digital courses for all English majors to consider.

- Digital Journalism also will capture work being done under the banner of on-demand access to content anytime, anywhere, on any digital device, as well as interactive user feedback, and creative participation. It will explore the intersection of computing, science, the humanities, and the visual and performing arts. Janet Murray, a prominent researcher in the discipline, describes this intersection as “a single new medium of representation, the digital medium, formed by the braided interplay of technical invention and cultural expression at the end of the 20th century.”

- The title of Digital Journalism builds on the Fairfield journalism concentration’s proud record of having used digital approaches such as blogs and utilizing the Adobe Suite for more than a decade. Requiring additional coursework in shooting videos, doing computer programming or web design will expand this approach and strengthen the English
Department’s overall focus on digital communications (writing, research, presentation) in the classroom.

- Consistent with a Jesuit approach, students will encounter ethical issues in their introductory classes, in a mandatory Applied Ethics course, in the capstone experience, and in many of the elective courses. Students currently can graduate from Fairfield without taking an AE course; here, they will confront ethical considerations at every turn in this major, both through case studies and by using their own journalistic experience and ethical dilemmas as the raw material for analysis. This element was developed in consultation with Applied Ethics Director David Schmidt.

- The program sits squarely within Fairfield’s Jesuit commitment to social justice and producing men and women for others. One of the hallmarks of good journalism is a sense of social responsibility, an ability to turn a spotlight on the wrongs of society, to investigate and showcase inequities and rouse the citizenry to consider corrections. Journalism serves as watchdog on government. It provides citizens with the information they need to carry out their important duties on Election Day and throughout the year. The program will be infused with the spirit of investigative, explanatory journalism, a civic-rooted journalism that will seek to make good on H.L. Mencken’s call for journalists to “afflict the comfortable and comfort the afflicted.” Beyond informing the public, the young journalists will seek to engage citizens, create a public debate, and push readers and viewers to be more than mere spectators.

There once was a time when mainstream journalists considered themselves merely conduits of information from experts and technocrats who would shape society from on high. In contrast, our expanded Digital Journalism program will produce engaged journalists who will seek to engage the citizenry, in part by using the full range of emerging Web tools to allow the audience to be participants, to comment, talk back and add value to the conversation. In the age-old journalism debate between Walter Lippman (the media should record the government events of the day) and John Dewey (the media should critically assess information, especially from the government, and encourage public deliberation), Fairfield’s Digital Journalism program comes down on the side of Dewey, whose ethical engagement emphasized an educated and informed populace as a necessity in a democracy.

Veteran CBS newscaster Walter Cronkite often urged underclassmen not to take a lot of journalism courses, but rather to take 4-5 courses to learn how to package information, then take a wide variety of courses in liberal arts to know what to write about. The university’s large Core will give students this broad exposure, teaching them how to write and report, within different/ various assignment parameters. Within the major itself, students will take additional courses in the liberal arts tradition to help them explore the history, ethics and context for journalism, then a customized package of knowledge and skills courses needed for practitioners.
2. Need

Despite a national downturn in college journalism enrollments, student interest at Fairfield University in a Digital Journalism major appears strong, in part due to the type of students that Fairfield and The College attract. Journalism is a natural part of the nexus of communication/marketing/FTM/advertising/journalism and related subject areas that was chosen as the primary major by 32 percent of the Fairfield graduating seniors in May 2014. The percentage hasn’t changed in recent years.

Table 1. Graduation trends among students in Fairfield communication-related fields, 2011-2014

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<th>2010-11</th>
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<th>2012-13</th>
<th>2013-14</th>
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<td>91</td>
<td>101</td>
</tr>
<tr>
<td>Film/TV/Media Arts</td>
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<td>15</td>
<td>18</td>
<td>14</td>
</tr>
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<td>Journalism concentration in English</td>
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<td>10</td>
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<tr>
<td>Marketing</td>
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<td>58</td>
<td>72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>203</strong></td>
<td><strong>188</strong></td>
<td><strong>177</strong></td>
<td><strong>203</strong></td>
</tr>
</tbody>
</table>

Source: Academic computing, August 2014
2. Number represents the number of majors graduating with the degree in a given year. The numbers would be even larger if we include other English concentrations in professional/technical writing and creative writing.

Again, this interest at Fairfield persists despite a national levelling off of journalism school enrollments amidst the decline in print jobs and reorientation of the industry. The 2013 University of Georgia survey on journalism enrollment report notes, “Undergraduate enrollments decreased sharply at the freshmen and sophomore levels but were up more modestly at the junior and the senior levels.” Fairfield Journalism prof. Lei Xie says this finding is in line with his advising experience. He says Fairfield students may not find journalism particularly attractive in their freshman year but then find the area interesting and change their major/minor later on.

The university engaged Hanover Research to conduct a market analysis of potential Fairfield student interest in undergraduate majors in both Journalism and Public Relations. The report, dated January 2015, is long on national studies (including the Grady report, above) and short on ground-level analysis of the situation here. The report cites a 2014 American Journalism Review study of how journalism programs are changing their curricula “to reflect the major transformations taking place in the news industry.” Three of the programming innovations mentioned – addition of interdisciplinary programs, data-driven coursework in statistics and data analysis, and work in computer coding and audience analytics – are major components of the proposed Fairfield approach. The fourth listed innovation, an increased focus on sports, would be addressed if we reinstate a course in Sports Reporting based on eventual student demand.
At Fairfield, continuing student interest in these disciplines and careers may stem from the university’s strong liberal arts orientation which attracts students interested in the Humanities. The Admissions office supplies writing and communication-oriented departments with a list of about 100 entering freshmen each year who were active in media-oriented clubs or activities in high school. The need for this new major also stems from technological changes that have helped create a new set of media jobs that did not exist two decades ago (e.g., web page writer). Changes are needed at the undergraduate curriculum level to prepare students for these new full-time and freelance positions.

The new major in English is expected to attract students from several different sources:

- The cohort of current journalism students in the department; about 10 journalism concentrators graduate every year.

- Additional English Department majors may join them. Currently, journalism at Fairfield can be pursued only as a writing concentration in English, which allows for only a maximum of five courses dedicated to journalism practices in a 10-course major. Offering Digital Journalism as a major may attract a higher percentage more of the average 300 department majors and minors. It is hard, if not impossible, to project an exact number with any accuracy.

- Beyond current students, the new major will better position the University to compete for prospective Fairfield students. Admissions Director Allison Hildebrand said in August 2014 that the major would attract more students to Fairfield; once it could be fully advertised, she said a projected +/− 60 additional entering freshmen would choose a Digital Journalism major annually. Such an increase could begin to reverse a 30-year trend that has seen almost all of the growth in the student body going to the professional schools, allowing the department to attract more and better students to the university.

- Finally, a Digital Journalism major in the English department would give Fairfield students already majoring in a communication/media field another option to pursue that might better suit their interests. DSB Associate Dean Mark Ligas said some current Marketing students – perhaps a dozen -- would be attracted to new interdisciplinary majors and minors in Digital Journalism (and Public Relations, if available) and/or take individual courses. Communication Chair David Gudelunas said in August 2014 that a student looking at the Film/TV/Media Arts program in VPA, the journalism concentration in English, and the Communication department, would find that only Communication is a full department and therefore is far more visible in the university online catalog. He said Communication majors have told him they were unaware of these other related programs, and therefore flocked to his department. He estimated that 100+ current Communication students would move to the proposed Majors in Digital Journalism and PR if they were created.

For any new program, it is important to try to project the number of potential students so that efforts can be made to provide adequate resources in terms of instructors and sections. But we
lack a crystal ball, and we are reminded of a line in an old Alan Parsons song: “Who knows where the road may lead us, only a fool would say”

Conversations with chairs of communication departments at other Jesuit schools in summer 2014 suggested that a school like Fairfield might be expected to attract about 200 Digital Journalism majors.

Based on the multiple sources of students listed above, this proposal uses a more conservative estimate of 150 potential English/Digital Journalism majors by the fourth complete year of the program.

Finally, any discussion of the need for a vibrant Digital Journalism Major also should focus on the good match with the University’s mission and, indeed, to follow Mencken’s call for journalists to “afflict the comfortable and comfort the afflicted.” In this era of irresponsible blogs and supermarket tabloids doing anything to attract attention, there has rarely been a greater need for our journalism students to make good on the Jesuit vow to pursue The Magis, to make a difference, to be men and women in service to others. Journalism has a proud history of being a catalyst for change, allowing its reporters to play a prominent role in civic affairs, as seen in the words of Time founder Henry Luce (“I became a journalist to come as close as possible to the heart of the world”), legendary newspaper publisher Samuel Bowles ("The brilliant mission of the newspaper...is to be the high priest of history, the vitalizer of society, the world's great informer...") and playwright Tom Stoppard (“I still believe that if your aim is to change the world, journalism is a more immediate short-term weapon”). This new proposed major fits squarely with our university’s mission and goals.

3. Rationale

Journalism has a long and proud history as an academic pursuit. Formal undergraduate journalism programs date back to the turn of the 20th century, graduate programs are well established, and there is a full accrediting process. At Fairfield, there have been previous efforts to create the kind of interdisciplinary journalism program that is the norm elsewhere, but without success.

JOURNALISM EDUCATION NATIONALLY. Discussions on the best approach for a journalism major at Fairfield echo the national debate over the role of journalism education. In November 2014, as this proposal was going through repeated drafts, a new “History of Journalism Education” occupied the entire issue of Journalism and Communication Monographs. Prof. Jean Folkerts’s introduction captures the debate within the Fairfield English Department about how to create a journalism major that is rooted in the liberal arts and department norms, while also being responsive to the multi-disciplinary nature of the field and the rapid pace of technological change.

From its beginning, American journalism has been anchored in both the printing trades and the world of intellectuals and politicians who recognized the value of broadsides and newspapers in shaping public opinion. These dual origins influenced the debate over journalism education from the mid-nineteenth century forward. Newspapermen and university educators pondered whether journalists needed to be college-educated, whether they needed a liberal arts degree followed by training in a newsroom, or whether they
needed professional education that combined liberal arts and practical training. (Folkerts, pp. 227-228)

Folkerts details how three distinct strands of journalism education at the university level emerged: the Missouri model, which emphasizes a laboratory approach (today called a “teaching hospital” approach); Columbia, which made an initial attempt “to integrate liberal arts into the journalism curriculum, rather than sending students out to other areas of the university”; and Wisconsin, which stressed social science research methods as part of a liberal arts approach. Willard Bleyer, who founded the journalism program at Wisconsin, was an English Ph.D. who saw the university as a valuable repository of knowledge for reporters. He abandoned accreditation and the professional standards that accompany it: “We believe that professional communication education should be grounded in a deep foundation of liberal arts education—and that to graduate leaders, we must prepare our student not just for the jobs and industries of tomorrow, but for the ever-changing mass communication landscape of tomorrow.” (Folkerts, pp. 231; 278-281)

The proposed Digital Journalism major largely follows Bleyer’s century-old advice.

JOURNALISM HISTORY AT FAIRFIELD. Fairfield offered individual, standalone courses in English (some tied to The Mirror, some not), until 1997 when Prof. James Simon was hired as the first journalism-oriented, tenure track professor in English to create a more formal program. Simon said he noted at the time that an estimated 25% of journalism programs in smaller U.S. colleges were located in English departments, so the Fairfield approach was not the norm but had counterparts elsewhere. Based on comments from English Department colleagues, professional journalists, and virtual colleagues at journalism programs around the country, the department approved a five-course ENW Journalism concentration in English which consisted of writing-oriented courses plus potential credit for The Mirror. Students in the concentration take five literature courses, then complete the journalism concentration. Students also could just take the journalism concentration as a minor. The program grew in popularity and generally attracted about 10 graduating seniors a year, plus minors, making it one of the biggest concentrations of the department. A second journalism professor, Dr. Lei Xie, joined the faculty in 2009 due to the growth.

The journalism concentration produced students with superior writing and reporting skills, but they did not have coursework in any of the other elements — ethics, the law, journalism history — that are common and best practices at other schools with vibrant programs. Simon twice reached out to then-Ethics Director Lisa Newton and asked for an Ethics curriculum map so he could informally guide students to relevant course like Media and Ethics, but the request was never answered. The directors of the three most popular communication-oriented programs (Dept. Of Communication, English/Journalism, and Film/TV/Media Arts) met in 2006 and 2007 to see if there was any desire to bring the programs together, formally or informally, to parallel the move in the professional world toward convergence (having students gain experience in print, broadcast and online journalism instead of a single silo). Both times, the directors said they were pleased with the large enrollments in their programs; they agreed to work more cooperatively, but no changes resulted. Two other events furthered creation of this Digital Journalism proposal. In their final report, the external reviewers of the Fairfield Communication Department recommended in Spring 2013 that the department look for ways to better affiliate itself with the other communication/media academic
programs on campus. More recently, Fairfield hosted the AJCU conference of Communication programs in June 2014. More than a dozen schools attended; all but one reported having a robust Journalism major.

The lack of a competitive journalism major can put Fairfield at a disadvantage when compared to other Jesuit schools, our Top 25 competitive schools, and other Connecticut colleges and universities. At a time when we are trying to attract more applicants so we can be more selective, students interested in a Journalism major may bypass Fairfield and do their coursework elsewhere.

- Jesuit schools like Creighton, Gonzaga, Loyola Chicago, Marquette, Seattle and Scranton all offer major Journalism majors (see Appendices 2-3). A Digital Journalism major would allow Fairfield to better compete with these schools. The program would give Fairfield a recruiting edge over four Jesuit schools that are all listed as top competitive schools and do not have such a major: Boston College, Fordham, Loyola Maryland, and Saint Joseph’s.

- Looking at Fairfield’s Top 25 top competitive schools, we are at a disadvantage in recruiting because many do offer Journalism majors: UConn, Quinnipiac, UMass Amherst, Penn State, Scranton, Boston University, University of New Hampshire, Syracuse, Northeastern. (Appendices 4-5)

Offering the Digital Journalism major would give Fairfield a competitive advantage over 16 top competitors that do not have a major: Providence, Loyola Maryland, Fordham, Villanova, BC, Marist, Delaware, Holy Cross, St. Joseph’s Bentley, Stonehill, Vermont, Sacred Heart University, Bryant, Trinity, and SUNY Binghamton.

CURRENT PROPOSAL. Plans for an English major in Digital Journalism grew, in part, out of a student event in fall 2013. Dr. Simon, then an associate dean in The College of Arts and Sciences, worked with Communication, FTM and Dr. Xie to create a Media Careers Night. The event featured six successful alums from the varied programs, each speaking and then meeting with groups of interested students. The event attracted 110 students; Simon, the emcee, said he was surprised by the dozens of students who approached him and asked for advice on what to major in. He said many seemed to pick a major based on the first professor they met from any of the three programs, rather than on any careful Jesuit process of discernment.

Meanwhile, technological changes prompted a fresh look at the Fairfield journalism program. The rapid shift in the professional journalism world from an emphasis on print products to an increasingly digital platform has created a growing number of career and graduate school opportunities for students with multimedia skills. Despite changes in the field, journalism graduates currently find employment as web content producers, copywriters, grant writers, social media specialists, reporters at print and online news organizations, newsletter writers and editors, public relations specialists, corporate communication specialists, sports information directors, and technical writers. There has been a steady stream of Fairfield journalism students who have gone into law, aided by the stress on brevity and focus that journalistic writing provides. A Digital Journalism major would encourage students to elect courses that provide additional skills in Film/TV, computer science and elsewhere, broadening their education beyond the current
journalism approach rooted in English writing courses and hopefully making them more marketable.

In summary, there is a long tradition and widespread acceptance of Journalism as an academic discipline. Fairfield’s current Journalism program in English succeeds in being writing intensive and having students use digital skills such as creation of a portfolio where students can hyperlink stories and present them visually. Based on its past success, the department now wants to use the Digital Journalism Major to help drive a digital humanities approach in the department that will soon stretch from the e-portfolio used in many freshman writing sections, through programs like journalism, to a student’s capstone. The proposed major would give us an edge in competing with the many schools that do not have such a program. Listing Digital Journalism as a major would address concerns from the Admissions office and elsewhere that some students cannot easily find out if Fairfield even has a journalism program. The Admissions office projects an additional 60 students will attend Fairfield as Digital Journalism majors in the first full year of marketing the program, adding that it will be impossible to know for sure until there is a full year of advertising a new major. The program is consistent with university mission, and its interdisciplinary nature will take advantage of the broad offerings in The College of Arts and Sciences.

4. Objectives

The English Major in Digital Journalism has several objectives:

- Provide a high quality B.A. degree program in Digital Journalism in the English Department that will better meet the needs of students
- Strengthen the English Department’s overall focus on digital rhetorics (writing, research, presentation) in the classroom
- Prepare students for a wide range of post-graduate opportunities in this region, which is located so near the communication capital of the world in New York City
- Increase the number of applicants to Fairfield University
- Maximize the value of existing faculty and courses by building them into a new major
- Create more external grant opportunities in Digital Journalism by expanding into an area of high interest
- Give us a competitive advantage in recruiting students, when compared to Jesuit schools and Top 25 Competitor schools

There are several Student Learning Outcomes for the overall program

- Demonstrate their ability to write and communicate clearly across multiple platforms, consistent with the Jesuit ideal of Eloquentia Perfecta
- Demonstrate their ability to collect information and report on stories of public interest, using a conventional print format, social media tools like Twitter, and multimedia platform like WordPress
- Demonstrate their ability to synthesize information from varied sources — research, interviews, eyewitness accounts — analyze its veracity and usefulness, and build it into stories to help their audience understand an issue
- Describe and debate the varied and sometimes conflicting roles of the press (to inform and amuse, educate and titillate, give readers what they want and what they need)
• Explain the privileges given to U.S. journalists through the First Amendment and the limitations – legal, ethical, and from professional standards – that guide and influence their work
• Describe how the knowledge, attitudes, skills, and experience they develop in the program can be used in such non-journalism setting as the law, public relations and marketing, and a variety of writing careers

5. Impact

As detailed under Section 2: Need, the Digital Journalism major is expected to attract some Communication and Marketing majors interested in a different approach. It also is expected to attract a net increase of students to the University, The College, and the English Department and provide another attractive area of focus for the many students interested in these related subject areas.

The major would allow Fairfield to catch up to peer institutions and Top 25 competitors that have such programs (See Section 3: Rationale). While rooted in English, the proposed major also relies on an interdisciplinary approach which is consistent with best practices that are moving away from standalone journalism programs.

The multimedia and digital nature of this expanded curriculum also builds on the English Department’s commitment to Digital Humanities work. By the second week of the introductory News Writing class, students have already created WordPress blogs and are posting multimedia, hyperlinked versions of their stories. In the first reporting class, students use Twitter and tweet a lead from the scene of an event, then write a mid-length, hyperlinked story designed to go on their blog, then to compose a polished, longer story that might be suitable for print. In succeeding classes, Digital Journalism tools like the Adobe Creative Suite are taught broadly, avoiding any pigeon-holing in print, broadcast or even online. The journalism students will use two additional hands-on courses (largely drawn from FTM or Engineering/programming) to deepen their multimedia and computer programming skills.

The major would further plans already underway for a student chapter of the Society of Professional Journalists, which would help students better understand professional standards in the field.

We cannot launch a new major without new resources, especially one that has the potential for being one of the largest majors in The College. See the lengthy discussion in Section 8: Resources.

6. Program Detail

The requirements for the proposed major in Digital Journalism are delineated in Appendix 1. The general requirements and specific course offerings conform to or exceed, in general terms, those found in journalism majors at the best Jesuit, competitive, and Connecticut colleges and universities. Students will be encouraged in the advising process to declare another major or minor in a related area.
The proposed curriculum is robust and multidisciplinary, requiring 12 courses. Any such effort requires close cooperation from other departments and curriculum mapping to help give students transparency, consistency and predictability. Students must complete EN11 (or test out of it) first; they can then begin the major in second semester freshman year, presumably while also taking their core literature class. In this proposal, we ask to rename ENW220 News Writing to ENW220 Introduction of News Writing to better communicate its role in the revised curriculum.

The Digital Journalism major provides a balance between broad liberal arts approach, rooted in English courses, complemented by skills courses.

**Major**

1. ENW220 (Introduction to) News Writing (with an expanded focus on the history of journalism, the law and mass media ethics)
2. ENW221 Digital Journalism (will be renamed to better differentiate it from the overall major)
3. ENW 321: Big Data Storytelling (using digital data, using statistics in story-telling, extracting info from spread sheets and using in a story; analyzing poll results; entrepreneurial journalism)
4-6. Three courses — EN 1xx, EN2xx and EN3xx — that provide context for journalism majors, chosen in consultation with faculty adviser.
7-8. Two electives chosen from a short list of courses * in English and elsewhere. Chosen in consultation with faculty adviser. (Allows students the ability to take ENW/digital journalism electives like Feature Writing or Literary Journalism, and/or relevant Professional Writing courses, and/or relevant courses in another department)
9-10. Two production-oriented courses designed to supply digital skills or computer programming skills, chosen from
   a. FTM 10 Introduction to Film, Television, and Media Arts
   b. FTM 12 Art and Language of Film
   c. FTM 232 Studio TV Production
   d. FTM 233 Remote TV Production
   e. SW151 Introduction to Computer Game Modeling
   f. SW304 / SW406 Web Development I
   g. EN/W 336 Issues in Professional Writing: Multimedia Writing
11. One course on ethics and the media
   a. AE 281 Ethics of Communications
   b. AE 294 Ethics of Media and Politics
   c. AE 296 Ethics in Government
   d. AE 396 Seminar in Ethics and Government
12. A capstone experience (Internship, Journalism Practicum, Independent Writing Project)

*To satisfy #7-8, students can choose any unused course listed on this page plus
• EN/W 206 Creative Writing: Non-Fiction I
• EN/W 214 Professional Presentations: Writing and Delivery
• EN/W 222 Journalism Editing and Design
• EN/W 317 Teaching and Learning Grammar
• EN/W 320 Writing the Feature Story
• EN/W 323 Photjournalism
• EN/W 329 Issues in News Writing
• EN/W 330 Literary Journalism
• EN/W 332 Business Writing
• EN/W 335 Technical Writing
• EN/W 336 Issues in Professional Writing
• EN/W 338 Persuasive Writing
• EN/W 339 Grant and Proposal Writing
• EN/W 340 The World of Publishing
• EN/W 341 The World of Publishing II
• EN/W 397 Journalism Practicum
• EN/W 398 Publishing Practicum
• CO 231 Media Institutions
• CO 233 Information Technologies
• CO 331 American Media/American History

Experience with a student media organization is recommended.
A second major or minor in a related field is recommended.

MINOR
We also propose a companion Minor in English/Digital Journalism. It calls for students to complete the two cornerstone ENW Digital Journalism courses, plus a Capstone experience, plus two relevant Digital Journalism electives chosen in consultation with a faculty adviser. **Outline of Minor**

1. ENW220 (Introduction to) News Writing (with an expanded focus on the history of journalism, the law and mass media ethics)

2. ENW221 Digital Journalism

3-4. Two electives chosen from a short list of courses* in English and elsewhere, in consultation with faculty adviser. (Allows students the ability to take ENW/Digital Journalism electives like Feature Writing or Literary Journalism, and/or relevant Professional Writing courses, and/or relevant courses in another department)

5. A capstone experience (Internship, Journalism Practicum, Independent Writing Project)

---

*Initial list:
- EN/W 206 Creative Writing: Non-Fiction I
- EN/W 214 Professional Presentations: Writing and Delivery
- EN/W 222 Journalism Editing and Design
- EN/W 317 Teaching and Learning Grammar
- EN/W 320 Writing the Feature Story
- ENW 321: Big Data Storytelling
- EN/W 323 Photojournalism
- EN/W 329 Issues in News Writing
- EN/W 330 Literary Journalism
- EN/W 332 Business Writing
- EN/W 335 Technical Writing
- EN/W 336 Issues in Professional Writing
- EN/W 338 Persuasive Writing
- EN/W 339 Grant and Proposal Writing
- EN/W 340 The World of Publishing
- EN/W 341 The World of Publishing II
- EN/W 397 Journalism Practicum
- EN/W 398 Publishing Practicum
- CO 231 Media Institutions
- CO 233 Information Technologies
- CO 331 American Media/American History
- CO 333 News Media and Democracy
- CO 334 Comparative Media Systems
- Or FTM, Comm., or other relevant courses chosen in consultation with fac. adviser

A second major or minor in a related field is recommended.

The Student Learning outcomes for majors in Digital Journalism, listed in Section 5: Objectives, would flow from these requirements.

The program will assess learning objectives in the major via the capstone course, periodic curriculum mapping and evaluation exercises, and examination of the WordPress blog that is begun in the first writing course and continued through the major. Capstone projects will be collected and evaluated to ensure the acquisition and application of interdisciplinary knowledge and analytical tools related to the environment.

Courses will be assessed on a continuing basis to ensure that they cover the necessary material and continue to fit together into a coherent and outstanding curriculum.

A formal performance review of the approved major would be initiated at the end of the fifth year after its approval by the State.

A discussion of budgetary implications is included in Section 8: Resources.
7. Administrative Structure and Governance

The English Department will act as the faculty decision-making body for the major. While it is unusual for a major to exist within a department, this model is used in Visual and Performing Arts (majors in Art History, Studio Art, Music, Theatre, and Film, Television and Media Arts) and Modern Languages and Literatures (majors in Spanish, French, Italian, German).

A faculty member will be elected Program Director of the major and will report to the department chair. The director will manage the major and receive a course release or stipend, as per the dean and consistent with the directors of the majors listed in the preceding paragraph. The Program Director would be expected to serve up to two, three-year terms.

The director will:

• Manage the day to day running of the major
• Recruit students and serve as the public face for the program
• With the department Director of Writing, put together the course lineup each semester. Since the major is multidisciplinary, the Digital Journalism director will need to work closely with chairs and directors of other departments to be sure there is an adequate number of courses
• Supervise any part-time faculty, POPs or VPAs hired for the program. (Any tenure track hire also would be supervised by the Department Chair.)
• Report at least once a year to a departmental steering committee and to an Alumni Advisory Board
• Prepare a budget for the major and work with the department chair to have it submitted as part of the department’s annual budgeting process
• Prepare web materials to promote the program and take part in joint efforts such as Media Careers Night
• Seek ties (and potential donations) with professional journalists in the community
• Serve as an informal adviser for students interning and provide contacts and support to the department’s internship program as needed
• Serve as a liaison to student media clubs

8. Resources

The department already has two professors with a journalism background, Drs. Lei Xie and James Simon. Dr. Xie has been spending one-third of his teaching time with the Fairfield Mirror; Dr. Simon is expected to return to the department in Spring 2016 after sabbatical. Therefore, if/when the major is approved, the English Chair will immediately request additional resources (in the form of full-time and part-time faculty, for Spring 2016 and thereafter) so that student demand can be met.

The long list of duties for the director suggests the need for course release(s) once the program establishes its popularity.

If the Digital Journalism major were approved as outlined, it would launch and begin to add students in Spring 2015. A Professor of the Practice, who could teach across the curriculum, would be needed no later than Spring 2015, and thereafter. The department also would benefit
from a search for a Digital Writing tenure track hire, or a Ph.D. / MFA trained professional at the Visiting Assistant Professor level, to teach, to help integrate the major with the rest of the department, and to help with the potential reorientation of the department toward a more digitally based teaching approach.

If the major reaches the projected numbers, advising will be a concern. In addition to two journalism professors and a new (requested) TT hire in Digital Writing who will be well equipped to advise, the department anticipates part of the advising load will be spread across additional faculty members. The Media Careers Night program will be held annually to give students information about all the communication and media-related programs. A requested Professor of the Practice also will receive extensive training in Fairfield policies and, if needed, will receive a course reduction each semester to help with advising. Growth in the major will be closely monitored, and the corresponding advising load will be adjusted.

As the program grows and meets projections of 150+ majors within four years (see Section 9), then faculty (full and part time) will need to be added to teach additional sections of courses in English and the other departments whose courses are included in this proposal (including FTM, Applied Ethics, and Comm.).

Funding for an Artist in Residence would be sought in an effort to add the ongoing perspective of a current journalism professional.

The library already has subscriptions to the leading relevant journals, which appear adequate and can continue to expand without a budget increase.

Longer term, the program might include requests for a part-time graduate assistant and/or work study student position(s) as part of the normal, annual budgeting process to assist with implementing events and other curricular activities, communicating with students, and coordinating with students groups and living and learning initiatives. Such expenses would be minimal and while they need not factor into consideration of creating the major, and would actually be a product of success, should they occur in the future, they would be in-line with, and in some cases far below, those provided to other majors.

9. Projections for the Future (incl. budget)

We anticipate the Digital Journalism major will increase the total number of applications to, and acceptance of admission to, Fairfield University and to the English Department.

Any projections for future enrollments are always subject to changes in student desires, national enrollment trends, and a myriad of other factors. We offer best-guess projections in Section 2 that suggest about 150 majors within four years, drawn from new applicants to the university, a steady number of English majors pursuing journalism, and students migrating to the program from Communication and Marketing. The experience of other Jesuit schools with journalism programs also contributed to the projection.

A formal performance review of the major will be initiated at the end of the fifth year after its approval by the State.

The following pages have a projected Curriculum Map of the first four years and budget.
## Curriculum Map, First four years of Digital Journalism major

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 15</td>
<td>Spring 16</td>
<td>Fall 16</td>
<td>Spring 17</td>
</tr>
<tr>
<td>35 students now in program, plus 15 from Comm. = 50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 plus Admissions estimate of 60 = 110</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>110 plus Admissions estimate of 60 = 150+</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skills courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. ENW220 News Writing (currently offered 2x/semester)</td>
<td>+2*</td>
<td>+2</td>
<td>+3</td>
<td>+2</td>
</tr>
<tr>
<td>2. ENW221 Digital Journalism (currently offered 1x/semester)</td>
<td>+1</td>
<td>+1</td>
<td>+2</td>
<td>+2</td>
</tr>
<tr>
<td>3. ENW321 Data-driven reporting (new)</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td>4-6. Three EN literature courses - EN1xx, EN2xx, and EN3xx</td>
<td>+1</td>
<td>+2</td>
<td>+2</td>
<td>+2</td>
</tr>
<tr>
<td>7. Two electives relevant to Journalism from English or elsewhere</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+2</td>
</tr>
<tr>
<td><strong>Theory/Advanced skills courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-10. Two production-oriented courses</td>
<td>+1</td>
<td>+2</td>
<td>+2</td>
<td>+2</td>
</tr>
<tr>
<td>11. Applied Ethics from a list of four (most of which are offered every semester; currently, students have option of counting as core)</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td>12. Capstone (internship, Mirror Practicum, Indep. Writing Project; each currently offered every semester)</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td><strong>NET NEW SECTIONS</strong></td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
</tbody>
</table>

**Notes**

- Jim sabbatical
- Requested Digital Writing TT prof begins
- Tommy sabbatical
- TT search for dedicated j person if program is successful

*two additional sections beyond those currently offered*
Budget Projection, First Two Years

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of the interdisciplinary major (Int’l Studies, Env. Studies as models)</td>
<td>$6,000 stipend, no release</td>
<td>$6,000 stipend, no release</td>
</tr>
<tr>
<td>New TT hire in Digital Writing teaches in the major as 1/3 of load; search in Fall 2015, begins Fall 2016</td>
<td>(search year)</td>
<td>1/3 of TT line plus benefits</td>
</tr>
<tr>
<td>Net additional Eng/journalism adjunct section</td>
<td>1 @ $5,000</td>
<td>6 sections @ $5,000 (will request Professor of the Practice, consolidating current adjuncts)</td>
</tr>
<tr>
<td>As many as 11 additional sections in other departments</td>
<td></td>
<td>$5,000 x 11 adjunct courses, minus reduced demand and expected closure of some other sections due to shift</td>
</tr>
</tbody>
</table>

Please note e-mail from SrVPAA Babington in the appendix, describing importance of the proposal and pledging, “Once this program is approved and launched, and as it grows, the resources to make it successful will be supported. This may mean initially adjunct faculty and term faculty (POP). I am optimistic that it will be successful and we will need to build a stable tenure track faculty to support the education and advising needs of our students.”
Appendix 1

Digital Journalism Major: Curriculum & Requirements

1. ENW220 (Introduction to) News Writing (with an expanded focus on the history of journalism, the law and mass media ethics)

2. ENW221 Digital Journalism (to be renamed to avoid confusion with title of major)

3. ENW 321: Big Data Storytelling (using digital data, using statistics in story-telling, extracting info from spread sheets and using in a story; analyzing poll results; entrepreneurial journalism)

4-6. Three courses — EN 1xx, EN2xx and EN3xx — that provide context for Digital Journalism majors, chosen in consultation with faculty adviser.

7-8. Two electives chosen from a short list of courses * in English and elsewhere. Chosen in consultation with faculty adviser. (Allows students the ability to take ENW/Digital Journalism electives like Feature Writing or Literary Journalism, and/or relevant Professional Writing courses, and/or relevant courses in another department)

9-10. Two production-oriented courses designed to supply digital skills or computer programming skills, chosen from
   a. FTM 10 Introduction to Film, Television, and Media Arts
   b. FTM 12 Art and Language of Film
   c. FTM 232 Studio TV Production
   d. FTM 233 Remote TV Production
   e. SW151 Introduction to Computer Game Modeling
   f. SW304 / SW406 Web Development I
   g. EN/W 336 Issues in Professional Writing: Multimedia Writing

11. One course on ethics and the media
   e. AE 281 Ethics of Communications;
   f. AE 294 Ethics of Media and Politics;
   g. AE 296 Ethics in Government;
   h. AE 396 Seminar in Ethics and Government

12. A capstone experience (Internship, Journalism Practicum, Independent Writing Project)

*To satisfy #7-8, students can choose any course listed on this page plus

- EN/W 206 Creative Writing: Non-Fiction I
- EN/W 214 Professional Presentations: Writing and Delivery
- EN/W 222 Journalism Editing and Design
- EN/W 317 Teaching and Learning Grammar
- EN/W 320 Writing the Feature Story
- EN/W 321: Big Data Storytelling
- EN/W 323 Photojournalism
- EN/W 329 Issues in News Writing
- EN/W 330 Literary Journalism
- EN/W 332 Business Writing
- EN/W 335 Technical Writing
- EN/W 336 Issues in Professional Writing
- EN/W 338 Persuasive Writing
- EN/W 339 Grant and Proposal Writing
- EN/W 340 The World of Publishing
- EN/W 341 The World of Publishing II
- EN/W 397 Journalism Practicum
- EN/W 398 Publishing Practicum
- FTM 232 Studio Television Production
- FTM 233 Remote Television Production
- CO 231 Media Institutions
- CO 233 Information Technologies
- CO 331 American Media/American History
- CO 333 News Media and Democracy
- CO 334 Comparative Media Systems
- Or FTM, Comm., or other relevant courses chosen in consultation with fac. adviser

Experience with a student media organization is recommended.
A second major or minor in a related field is recommended
Digital Journalism Minor: Curriculum & Requirements

1. ENW220 (Introduction to) News Writing (with an expanded focus on the history of journalism, the law and mass media ethics)

2. ENW221 Digital Journalism

3-4. Two electives chosen from a short list of courses* in English and elsewhere, in consultation with faculty adviser. (Allows students the ability to take ENW/Digital Journalism electives like Feature Writing or Literary Journalism, and/or relevant Professional Writing courses, and/or relevant courses in another department)

5. A capstone experience (Internship, Journalism Practicum, Independent Writing Project)

*Initial list:
• EN/W 206 Creative Writing: Non-Fiction I
• EN/W 214 Professional Presentations: Writing and Delivery
• EN/W 222 Journalism Editing and Design
• EN/W 317 Teaching and Learning Grammar
• EN/W 320 Writing the Feature Story
• EN/W 323 Photojournalism I
• EN/W 329 Issues in News Writing
• EN/W 330 Literary Journalism
• EN/W 332 Business Writing
• EN/W 335 Technical Writing
• EN/W 336 Issues in Professional Writing
• EN/W 338 Persuasive Writing
• EN/W 339 Grant and Proposal Writing
• EN/W 340 The World of Publishing
• EN/W 341 The World of Publishing II
• EN/W 397 Journalism Practicum
• EN/W 398 Publishing Practicum
• FTM 232 Studio Television Production
• FTM 233 Remote Television Production
• CO 231 Media Institutions
• CO 233 Information Technologies
• CO 331 American Media/American History
• CO 333 News Media and Democracy
• CO 334 Comparative Media Systems
• Or FTM, Comm., or other relevant courses chosen in consultation with fac. adviser
## Appendix 2

### Status of Journalism Programs at Jesuit Colleges and Universities

<table>
<thead>
<tr>
<th>College/University</th>
<th>Major</th>
<th>Minor</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fairfield University</strong></td>
<td>Proposed</td>
<td>Concentration</td>
<td>English Department</td>
</tr>
<tr>
<td><strong>Boston College</strong></td>
<td>N</td>
<td>Concentration</td>
<td></td>
</tr>
<tr>
<td><strong>Canisius College</strong></td>
<td>Y</td>
<td>N</td>
<td>Department of Communication Studies</td>
</tr>
<tr>
<td><strong>College of the Holy Cross</strong></td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td><strong>Creighton University</strong></td>
<td>Y</td>
<td>Y</td>
<td>Journalism, Media &amp; Computing Department</td>
</tr>
<tr>
<td><strong>Fordham University</strong></td>
<td>N</td>
<td>Concentration</td>
<td>Communication Department</td>
</tr>
<tr>
<td><strong>Georgetown University</strong></td>
<td>N</td>
<td>Y</td>
<td>English Department</td>
</tr>
<tr>
<td><strong>Gonzaga University</strong></td>
<td>Y</td>
<td>Y</td>
<td>Journalism Department</td>
</tr>
<tr>
<td><strong>John Carroll University</strong></td>
<td>N</td>
<td>Concentration</td>
<td>Communication &amp; Theater Arts Department</td>
</tr>
<tr>
<td><strong>Le Moyne College</strong></td>
<td>N</td>
<td>Concentration</td>
<td>Communication &amp; Film Studies Department</td>
</tr>
<tr>
<td><strong>Loyola Marymount University</strong></td>
<td>N</td>
<td>Certificate</td>
<td>English &amp; Communication Department</td>
</tr>
<tr>
<td><strong>Loyola University Chicago</strong></td>
<td>Y</td>
<td>Y</td>
<td>School of Communication</td>
</tr>
<tr>
<td><strong>Loyola University Maryland</strong></td>
<td>N</td>
<td>Concentration</td>
<td>Communication Department</td>
</tr>
<tr>
<td><strong>Loyola University New Orleans</strong></td>
<td>N</td>
<td>Sequence</td>
<td>School of Mass Communication</td>
</tr>
<tr>
<td><strong>Marquette University</strong></td>
<td>Y</td>
<td>Y</td>
<td>College of Communication</td>
</tr>
<tr>
<td><strong>Regis University</strong></td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td><strong>Rockhurst University</strong></td>
<td>N</td>
<td>Y</td>
<td>Department of Communication and Fine Arts</td>
</tr>
<tr>
<td><strong>Saint Joseph’s University</strong></td>
<td>N</td>
<td>Track</td>
<td>English Department</td>
</tr>
<tr>
<td><strong>Saint Louis University</strong></td>
<td>N</td>
<td>Concentration</td>
<td>Communication Department</td>
</tr>
<tr>
<td><strong>Saint Peter’s University</strong></td>
<td>N</td>
<td>Y</td>
<td>Communication Department</td>
</tr>
<tr>
<td><strong>Santa Clara University</strong></td>
<td>N</td>
<td>Concentration</td>
<td>Communication Department</td>
</tr>
<tr>
<td><strong>Seattle University</strong></td>
<td>Y</td>
<td>Y</td>
<td>Communication Department</td>
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<tr>
<td><strong>Spring Hill College</strong></td>
<td>N</td>
<td>Concentration</td>
<td>Communication Arts Department</td>
</tr>
<tr>
<td><strong>University of Detroit Mercy</strong></td>
<td>N</td>
<td>Concentration</td>
<td>Communication Department</td>
</tr>
<tr>
<td><strong>University of San Francisco</strong></td>
<td>N</td>
<td>Y</td>
<td>Media Studies Department</td>
</tr>
<tr>
<td><strong>The University of Scranton</strong></td>
<td>Y</td>
<td>Y</td>
<td>Journalism &amp; Electronic Media Department</td>
</tr>
</tbody>
</table>
## Appendix 3  
**Journalism Program Requirements at Jesuit Colleges and Universities**

<table>
<thead>
<tr>
<th>College/University</th>
<th>Courses Required for Major</th>
<th>Methods/Professional Skill Course Required</th>
<th>Capstone/Senior Seminar Required</th>
<th>Courses Listed on Website</th>
<th>Faculty Listed on Website</th>
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</thead>
<tbody>
<tr>
<td>Fairfield University (proposed)</td>
<td>11</td>
<td>5</td>
<td>1</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Canisius College</td>
<td>13</td>
<td>0</td>
<td>1</td>
<td>29</td>
<td>3</td>
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<tr>
<td>Creighton University</td>
<td>14</td>
<td>0</td>
<td>1</td>
<td>33</td>
<td>11</td>
</tr>
<tr>
<td>Gonzaga University</td>
<td>13</td>
<td>0</td>
<td>1</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Loyola University Chicago</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>50</td>
<td>32</td>
</tr>
<tr>
<td>Marquette University</td>
<td>14</td>
<td>0</td>
<td>1</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>Seattle University</td>
<td>18</td>
<td>0</td>
<td>1</td>
<td>23</td>
<td>12</td>
</tr>
<tr>
<td>The University of Scranton</td>
<td>11</td>
<td>0</td>
<td>1</td>
<td>55 (COMM courses)</td>
<td>n/a</td>
</tr>
</tbody>
</table>

College/University | Major | Minor | Location
---|---|---|---
Wheeling Jesuit University | N | N | N
Xavier University | N | N | N
## Appendix 4

### Status of Journalism Programs at Fairfield University’s Top 25 “Competition” Colleges and Universities

<table>
<thead>
<tr>
<th>College/University</th>
<th>Major</th>
<th>Minor</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fairfield University</strong></td>
<td>Proposed</td>
<td>Concentration</td>
<td>English Department</td>
</tr>
<tr>
<td>Providence College</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td><strong>University of Connecticut (Storrs)</strong></td>
<td>Y</td>
<td>Y</td>
<td>Journalism Department</td>
</tr>
<tr>
<td>Loyola University Maryland</td>
<td>N</td>
<td>Concentration</td>
<td>Communication Department</td>
</tr>
<tr>
<td>Fordham University</td>
<td>N</td>
<td>Concentration</td>
<td>Communication Department</td>
</tr>
<tr>
<td><strong>Quinnipiac University</strong></td>
<td>Y</td>
<td>Y</td>
<td>Department of Journalism in the School of Communication</td>
</tr>
<tr>
<td>Villanova University</td>
<td>N</td>
<td>Specialization/Concentration</td>
<td>Communication Department</td>
</tr>
<tr>
<td>Boston College</td>
<td>N</td>
<td>Concentration</td>
<td></td>
</tr>
<tr>
<td><strong>University of Massachusetts (Amherst)</strong></td>
<td>Y</td>
<td>N</td>
<td>Journalism Department in the College of Social &amp; Behavioral Sciences</td>
</tr>
<tr>
<td>Marist College</td>
<td>Y</td>
<td>Concentration</td>
<td>School of Communication &amp; the Arts</td>
</tr>
<tr>
<td>University of Delaware</td>
<td>N</td>
<td>Y</td>
<td>English Department</td>
</tr>
<tr>
<td>College of the Holy Cross</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>St. Joseph’s University</td>
<td>N</td>
<td>Track</td>
<td>English Department</td>
</tr>
<tr>
<td>Bentley University</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Stonehill College</td>
<td>N</td>
<td>Y</td>
<td>Communication Department</td>
</tr>
<tr>
<td><strong>Pennsylvania State University</strong></td>
<td>Y</td>
<td>Y</td>
<td>Department of Journalism in School of Communication</td>
</tr>
<tr>
<td>University of Vermont</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td><strong>University of Scranton</strong></td>
<td>Y</td>
<td>Y</td>
<td>Journalism &amp; Electronic Media Department</td>
</tr>
<tr>
<td><strong>Boston University</strong></td>
<td>Y</td>
<td>Y</td>
<td>College of Communication, Journalism Department</td>
</tr>
<tr>
<td><strong>University of New Hampshire</strong></td>
<td>Y (English/Journalism Major)</td>
<td>Y</td>
<td>English Department</td>
</tr>
<tr>
<td>Sacred Heart University</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td><strong>Syracuse University</strong></td>
<td>Y</td>
<td>N</td>
<td>School of Public Communication</td>
</tr>
<tr>
<td><strong>Northeastern University</strong></td>
<td>Y</td>
<td>Y</td>
<td>School of Journalism (College of Arts, Media &amp; Design)</td>
</tr>
<tr>
<td>Bryant University</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Trinity College</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>College/University</td>
<td>Major</td>
<td>Minor</td>
<td>Location</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Binghamton University- SUNY</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td><strong>Dropped out of Top 25</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elon University</td>
<td>Y</td>
<td>N</td>
<td>Journalism Department in the School of Communications</td>
</tr>
<tr>
<td>Catholic University</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Fairfield University Office of Institutional Research, April 2013
## Appendix 5

Journalism Program Requirements at Fairfield University's Top 25 “Competition” Colleges and Universities

<table>
<thead>
<tr>
<th>College/University</th>
<th>Courses Required for Major</th>
<th>Methods/Professional Skill Course Required</th>
<th>Capstone/Senior Seminar Required</th>
<th>Courses Listed on Website</th>
<th>Faculty Listed on Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairfield University (proposed)</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>University of Connecticut</td>
<td>8 (strongly recommended to complete a double major)</td>
<td>0</td>
<td>0</td>
<td>31</td>
<td>15</td>
</tr>
<tr>
<td>Quinnipiac University</td>
<td>13</td>
<td>1</td>
<td>1</td>
<td>32</td>
<td>21</td>
</tr>
<tr>
<td>University of Massachusetts (Amherst)</td>
<td>8 (plus a minor in a different department)</td>
<td>0</td>
<td>0</td>
<td>40</td>
<td>11</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>46</td>
<td>28</td>
</tr>
<tr>
<td>University of Scranton</td>
<td>11</td>
<td>0</td>
<td>1</td>
<td>55 (COMM Courses)</td>
<td>n/a</td>
</tr>
<tr>
<td>Boston University</td>
<td>12-15 (depends on focus area*)</td>
<td>0</td>
<td>0</td>
<td>79</td>
<td>25</td>
</tr>
<tr>
<td>University of New Hampshire</td>
<td>14</td>
<td>0</td>
<td>1</td>
<td>n/a</td>
<td>5</td>
</tr>
<tr>
<td>Syracuse University - Broadcast &amp; Digital Journalism</td>
<td>15</td>
<td>0</td>
<td>1</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Syracuse University - Newspaper &amp; Online Journalism</td>
<td>15</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Northeastern University</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>n/a</td>
<td>12</td>
</tr>
<tr>
<td>Elon University</td>
<td>15</td>
<td>0</td>
<td>1</td>
<td>24</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Source: Fairfield University Office of Institutional Research, April 2013

*Focus areas include: Broadcast Journalism (15 courses), Journalism- general program (13 courses), Magazine (14 courses), Online Journalism (12 courses), photojournalism (13 courses)
Appendix 6

Communication from affected departments, administrators, and faculty review committee. Formal minutes are at the end, in order of approval, starting with department

1. Admissions

From: Hildenbrand, Alison
Sent: Thursday, July 31, 2014 9:49 AM
To: Simon, James; Arnold, Carolyn
Subject: RE: name of new Comm program

Hi Jim-

This is very exciting, and I do think it has potential to be a big draw for prospective students. I look forward to hearing more about this new division during our meeting in August.

To answer your questions:

1) Honestly, no, it doesn’t matter what you call it. To Kevin’s point, what we are most often asked by students and parents is if we have a “School of Communication.” Usually, that’s simply because that’s the term that parents are most familiar with in the college search, and students are following their lead. Since that doesn’t sound like a viable option, I think the “Division of Communication and Media” makes sense. No matter what name you settle on in the end, people will continue to ask if we offer a “School of Communication,” and we will continue to redirect them. With this new “division” it will be easier to answer their question and promote the division and its features to prospects. Proper marketing and a publication/flyer announcing this new division will be tremendously helpful.

2) The number question is a bit trickier. I agree with your colleagues that this new division will certainly be attractive, and that we are very likely to see an increase in apps because of it. When we see an increase could vary depending on when we begin to talk about this new division. Students are finalizing their college application lists earlier and earlier. If we are talking about this division next fall- with the benefit of a flyer/marketing- we may not see a big increase. Students are pretty set on which schools they are considering by spring of their junior year. If we can begin to communicate this news to prospects in spring of 2015, we may see some increase in the following application season.

I ran some numbers on our current applicant pool to majors that fall in this new division. For the Class of 2018, we had approximately 650 total applications to COMM, Film/Media Arts, English-Journalism, and Marketing (This does not include all applicants to marketing. I’m estimating based on Mark’s estimate!) Traditionally, we see an application increase of 2-3% each year. I’d be happy with an initial increase of 10% in these majors, so basically, it doesn’t take much to make me happy! An additional 65 applications to this division would be great to start. An additional 400 applications would be a 4% increase in our total application pool, and that would certainly be wonderful, and a viable option over a few years, but I don’t know that it’s realistic in the first year or two.

What I think we may also see initially is a shift in the number of CAS “undecided” majors. Many students know that they can pursue journalism, Film/TV/Media Studies at Fairfield, but if they aren’t looking closely enough at the names of majors, they default to CAS undecided on their applications. Mark Scalese has had this happen with a number of
his students. If we’re being more deliberate about how we use this new division and list it on the application as an option, there may be more declared students in our pool. I hope this is helpful. Again, I am really excited to see this come to life, and I do think it will very attractive to prospective students!

Thanks,
Alison

Alison K. Hildenbrand
Director of Admission

2. Applied Ethics

From: Simon, James
Sent: Thursday, December 11, 2014 12:48 PM
To: Schmidt, David
Cc: Xie, Lei; Huber, Sonya; O'Driscoll, Sally
Subject: RE: seeking comment on proposal for major in Journalism
Very useful. Thanks! I’ll keep you posted.

jim
James Simon, PhD
Dean, College of Arts and Sciences

From: Schmidt, David
Sent: Thursday, December 11, 2014 12:45 PM
To: Simon, James
Subject: RE: seeking comment on proposal for major in Journalism
Jim,

Thank you for sharing your proposal for the new journalism major. I'm writing to reaffirm my enthusiastic support and my commitment to work with you on the development of this major, drawing upon the resources of Applied Ethics where appropriate.

You've made an excellent case for including an emphasis on ethics in the new journalism major. Even if we were not a Jesuit university, we would still want to keep ethics on the agenda, if only to respond to the heightened concern with ethics that is evident in our society today. But the fact that we *are* a Jesuit university gives us an advantage in drawing upon ethics to make a distinctive contribution to journalism education.

I'm particularly interested in your emphasis on digital technologies, both in terms of the ethics issues that arise in connection with them, but also in terms of how we think about the pedagogical approach of an ethics course for a major that emphasizes the digital. Lots of possibilities here, which I look forward to exploring with you and your colleagues.

Again, thank you for including me in your plans. Count me in!

Best,
David

3. Communication Department

From: <Zhang>, Qin <qzhang@fairfield.edu>
Date: Thursday, January 29, 2015 5:01 PM
To: Elizabeth Petrino <epetrino@fairfield.edu>
Subject: RE: Journalism Proposal
Dear Elizabeth

Thank you very much for giving us the opportunity to review the revised proposal. We’re also grateful that our colleagues in the English Department have addressed many of our concerns raised in our response to the original proposal. Attached please find the response from the Department of Communication.

Best of luck as you move the proposal through approval process

Qin

Qin Zhang, Ph.D.
Associate Professor & Chair
Department of Communication Fairfield University 203-254-4000 ext.
3062 qzhang@fairfield.edu

The Department of Communication applauds the efforts of our colleagues in the Department of English to strengthen and broaden the program of study in journalism to better meet the needs of our students at Fairfield University. We appreciate and welcome the opportunity to review and respond to the revised “Proposal for a Major in Digital Journalism.” The Department of Communication met on January 23, 2015 to review the revised proposal. Overall, we maintain that many of our concerns raised in response to the original version of this proposal (reviewed by Communication faculty at their department meeting on 12/5/14) have been addressed and we are grateful for such consideration. Yet, certain mischaracterizations of Communication persist and concern us. We remain committed to practicing and promoting collegiality and mutual respect with our colleagues in the English Department. We have always been celebratory and supportive of students’ pursuit of academic and professional interests in the study of Communication, Journalism, and/or Film, Television & Media Arts, and we will continue to encourage Communication students who are also inclined to explore the course offerings in Digital Journalism (and/or other major areas of study across the University) as a viable path to achieving their academic and/or professional goals. We ask that the same practice be adopted by those who will advise Digital Journalism students (among others), encouraging the exploration of the Department of Communication’s course offerings as a means to realizing their academic and/or professional goals.

In terms of curricular design, the Department of Communication believes that it is crucial for future media practitioners and journalists to have a deep understanding of the institutional, legal, and economic dynamics in which news media operate, but the current proposal does not include any required course in this regard. A number of media courses in Communication, particularly CO 231 (Media Institutions), CO 233 (Information Technologies), CO 331 (American Media/American History), CO 333 (News Media and Democracy), and CO 334 (Comparative Media Systems), may readily equip students with the necessary background in the history, economics, and law of media industries. But the current proposal only considers the possibility of taking up to two electives in Communication, without specifying what the electives in Communication should be.

Again, we appreciate the opportunity to review the current “Proposal for a Major in Digital Journalism” and submit our comments with respect for our shared commitment to excellence in educating students who choose to pursue their academic/professional goals at Fairfield.
University. We wish our colleagues in the Department of English well as you move this proposal through appropriate faculty committees and look forward to working together with collegiality and mutual respect.

4. Film, Television, and Media Arts Program, Department of Visual and Performing Arts

From: <Scalese>, Mark <mscalese@fairfield.edu>
Date: Wednesday, January 21, 2015 11:41 AM
To: Elizabeth Petrino <epetrino@fairfield.edu>
Cc: "Mayzik, James" <JMayzik@fairfield.edu>, "Lerner, David" <dlerner2@fairfield.edu>
Subject: Re: Digital Journalism Proposal

Hi Elizabeth,

The faculty of our FTM program met this morning and discussed the Journalism proposal. Our immediate reaction is that journalism students would be better served by courses other than FTM 11 or 131, at least as we currently teach them. We are open to creating a dedicated course for them that would include production and editing basics + visual storytelling. For an intro-level course we could also modify our Intro course (FTM 10) or the Art and Language of Film (FTM 12) to accommodate your needs. For a second course, we recommend that you include FTM 232 Studio TV Production and FTM 233 Remote TV Production as options. The Web Design course could remain as is.

Thanks,
Mark

Mark Scalese, SJ

Associate Professor, Department of Visual & Performing Arts
Director of Film, Television & Media Arts Program

5. School of Engineering

From: <Rusu>, Amalia <arusu@fairfield.edu>
Date: Monday, January 26, 2015 4:28 PM
To: Elizabeth Petrino <epetrino@fairfield.edu>
Cc: "Berdanier, Bruce" <bberdanier@fairfield.edu>
Subject: RE: Digital Journalism Proposal

Elizabeth,

Thank you for sharing the information with us. Since we are not talking about a critical mass of students and rather five extra students, it should not be a problem to accommodate them in our engineering courses listed in your proposal (SW151 and/or SW304).
For your proposal purposes and timing of these courses, you may need to know that generally they are both offered every Fall semester. SW304 is also offered as an online course over the summer. So interested students will have an opportunity to join one or the other.

Please let me know if you need any other information from us and I would be happy to provide feedback. Looking forward to collaborate in the future!

Bruce,
Please feel free to add your thoughts on the proposal from the SOE admin perspective.

Thanks,
Amalia

6. SVPAA’s Office

From: <Babington>, Lynn <lbabington@fairfield.edu>
Date: Sunday, January 25, 2015 10:36 AM
To: Elizabeth Petrino <epetrino@fairfield.edu>
Subject: Journalism major

Dear Elizabeth,

I am pleased to hear your department is scheduled to consider the proposed Journalism major at its Jan. 29 meeting. This is an important development for the University as students have a strong interest in Journalism and we have faculty expertise in this area. Once this program is approved and launched, and as it grows, the resources to make it successful will be supported. This may mean initially adjunct faculty and term faculty (POP). I am optimistic that it will be successful and we will need to build a stable tenure track faculty to support the education and advising needs of our students.

Best of luck!

Lynn

Lynn Babington, PhD, RN
Senior Vice President for Academic Affairs
Robert Wood Johnson Executive Nurse Fellow
7. English Department

Minutes

English Department Meeting

Friday, January 30, 2015

200-315pm

DMH 131

Members Present: Boquet, Bowen Chisum, Davis, Epstein, Gannett, Garvey, Hilts, Huber, O’Driscoll, Petrino, Rajan, Marion White, Michael White, Xie

Meeting called to order: 2:04

Appointment of secretary: Carol Ann Davis was appointed secretary for the meeting.

Consideration of minutes from December meeting: Garvey motioned to approve minutes as revised and circulated to the department January 29; Xie seconded

11 in favor; none opposed; 2 abstentions

Discussion of Digital Journalism (DJ) Proposal

Introductory Remarks (Petrino): Elizabeth began by noting that the subcommittee (Beth, Sonya, Tommy, Pam, Betsy, Sally, and Elizabeth) has been working very hard on the proposal, and has taken into account the department’s revision suggestions from previous meetings. Elizabeth has reached out to Communications, Film, Television, and Media Arts, Applied Ethics, and the School of Engineering. The feedback was uniformly positive—and the revised proposal includes various small changes suggested by consulted stakeholders. Communication in particular was pleased with the department’s revisions; they suggested other courses for inclusion and listed five in particular. Elizabeth noted that these specific courses could easily be accommodated with a Communications minor or as additional electives to accompany the Digital Journalism major, and so these were not added in. Elizabeth reported that Lynn Babington is also in support and that she sees recruitment potential for the university in the passage of the DJ major.

Subcommittee Update (Boquet): For the subcommittee, Beth reprised the ways the revision responds to concerns that were raised at the December English meeting.

Concern #1 had been the number of courses in the major—the English major has 11, including one that counts for the Core, and the DJ major has 12. The revised curriculum offered by the subcommittee proposes a 12 course major. The subcommittee has revised the curriculum to be as straightforward as possible, and two of twelve courses can double count for courses in the core. That fact permitted the revision to move forward with a 12 course major, knowing it is really 10.
Concern #2 had been whether to include a minor. There is now a second five course DJ minor with curriculum requirements included.

Concern #3 had been that in the previous draft, the introductory course was not a course housed in the English Department. In the revision, the introductory course is housed in the department (ENW 220 Introduction to News Writing). Beth pointed out that we still need to have ongoing conversations around course development (and to that end we are considering for approval the Big Data course proposal today); we will continue to explore the development of appropriate courses, especially an Ethics and the Media course. She assured all that that is something everyone (departmental, administrative) understands we will be doing.

Concern #4 had been opening up the literature courses so that rather than providing a list of courses the language attached to the proposal requirements acknowledged that all literature courses were appropriate options. The revision opens up the courses in literature and a specific list is no longer part of the major.

Concern #5 had been a twofold concern about the DJ major’s affects on the current journalism concentration (which Beth speculated would most likely disappear as a result of the DJ major) and the implications a major has on our current system of concentrations. How will a DJ major plus four concentrations (literature, creative writing, professional writing, English education) operate? Beth asked, and answered that this issue will be part of a larger ongoing conversation, but need not affect the proposal’s progress.

Departmental Discussion:

Bob remarked that he was in support of the proposal, but had question about the wording accompanying literature courses, specifically what the phrase “provide context for journalism” meant—did it mean that all literature courses provide context, or that students should take courses that did? Beth replied that all literature courses do provide the necessary context, but literature courses should be chosen with advisors since each student’s course of study would be unique; students will choose what courses round out their experience. Unlike the four remaining concentrations, the DJ major will contain no historically based literature requirements.

Michael was also supportive of the proposal but asked if the three literature courses were current or were courses that would be developed. Beth answered that students can take any three EN courses to meet the requirement. No particular list will be offered or developed.

Cinthia spoke in favor of the proposal, but pointed out that ENW 317 Teaching and Learning Grammar (one of the courses that satisfies #6 - #7 in the curriculum) has more of an explicit focus on Education concentrators and majors, yet it still attracts a mix of students and would attract an even greater mix as part of the DJ curriculum. As part of the department’s ongoing curricular discussions, she suggested considering a second course on Grammar and Style for Writers.
Sonya spoke in favor of the proposal and noted that the revisions have increased her support of the proposal monumentally. She is excited about what this could mean for the department and for students.

Michael seconded Sonya’s enthusiasm. He added that earlier versions of the proposal sparked fears that it would decrease EN (literature) seats but the revision seems to better treat this fear.

Bob commended the subcommittee for its work, noting that if this is better for journalism students pedagogically he’s in support regardless of its impact on seats in EN (literature) classes. His concern going forward—even as he is in favor of the proposal—is about the professionalization of the college. He noted that the mission of CAS is distinct from professional schools, and the department must remain aware of a tendency toward professionalization from within.

Tommy mentioned that he has noticed an increase in Journalism program interest from other departments, a trend that is ongoing. In his Digital Journalism course, out of nine enrolled students, three are Communications majors, one is from the School of Engineering, and one is from computer science. This trend suggests potential to attract Communications students and others. In fact, Tommy said, it’s a promising sign the department will have the chance to introduce students to a liberal arts point of view because they would be encouraged to explore literature courses. From a student’s perspective, he added, it’s a welcome change, even if there are some adjustments we have to make as a department.

Elizabeth noted that even now, in terms of numbers, the journalism concentration is the largest one, and passage of the DJ proposal will increase those numbers and offer students innovative opportunities.

Carol Ann added that she felt the inclusion of the DJ major would add to an already strong area in publishing the department has already developed, and that it consolidates and articulates areas of departmental strength that are already in existence.

Betsy spoke in favor of the proposal, calling it a contemporary and coherent program for journalism students and writing. She wondered what it would be like for the department when it had one major and four concentrations (rather than five concentrations)—but this will be something just to watch as the major develops. On the whole, she said, the proposal does good things for our students.

Beth, responding to Bob’s concern about professionalization, added that the program as written prepares students well and encourages students to be deeply humanistic and increasingly humanistic as the curriculum continues to develop. The proposal provides the digital tools along with the humanistic piece, which is a pairing students need.

Contributing to that point on the global level, Cinthia asked that members consider, as the department moves toward Digital Humanities and Digital Rhetoric, to broaden course offerings—perhaps at the introductory level—that provide humanistic inquiry across the disciplines rather than those that are overly specialized, as sometimes happens.

Michael shared the concern of many about professionalization within the humanities, but saw that concern as a reason to keep journalism close to English—for humanistic reasons. He noted that
journalism and the novel have much in common and can be taught alongside one another, as can a nonfiction piece and a novel.

Beth moved to approve the Digital Journalism major and advance it to committees; Betsy seconded. The vote was 14 in favor; none opposed. It passed unanimously.

Beth moved to approve the Digital Journalism minor and advance it to committees; Gita seconded. The vote was 14 in favor; none opposed. It passed unanimously.

Many in the department thanked the work of the subcommittee; Elizabeth mentioned that the program will undergo a review in three years, and this will give us adequate time to assess and revisit the curriculum as proposed.

---snip---

Respectfully submitted,

Carol Ann Davis
Proposed Journalism Major
Dr. Elizabeth Boquet joined the group to present the proposed journalism major. She said that after many productive conversations and considerations, the English department moved along -- thinking broadly about offerings in English, specifically as it related to the major in Journalism. Major points of proposed major:

- Creates energy broadly around digital literacy and digital writing
- Department needs to update and highlight offerings in journalism
- Will be used as a signature offering responding to student interests and career preparation/interests
- Opportunity to provide more intensive focus than the current concentration in journalism
- It is a major within a major, a Digital Journalism Major housed in the English Department, with some interdisciplinary course requirements
- 12 course major (2 elective, 9, 10 11 on the appendix, can double count for students in the core)

Professor Steven Bayne asked for the rationale for not creating a Journalism Department. Boquet noted in order to move the English department forward, it was important to advance the role of digital literacy (broadly) in all existing areas. Advancing a proposal for Digital Journalism allowed a deepening of the capacity and strength within the department. Simon stated the projections of the number of students that this might attract are incredibly erratic and unreliable. Given that lack of precision, thoughts were to move slowly on this major. The English department has been a great home for journalism. The departments are open to allowing their courses to count for the major, as well as open to changing the required amount of literature courses. This is a good balance for a journalism program in a liberal arts college. Bayne asked if there was a high number of student interest in this major, would the English department be able to handle the additional advising.

- Boquet noted there were a sufficient number of faculty members who could advise across varying kinds of writing interests. Initially, advising can be absorbed.
- Simon stated English is averaging 10 – 12 advisees per tenure track faculty members; it could comfortably be increased to 18 – 20.

Bayne asked if they have they given any consideration in including Ethical Theories or Advanced Topics in Ethics in the Philosophy courses included on the list. Simon stated they would welcome and prefer more options. Simon noted the idea was to pilot this for three years, study student enrollment patterns, and discuss options when the English department reviewed its overall program. Nantz struggled with the positioning of the program as staying within the English department. Why not make this a free standing major by itself? Simon noted:

- The Communication department was too large to absorb it
• As an interdisciplinary major, it would be difficult as you would be constantly borrowing professors and courses – not the best interest to the students.

Boquet commented on how advancing the journalism major does not foreclose any conversations for further possibilities; it simply allows response for well documented student and professional feedback about the program and help open conversation in developing other areas.

Nash noted how the use of content within the proposed major was built in well. She asked for the rationale for the evaluation in 3 years.

Boquet’s comments for the rationale:
• Review of the major in context of the writing program and of the department
• State certification requirements
• Look at potential courses that can be developed
• Richer course offerings

McFadden noted this would be a good transitional model in developing new programs.

Nantz noted the journalism has been in the English department for a long time, and it is not attracting students. Boquet notes that there are specific constraints, which makes students opt out of the curriculum.

Nash commented on the language used in the proposal of the term interdisciplinary major. Boquet believed it was a holdover from previous iteration. Boquet will do a search and make changes. Simon said they were trying to use the phrase multidisciplinary, instead of interdisciplinary. This would encompass English courses, Ethics courses and some film and television courses.

Committee Comments

Motion to approve: Sauer, Miecznikowski seconds
8 in favor; 1 abstention

Nantz still wished we had a better institutional plan for curriculum.
• No one is thinking strategically about the curriculum.
• McFadden agreed; there is no connection between programs.

Nash suggested the Committee put together a proposal for this issue.

Simon pointed out how the three Associate Deans look for ways to integrate, look for overlaps and look for synergies.
• Aaron Perkus reviews the Humanities and Arts.
• Brian Walker reviews Natural Sciences and Math.
• David Gudelunas reviews Communication, PR, Journalism and related fields like Social and Behavioral Science.

Simon noted:
• The proposal was a combination of the major and minor; a separate document could have been done for the minor, but it would have repeated 95 percent. Therefore, a combination seemed more appropriate.
• Currently there is a course called News Writing. They want to relabel it - Introduction to News Writing. Can this be integrated into this vote of approval? Miecznikowski noted it
was a change of title; the department would have to approve. It can then be sent back to the Committee.

McFadden concluded by stating the importance of communicating to colleagues the very heavy involvement of the number of faculty in the English Department in vetting, extensively discussing and taking ownership of this proposal. Miecznikowski guided Simon to the final steps:

- When the formal approval of the major is received, Boquet should include related materials in the packet and send to him.

FAIRFIELD UNIVERSITY
UNDERGRADUATE CURRICULUM COMMITTEE MINUTES (Excerpt)

DATE: March 3, 2015

<table>
<thead>
<tr>
<th>Discussion/Decision</th>
<th>Topic</th>
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<tr>
<td>Digital Journalism Major and Minor</td>
<td>Elizabeth Petrino and Tommy Xie presented information for a Digital Journalism Major and Minor. Beth Boquet was the manager of the proposal. The proposed Bachelor of Arts degree in Digital Journalism in the English Department will be a 12-course program. The new major includes a major focus on Ethics and a multidisciplinary approach that will draw on courses offered by other departments at Fairfield such as communication, and the film, TV and media departments. It is inspired by the eloquenta perfecta approach. Students will complete at least three literature courses. The new major/minor will begin in the fall 2015 semester if approved. This major will provide students with the knowledge, skills, and experience needed to move forward in today’s digital journalism world. It will meet the needs of students preparing for professional careers in print and online journalism, broadcast journalism, etc. The major is projected to attract students from Communication and Marketing, plus dozens of additional applicants to The College. There will be a 3-year review process to see if the major is moving forward properly. T Xie said that in the past he has seen two problems. Students have been discouraged to take other courses that did not count as toward their degree creating low enrollment in the past. This new change in will meet demands and increase enrollment. There are 6 concentrations in English. A discussion took place is this new major would be added or replace one of the concentrations. E Petrino explained that eventually the new Digital Journalism major would replace the traditional journalism concentration.</td>
</tr>
</tbody>
</table>

| Digital Journalism Major and Minor | A Ebrahim initiated a discussion as to where other institutions house a journalism major. T Xie said that 20% or less are housed in communication. A Ebrahim said that the business school has a digital marketing course. E Petrino would be open to looking at this type of course as an area for an elective. This would encourage an interdisciplinary program. It was discussed that 8 out of the 12 courses will be in English with 2 electives and 2 production courses. This will allow good advisement within the English major. S Reckinger asked why the word ‘digital’ was within the major. Discussion took place that in today’s society we are very technical and media driven. This would be more attractive to businesses and |

Academic Council
March 30, 2015

Packet for Meeting
40
would enable students to obtain jobs easier.  
J Simon predicts that the 150 students anticipated for the major is a low projection. It is thought that some students would migrate from communications and there are 63 new freshman that are interested in the new major. The trend is moving toward digital journalism.

L Nash was away and sent the Chair the following email regarding the major/minor. I would like to have you share the following, as appropriate, with the UCC committee around the discussion of the proposed Journalism major:

1 – as Chair of Visual and Performing Arts, I was invited to be part of the conversation around this proposed major starting last summer, when, at the invitation of the Dean, I attended the AJCU Comm conference, held at Fairfield in July, along with member of the English and Comm departments. VPA was included because of the obvious overlaps in film, tv, and media. From that time forward, VPA has always been included in the conversations, informed of the progress of the proposal, and consulted when appropriate.

<table>
<thead>
<tr>
<th>Discussion /Decision</th>
<th>Topic</th>
<th>Action</th>
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</table>
| Digital Journalism Major and Minor | As VPA undergoes its own self-study, there are many areas of possible collaboration that we will be exploring, when appropriate. My colleagues in the English department worked incredibly hard and I believe that the proposal before you today is an excellent one and was I there, would vote enthusiastically for its approval.  
2 – as chair of A&SCC, I would also like to comment on how well thought out the proposal is, that the English department did an excellent job of seeking out and incorporating the opinions of others, and for structuring a major that not only meets current student demands, but it also grounded in both our mission and in the liberal arts. A&SCC engaged in a robust and rigorous discussion with the English department and there were no dissenting votes. As a member of UCC, I would also vote enthusiastically for approving this proposal. | Motion to approve major:  
D McFadden,  
Second: G Sauer  
In Favor: 13-unanimous  
Opposed: 0, abstained: 0  
Motion to approve minor:  
D McFadden  
Second: G Sauer  
In Favor: 13-unanimous  
Opposed: 0, abstained: 0  
J Miecznikowski will notify the English Department of the UCC decision |

Respectfully submitted,
Joan Millen
3. English Department Proposal for a Major and Minor in Digital Journalism.

Digital journalism guests arrived: Prof Elizabeth Petrino, Dean Jim Simon, Prof. Tommy Xie explained the rationale, budget, components, and projections of the proposed major and minor. Prof. Petrino offered a summary of the program’s assets. Linking the Digital Major with the English Department arose from a drive to connect English with its various uses in the professional world, especially in this fast-paced, much in demand area of media. Collaborative efforts with other departments and schools helped enhance the proposal, in particular with Communication Department, Department of Visual and Performing Arts, and School of Engineering.

At first the newly formed program would hire practitioners of the field. Faculty would first involve adjuncts, with a later hope for a tenure-track position. Prof. Xie described the gap between the field and education. The practitioners of the field would help to bridge this gap, since they know the field first hand. There will always be a need to update the program. The field shifts quickly; therefore, it only makes sense that the field needs to be involved. Dean Simon explained the projected number of potential students. An estimated 50 student would be drawn to Fairfield University per year. The Digital Journalism major may draw an additional 100 students from related majors. The number of projected major and minor could be as high as 300. Resources and advising concerns will to be addressed as the program grows. A hired professor of the practice could assist in those administrative concerns.

Prof. Mager recommended that a line in the proposal directly indicate that presently no major exists at Fairfield. Prof. Petrino agreed that the journalism major would stay in English. Prof. Xie added that online presentation of the location of major and departments is not entirely helpful for prospective students. Marketing will be enhanced by this major.

Prof. Scalese asked logistical questions. The table of graduation trends for Department of Visual and Performing Arts is inaccurate. He will send the correct figures that are slightly higher. Second, the course listing on pages 9-10 is different than those courses listed on page 24. Prof. Petrino noted that the updated proposal has a consistent listing. Thirdly, he proposed that Department of Visual and Performing Arts would discuss possible course development with Digital Journalism that would assist both areas.

Prof. Rosivach inquired about the projected number of faculty needed as the program grows. What number does the major envision? If program grows, then add one more tenure-track line. Dean Simon added that practitioners of the field are quite acceptable, especially in this major, since they know the latest developments.

Prof. Vernarelli wondered how the director of Digital Journal would work with internships, given the projected numbers. The Director will work with the present Coordinator of internships, who is housed in the English Department. A professor of practice would bring expertise as well as administrative assistance, as in capstone programs.

Prof. Lolis commended the ethics component. In addition, she asked, do the other courses have ethical threads in them? Dean Simon responded in the affirmative. Prof Petrino
added that ethical courses and literature courses at the 100-level are available to other majors than journalism. Prof. Xie reiterated that they wanted to avoid the trade school approach to journalism. Our guests from Digital Journal were excused at 4 pm.

Prof. Scalese motioned to discuss the Digital Journalism Major and Minor; Prof. Mager seconded it. Discussion ensued.

Prof. Gannett sent in her absence these comments previous to the meeting: I would like to go on record as being in favor of the Digital Journalism Major Proposal. I have been a part of many of the conversations during its development. From my perspective, it is a strong, robust, and integrative proposal, bringing together a variety of college wide resources and interests, and blending the best of the Jesuit liberal arts tradition with the needs and interests of 21st century students and professions. New media forms of communication are ubiquitous and “journalism,” as both a professional and civic practice is changing quite rapidly. Fairfield needs to stay in the forefront of these changes to create the effective public communicators of the future.

Prof. Mager spoke in favor of the proposal since it collaborated with many areas of the University in order to make it interdisciplinary. It looks to work well across campus.

Prof. Kazer Meredith also spoke in favor, noting the thoroughness of the proposal, its reflection upon relevant areas, as the budget and the ratio of full time and adjunct. Their rationale of the practitioner of the field makes good sense.

Prof. Lolis also spoke in favor of the proposal, citing its clear need in the profession. The ethical underpinning was noteworthy.

Prof. Scheraga likewise spoke in favor of the proposal, noting its valuable connections with the professional schools.

Prof. Peduti spoke in favor of the proposal, citing its strong commitment to Ignatian ideals. This would enhance its marketability as one school that encompasses ethical, service to the profession.

Prof. Mager suggested that the numbering in the proposal needs correcting;

The proposal passed unanimously.
Proposal for a Public Relations Major at Fairfield University

Department of Communication
College of Arts and Sciences
Fairfield University
Fall 2014

Professor David Gudelunas
Manager of the Proposal

Pending:
Approved by the Arts and Sciences Curriculum Committee, 12/9/2014
Approved by the Dean of the College of Arts and Sciences, 12/11/2014
Approved by the Undergraduate Curriculum Committee, 1/20/2015
Approved by the Educational Planning Committee, 2/19/2015
Submitted to the Academic Council, 3/2/2015
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1. Summary

The proposed Bachelor of Arts degree in Public Relations is a demanding 11 course interdisciplinary major that relies primarily on existing courses in the College of Arts and Sciences that will engage students in the study of strategic communication and prepare students for a broad range of careers. The design of the Public Relations major is similar to existing degrees in public relations offered at schools in Fairfield University’s competitor set, as well as other Jesuit institutions. The Public Relations major will be housed inside the Department of Communication but offered as a separate major and degree from the existing BA in Communication. While no new tenure-track faculty are required, some new courses will be introduced as part of the major (but taught by existing faculty). A Professor of the Practice line will be requested as numbers stabilize. The Public Relations major will have a dual focus on ethics and social media platforms that will help distinguish the major from existing programs at other institutions as well as existing (and proposed) programs and departments at Fairfield University.

Bridgeport resident PT Barnum is widely regarded as one of the earliest practitioners of public relations, making Fairfield a logical symbolic site for the study of the field. While the study and practice of public relations has evolved significantly from his primitive notions of what constitutes the management of communication, Fairfield has yet to offer a comprehensive, streamlined and modern approach to the study of public relations that best exemplifies the Jesuit educational mission.

This proposal is being written in Fall 2014 with knowledge of plans for an interdisciplinary program in Journalism and/or revised Journalism curriculum in the Department of English as well as inchoate plans for a Division of Communication and Media within the College of Arts and Sciences that would encompass the program in Public Relations. Importantly, however, this program proposal is distinct and independent from those two initiatives and its approval is in no way contingent on them.
2. Timeline of Discussions

**July 2014:** Fairfield faculty begin informally discussing public relations as a possible major or concentration at Fairfield in conjunction with AJCU Communication meeting on campus.

**August 2014:** Meetings between Dean Simon, and chairs Petrino, Nash and Gudelunas result in discussions to consider and explore interdisciplinary collaborations in designing a public relations major. Dean Simon encourages Gudelunas to think about and draft what a PR major might look like using existing resources.

**September 2014:** Professor Gudelunas drafts a proposal based on data gathered about AJCU and competing institutions, conversations with faculty in other Jesuit PR programs, and by tapping faculty expertise on campus. A very first *draft* of proposal is shared with Xie, Chisum and Bouquet (English), Arendt, Pagano and Ryan (Communication), Micu and Ligas (Marketing) and Schmidt (Ethics) in order to refine proposal and gather relevant disciplinary insights.

**October 2014:** Proposal shared with “affected” departments for comments and discussion. Proposal draft sent to Petrino (English), Boryczka (Politics), Scalese (FTM), Nash (VPA), Micu (DSB/Marketing), Primavera (Psychology), Schmidt (Applied Ethics). First meeting scheduled for any interested faculty to discuss proposal.

**November 2014:** Proposal discussed as better situated within Communication but offered as a distinct major/degree from the existing BA in Communication. Discussion moves to Communication Department.

**December 2014:** Major as drafted and presented approved by Department of Communication unanimously.
3. Need

Student interest in Public Relations among existing Fairfield students is high. As of Spring 2014 there were 419 Communication majors, 52 students studying Journalism within the English Department (EN/J) and 82 students enrolled in the Film, Television and Media (FTM) major within Visual and Performing Arts. Communication alone reflects a full quarter of the students in the College of Arts and Sciences while Communication paired with related programs (ENG/Journalism and FTM) represents almost one third of the students in the College. Additionally, according to Career Planning, 30% of University graduates found work in Communication-related fields in the class of 2014. Of the students graduating in May 2014, about a third completed a major or minor related to communication (including marketing).

The Office of Admissions in August 2014 projected strong interest by prospective students about Public Relations; officials said prospective students routinely ask about it, then go elsewhere to pursue PR. Some 5-10 students per semester participating in the Communication internship program pursue work in public relations, event management, crisis communication, strategic communication, non-profit advocacy, social media communication and other contingent fields.

The University commissioned Hanover Research in August 2014 to complete a tri-state scan of majors where growth is expected. The consultants reported that one PR subfield, “meeting, event and convention planners,” was “expected to be among the fastest growing occupations in multiple states” (p. 8) and said demand could also lead to a potential master’s program.

A survey of students studying Communication, FTM and EN/J in Fall 2014 also found support for a major in Public Relations. In total, 118 students completed the survey (70% Communication majors, 15% FTM majors, 6% English/Journalism majors and 10% “other”) and of those students completing the survey, 13% said they would drop their current major to pursue a major in Public Relations while 30% said they would add Public Relations as a second major. Respondents were also interested in pursuing public relations as a minor: 56% said they would consider public relations as a new minor. Further, 66% of students said they were likely or very likely to be interested in taking a course titled “Introduction to Public Relations.” While this sample is not representative, the strong interest in a public relations major is clear.

Currently the study of public relations is split across Departments like Communication and Marketing. In fact, while offering just one or two courses specifically related to Marketing, as of Spring 2014, 91 Communication majors opted into a Marketing Minor. While these students now take courses in Strategic Communication in the Department of Communication, Public Relations in Marketing and/or News Writing in English, this is often a difficult task for students given enrollment issues, scheduling issues, or simply consistent advising that provides a holistic overview of the theories and skills required of public relations practitioners. More critical, students crafting their own plan of studying public relations have no ethics requirement and are left with a difficult narrative to sell employers. The proposal projects large number of current Communication majors switching to a PR major that better matches their career interests.

In addition to attracting students to Fairfield who might otherwise select a competitor institution that offered a more transparent path to an education in public relations, it is projected that a major in public relations will help slow or reverse a slide in applications to the College of Arts and Sciences versus the Dolan School of Business and help decrease the number of students currently enrolled as Communication majors. DSB Associate Dean Mark Ligas predicted in July 2014 that some current Marketing majors might be attracted to a PR major and would switch.

This proposed major provides clear entry and exit points for the study of public relations, leverages existing resources, and satisfies demands on the College to continue to drive University enrollments while maintaining academic integrity.
4. Rationale

In its most basic form, public relations is the study of how individuals or organizations maintain and manage communication with intended audiences. The Public Relations Society of America (PRSA) says that: “The earliest definitions [of public relations] emphasized press agentry and publicity, while more modern definitions incorporate the concepts of ‘engagement’ and ‘relationship building.’... Public relations is a strategic communication process that builds mutually beneficial relationships between organizations and their publics.” This is not ‘hooking suckers’ as our one time neighbor PT Barnum may have suggested.

Though comparatively a new discipline in the academy, the discipline of public relations is now routinely seen as independent from journalism and communication studies programs that while certainly cousins are not necessarily kissing. Inherently interdisciplinary, the academic pursuit of public relations has clear connections to applied ethics, politics, psychology, marketing, informational technology, and other disciplines. Public relations has its own accrediting agencies (the Public Relations Society of America [PRSA] and the Institute for Public Relations [IPR]), journals, theories, and professional outcomes. As indicated in attached appendices, most public relations programs at competing and aspirational institutions are connected to Communication departments.

Public relations is not simply press releases, manipulating journalists, or “spin”; modern public relations is about clear, effective communication that creates change, advocates for those with the least access to wider audiences, and, importantly, incorporates strategies for individuals and organizations to effectively engage with social media. Public relations is about creating strong not-for-profit leaders and communication strategies. Public relations is also about effective argument and advocacy, clear writing, and interpersonal relationships. Shaping stories that are aimed at specific stakeholders is a fairly consistent thread in the study of public relations. In the last decade however, the role between public relations professionals and gatekeepers has shifted radically and public relations as a field is on the forefront of these changes. Public relations is about studying and maximizing how various media channels and platforms are used to effectively communicate.

It is also not a secret that public relations represents an industry estimated in excess of 10 billion dollars. The Wall Street Journal showed that the demand for public relations professionals grew 10% between 2003 and 2013\(^1\) and the US Bureau of Labor Statics showed that 229,100 people were employed as public relations specialists in 2012 with a 12% growth projected through 2022\(^2\). The job growth in this industry, in other words, is steady and consistent. US News & World report ranks Public relations Specialist as the Number 1 “creative job” and says outlook for growth in this field is “positive.”\(^3\)

Fairfield is also located strategically just a train ride away from one of the centers of this job growth. Our students have access to internship sites, seminars, potential employers and other resources like potential part-time faculty that are matched by few other Universities.

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\(^1\) http://online.wsj.com/articles/want-an-entry-level-job-youll-need-lots-of-experience-1407267498
\(^2\) http://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm
\(^3\) http://money.usnews.com/careers/best-jobs/rankings/best-creative-jobs
Despite Fairfield’s geographical advantage and the availability of current faculty to offer such a program, public relations has never been offered as an undergraduate major. Meanwhile, as noted in the appendices, many of our competitors have launched extremely popular programs. Communication, FTM and Journalism all came to become majors or concentrations at Fairfield at the undergraduate level in the past 25 years, and the explosive growth of these three programs (again, now accounting for almost a combined third of CAS), speaks for the widespread popularity of these programs and also alludes to the inability to fully adapt as quickly as possible to changing academic and professional norms. While the FTM major maintains an artistic approach to filmmaking rooted in the humanities, the English Department has offered a sequence of five courses based in journalism, and Communication offers courses in crisis and strategic communication that are firmly social science in their methods and approaches, there has been no systematic attempt to date to package these courses in a transparent manner while also infusing ethics as a mandatory component within the course of study.

Ironically, launching a public relations major later than many of our competitors has an advantage. This proposal suggest a technologically progressive and ethically infused program that focuses on both critical public relations theory and contemporary practices will literally be at the forefront of the field. Moreover, we are not dealing with historical tensions between journalism, the social science study of communication, and public relations. There is nothing to extract from an “old school” journalism program or no courses focused solely on press releases or other industry tactics that need to be modernized. By creating rather than separating, we have the unique opportunity to create a truly special program.

Put simply, Fairfield University is not not doing public relations: we are simply doing it in a way that is confusing to students and, perhaps most importantly in the current higher educational landscape, confusing to potential students. Our competitors, Jesuit sister schools, and institutions to which we aspire have all developed more clearly demarcated public relations programs.

This proposal recognizes the inherent budgetary restrictions and general resource drought that would prohibit hiring numerous additional faculty or establishing a stand-alone department with significant overhead. This proposal further recognizes the (rightful) reluctance of some faculty to expand their current departments or programs to more robustly encompass public relations while some of their colleagues would welcome the opportunity to do so. By building on the interdisciplinary spirit of the University, the expertise of current faculty and resources already in place, this proposal ultimately suggests a new major in public relations that is low-cost and yet high-impact.

While Fairfield University currently offers no clearly delineated track or concentration in public relations and has far fewer public relations courses in the catalog in comparison with other Jesuit institutions as well as our competitor set, launching a major in PR would actually help distinguish Fairfield from our peers. Only seven of the 25 schools in our competitor set offer a major in public relations and only nine of the 27 Jesuit institutions offer a major in public relations. Again, while many more of our sister schools and competitor schools offer much more clearly labeled “tracks,” “concentrations,” or other clear paths for students interested in studying public relations (even when the final degree will read “communication”), there is a unique opportunity here for Fairfield University to have a point of distinction among our peers and competitors without significantly altering our academic offerings. Furthermore, the unique dual emphasis of the proposed program on ethics and emerging media serves as a point of distinction.
5. Objectives

The Interdisciplinary Program in Public Relations will:

• Provide a low resource program in public relations that leverages primarily existing courses to offer a cutting-edge approach to the study of public relations.
• Offer students a systematic approach to the study of public relations based in the liberal arts and built upon the idea of interdisciplinarity.
• Stress the ethics of public relations practice throughout all levels of the program.
• Increase the number of applicants to the University and to the College of Arts and Sciences.
• Leverage Fairfield’s geographical location, existing faculty resources, and existing strength in Communication-related programs.
• Strengthen Fairfield’s connections with both for-profit and not-for-profit organizations through guest speakers, internships, mentorships, and other opportunities specifically related to the pursuit of public relations.
• Prepare students for future careers in public relations, not-for-profit advocacy, social media communication strategies, event management, strategic communication and many other professional paths, some of which have yet to be forged.
• Expand research collaboration opportunities between faculty in a variety of programs including Communication, Applied Ethics, Journalism, Politics and a variety of other majors and programs.
• Work closely with existing campus institutes (i.e. Center for Faith and Public Life) through internships and other interactions to put public relations practice to work in pursuit of social justice.
6. Impact

The interdisciplinary major in Public Relations will not replace any current academic program, relocate any faculty to a new department, or require significant new resources. Impact to existing programs and majors vary, but most are nominal:

**Department of Communication**: The Department of Communication will lose an estimated 100 majors in Communication to the new major in Public Relations. However, as Section 7 details, the Department will still be offering many of the classes associated with the proposed program and faculty in the department will be involved in advising students and normal administration of the program. In other words, the effect of a new program in Public Relations is a net-neutral for the Department of Communication that will lose majors in Communication, but will gain majors in a new major in Public Relations. Currently in advising materials provided by the Department of Communication, courses are highlighted that “would be of interest” to those majors interested in pursuing a career in public relations and this major helps concretize those pathways.

**Department of English**: The English Department will be servicing more students in ONE English/Journalism course or English/Professional Writing course that will be required as part of the proposed new major. Some current English majors may choose to major and/or minor in Public Relations. Current estimates are that two-three sections of writing courses would be required by PR students on a yearly basis (estimating a major with 100 students overall).

**Department of Visual Arts/FTM**: While no currently existing FTM course would suit the needs of the program as proposed here, it is very possible that a future course would be developed within this program that would service the major.

**Marketing/School of Business**: While it is impossible to estimate exactly how many current marketing majors will choose to enroll instead in a public relations major is impossible, DSB Associate Dean Mark Ligas predicted in July 2014 that some Marketing majors might be attracted to a PR major and would switch. The existing one or two courses offered in Marketing that explicitly deal with public relations would continue to stand in place, but the interdisciplinary nature of the PR major allows them also to be included in this proposal.

**Computer Science/School of Engineering**: Courses are currently listed as electives from Engineering and discussions have initiated for Engineering to offer computer programming and skills courses for non-engineers that can be incorporated into programs like the proposed Public Relations major as developed.

**College of Arts and Sciences**: This program is expected to be popular with students and will not simply cannibalize existing CAS programs, but will also draw students from the Business School to CAS and drive up applications overall to CAS. The program will also be attractive to potential students. Faculty who have not previously been able to engage with a public relations curriculum despite significant training in the area will be intellectually satisfied.
**Overall University**: The program will exist as a resource for campus organizations, student groups, projects and other initiatives that regularly call for some sort of strategic communication or public relations work. The new program allows Fairfield to better compete with schools that currently offer Public Relations as a major or minor, and it would give Fairfield an edge over those competitive schools that do not offer it.

Appendix A details how Fairfield would be able to directly compete with schools with a PR major such as Quinnipiac, University of Massachusetts, Bentley, Scranton and Syracuse. Offering a PR minor at Fairfield would allow us to compete with minors at such schools as Quinnipiac, UMass, Marist, Bentley and Scranton. An even bigger edge would be realized against many top competitors that do not have a PR major or minor, including UConn, Loyola Maryland, Fordham, Villanova, Holy Cross, St. Joseph’s, Stonehill, Scared Heart, Bryant and Trinity.

Appendix B illustrates there are PR courses, majors or minors at 27 of the 28 Jesuit schools. Other Jesuit schools with the type of PR major envisioned here include Creighton, Gonzaga, Loyola New Orleans, Loyola Chicago, Marquette, Rockhurst, Seattle, Spring Hill and Scranton.
7. Program Detail

The requirements for the proposed B.A. in Public Relations are based on research (see appendices) of existing programs at competitor institutions, professional knowledge of the public relations advisory committee, insights gathered from systematic conversations Professor David Gudelunas conducted in Summer 2014 with public relations professionals, and learnings obtained from the July 2014 AJCU Communication Conference held at Fairfield University.

The program is a progressive and demanding 11-course sequence that provides room for students to tailor their academic plan yet clearly aligns with academic trajectories in the field and professional norms in the workplace.

Courses are drawn from ten different departments or programs across campus with more to be added at the discretion of the steering committee as new classes are added in other departments and programs.

Note: Social science courses (such as CO 130) taken as part of the PR major will not “double count” for social science core (in line with current Department of Communication procedures). Other core classes (such as Applied Ethics) that may count for core can “double count” as is the norm in other departments.

Learning outcomes

Completing a major in Public Relations will allow students to:

- Apply the principles of primary and secondary research to public relations situations.
- Apply basic public relations theories and principles to practice.
- Create effect public relations plans across media platforms utilizing clear and effective writing
- Deliver clear and effective presentations.
- Create ethically sound and socially responsible public relations plans.
- Synthesize broader liberal arts knowledge in the service of public relations plans.
- Identify optimal means of communication across various media platforms and channels, audience and situational context.
- Critically evaluate the work of others for clarity, appropriate style, ethical soundness and sensitivity.

Public Relations Major Requirements

The major would understandably be modified over time as the field and the resources at Fairfield University change. At its launch, the major will include the following requirements:
The PR major in the Department of Communication will require 33 credits (11 courses) as follows:

**Required courses for PR Major = 27 credits.**

**Foundational Courses**
*Students must take all of the following. 21 credits*
- CO 101 Argument and Advocacy*
- CO 102 Introduction to Public Relations
- CO 130 Media and Society
- CO 201 Persuasion
- CO 220 Intro to Organizational Communication
- CO 309 Communication Research Capstone*
- CO 324 Crisis Communication

*sections of these existing courses may in the future be designated as more suitable for PR majors and content and/or instructors will be tailored for PR majors.

**Writing Component**
*Students must select one of the following. 3 credits.*
- EN/W 336 Issues in Professional Writing
- EN/W 332 Business Writing
- EN/W 220 News Writing

**Ethics Component.**
*Students must select one of the following. 3 credits.*
- AE 281 Ethics of Communication (3 credits)
- AE 294 Ethics of Media and Politics (3 credits)
- AE 296 Ethics in Government (3 credits)
- AE 396 Seminar in Ethics and Government (3 credits)
- AE 399 Special Topics
- PH 250 Ethical Theory
- PH 350 Advanced Topics in Ethics
- Or other approved AE or PH offering

**Electives courses for PR Major = 6 credits (from a single focus or multiple foci).**
*Students must select two electives. A course taken as a required course above can not “double count” as an elective.

**Media-Focused Electives**

---

4 The list of writing classes that could satisfy the 3 required credits for the writing component will be determined by the Department of English. The Department of Communication defers to the expertise of those faculty who deliver the current writing curriculum.
• CO 231   Media Institutions
• CO 233   Information Technologies: Economics, Law and Policies
• CO 334   Comparative Media Systems
• CO 336   Social Media
• CO 338   Media Audiences
• CO 342   Technoculture and Information Society
• AE 294   Ethics of Media and Politics
• MK 241   Digital Marketing
• FTM 132   Web Design
• CS/SW 131  Fundamentals of Programming
• CS/SW 141  Introduction to Computer Science
• SW 151   Introduction to Computer Game Modeling
• SW 304   Introduction to Web Development
• EN 340   World of Publishing
• EN/W 220  News Writing
• EN/W 221  Digital Journalism
• EN/W 222  Journalism Editing and Design
• EN/W 320  Writing the Feature Story
• EN/W 323  Photojournalism I
• EN/W 327  Photojournalism II: Documenting The Community
• EN/W 329  Issues in News Writing
• EN/W 330  Literary Journalism

Nonprofit/Policy-Focused Electives

• CO 200   Interpersonal Communication
• CO 240   Intercultural Communication
• CO 242   Alcohol, Addiction, and Culture
• CO 246   Family Communication
• CO 345   Relational Communication
• PY 148   Social Psychology
• PO 155   Public Administration
• PO 165   Political Parties, Interest Groups, and Public Opinion
• PO 166   American Public Policy
• PO 167   Media and Politics
• AE 294   Ethics of Media and Politics
• EN/W 339  Grant and Proposal Writing

Corporate Communications-Focused Electives

• MK 101   Principles of Marketing
• MK 212 Consumer Behavior
• MK 231 Advertising
• MK 241 Digital Marketing
• MK 311 Marketing Research
• MK 312 Global Marketing
• MK 321 Marketing Channels
• MK 322 Business to Business Marketing
• MK 331 Media Strategy
• MK 332 Public Relations
• EN/W 332 Business Writing
• EN/W 335 Technical Writing
• EN/W 336 Issues in Professional Writing
• EN/W 338 Persuasive Writing
• EN/W 340 The World of Publishing
• PY 148 Social Psychology
• CO 322 Leadership Communication
• CO 325 Organizational Communication and Advertising
• CO 340 Conflict Communication
• CS/SW 131 Fundamentals of Programming
• CS/SW 141 Introduction to Computer Science
• SW 151 Introduction to Computer Game Modeling
• SW 304 Introduction to Web Development

**Healthcare-Focused Electives**

• CO 200 Interpersonal Communication
• CO 240 Intercultural Communication
• CO 242 Alcohol, Addiction, and Culture
• CO 248 Health Communication
• CO 343 Ethics in Marketing: Medical Drugs and Devices
• CO 347 Communication in Healthcare Organizations
• CO 348 Risk Communication

**PR Internship**

• CO 398/399 PR Internship (one course can count toward major—must be at in a PR related position)

**Public Relations Minor Requirements**

A 15-credit public relations minor would be based on the major and include the following courses:
Required (12 credits)

- CO 102 Introduction to Public Relations
- CO 101 Argument and Advocacy
- CO 201 Persuasion
- CO 324 Crisis Communication

Plus one elective (3 credits from above list. A writing course is highly recommended.

**COMM/PR major and minor configurations**

**PR Major with Communication Minor**: above 11 courses, plus 4 additional (CO 200 required, if not included with PR Major) Communication courses (not CO 398/399), total = 45 credits.

**Communication Major with PR Minor**: Communication major requirements plus 5 additional courses (CO 102, CO 201, CO 324 required if not taken as part of Communication Major) CO 398/399 cannot be repeated, total = 45 credits

**PR and Communication DOUBLE Major**: above 11 courses, plus 8 additional (CO 100 and CO 200 required) Communication courses (CO 398/399 cannot be repeated), total = 57 credits.

**Assessment of Learning Outcomes**

The program will assess learning objectives through the introductory and capstone courses along with periodic curricular mapping and regular review of course content by the advisory committee. Other assessment opportunities will be implemented early in the program by the steering committee and in consultation with the College of Arts and Sciences Deans office and the Center for Academic Excellence.

A formal review of the program will begin in the fifth year after the major is awarded approval by the state as part of routine program review procedures.

As new courses are introduced in departments and programs across the University the program director will solicit suggestions for electives to be cross-listed, subject to approval by the PRSC. There are numerous abroad courses in public relations that currently are offered through many programs that will also be counted for elective credit.
8. Administrative Structure

The Public Relations Program will be administered by the Department of Communication but as a major separate from the existing major in Communication.

Additional faculty will be asked to join in as consultants as the program evolves. Part-time faculty teaching courses listed above or who have a professional background in public relations will also be engaged to lend their professional considerations.

A student alumni/ae committee of Fairfield University graduates currently employed in public relations, not-for-profit work and other related industries will also be asked to lend their knowledge and insights.

9. Resources

At present, Fairfield University possesses all the resources needed to launch the Program in Public Relations as detailed above. While we are not requesting any new faculty lines at the start of the program, a Professor of the Practice (POP) or a Visiting Assistant Professor will be requested once the program is approved to help cover subsequent classes.

As students declare the major (beginning initially only with about 25 first year students after approval), enrollment management coordinated between the program director and the CAS Dean’s office will determine a need for part-time faculty, specialized Professors of the Practice who can offer special topics courses pertaining to industry trends, and the number of sections required of required courses. In the near future, existing special topics course numbers in Communication can be utilized to pilot courses already in the planning stages on Social Media and Public relations Case Studies that will eventually be matured into regularly scheduled courses. In specific, there is a need, as mentioned, for more courses in social media and case studies in public relations.

If the major grows to about 100 students when fully enrolled after four years from launch (which is current projection), the need for careful coordinated enrollment management across the various departments and programs contributing to the major will be significant. It will become imperative that the Administration support this major by pledging support to offer the number of courses and sections demanded by this major through those courses’ various home departments. Similarly, as the major grows in number of students, it is conceivable that graduate assistants or some modest funds will be requested for events, speakers, student events, faculty development or other programmatic aims. These requests, however, are not being made at the present time but would be contingent on the program meeting its enrollment targets of about 25 students per class or 100 students when completely enrolled.
The library already subscribes to journals and databases relevant to public relations and contains ample holdings generally pertaining to critical public relations theory.

**Budget**

There is a zero budget request for the first year of the program. As enrollments solidify, additional sections of courses in Communication, Applied Ethics, English and other departments may be requested pending student demand. The program received a written note of support from SVPAA Dr. Lynn Babington (See Appendix C) that specifies “resources to make it successful will be made available.” Since most students attracted to the Public Relations major will be existing Communication majors, there is not an anticipated significant change in the number of students served by the department (or sections offered) in the first year of the major.

**Two-Year Budget Projection**

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Funds to supplement Comm budget for programming, events, etc. related to PR major</td>
<td></td>
<td>$2,500</td>
</tr>
<tr>
<td>Additional sections of classes (outside of Communication)</td>
<td></td>
<td>6 @ $5,000</td>
</tr>
<tr>
<td>Professor of the Practice dedicated to teaching PR sections in Comm</td>
<td></td>
<td>$55,000 plus benefits</td>
</tr>
</tbody>
</table>

10. **Projections for the Future**

Projections for the growth of the major are based on a myriad of factors related to enrollments at the College and University, the future of public relations-related industries and a host of other factors. As noted above, we anticipate about 50 students per year, in a planned four-year rollout of the program. Some of these students would have selected Fairfield University and enrolled in Communication or another contingent major, while others will be students who opted to select Fairfield as opposed to a competitor institution that already has an established public relations program. Job prospects in public relations are strong and the inroads that public relations firms have made into social media have increased the future importance of this field.

The program will be reviewed by the state after five years and in accordance with normal CAS review procedures as well. The Office of Admissions will continually monitor enrollment numbers as well.
## Appendices

### A. The Status of Public Relations at Fairfield’s Top 25 Competitors as Determined by the Office of Admission

<table>
<thead>
<tr>
<th>Institution</th>
<th>PR Major</th>
<th>PR Minor</th>
<th>Location/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairfield University</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Providence College</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>University of Connecticut</td>
<td>No</td>
<td>No</td>
<td>Emphasis offered in Communication</td>
</tr>
<tr>
<td>Loyola Maryland</td>
<td>No</td>
<td>No</td>
<td>Emphasis offered in Communication</td>
</tr>
<tr>
<td>Fordham University</td>
<td>No</td>
<td>No</td>
<td>Courses in PR offered in Comm</td>
</tr>
<tr>
<td>Quinnipiac University</td>
<td>Yes</td>
<td>Yes</td>
<td>School of Communication. MA in PR also offered.</td>
</tr>
<tr>
<td>Villanova University</td>
<td>No</td>
<td>No</td>
<td>Emphasis offered in Communication</td>
</tr>
<tr>
<td>Boston College</td>
<td>No</td>
<td>No</td>
<td>Courses offered in Communication</td>
</tr>
<tr>
<td>University of MA</td>
<td>Yes</td>
<td>Yes</td>
<td>In Journalism Department</td>
</tr>
<tr>
<td>Marist College</td>
<td>No</td>
<td>Yes</td>
<td>Also one possible concentration for the major. Concentration required.</td>
</tr>
<tr>
<td>U. Of Delaware</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>College of the Holy Cross</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>St. Joseph’s University</td>
<td>No</td>
<td>No</td>
<td>Courses in PR offered in Comm</td>
</tr>
<tr>
<td>Bentley University</td>
<td>Yes</td>
<td>Yes</td>
<td>Major titled “Information Design and Corporate Communication”</td>
</tr>
<tr>
<td>Stonehill College</td>
<td>No</td>
<td>No</td>
<td>Courses offered in PR in Comm</td>
</tr>
<tr>
<td>Penn State</td>
<td>Yes</td>
<td>No</td>
<td>School of Communication</td>
</tr>
<tr>
<td>University of Vermont</td>
<td>Yes</td>
<td>Yes</td>
<td>Major titled “Public Communication”</td>
</tr>
<tr>
<td>University of Scranton</td>
<td>Yes</td>
<td>Yes</td>
<td>Major titled “Strategic Communication”</td>
</tr>
<tr>
<td>Boston University</td>
<td>No</td>
<td>No</td>
<td>Courses offered in PR in “Department of Communication, Advertising and Public relations. MS in PR offered.</td>
</tr>
<tr>
<td>UNH</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Sacred Heart</td>
<td>No</td>
<td>No</td>
<td>Concentration in Communication Studies. One of two required.</td>
</tr>
<tr>
<td>Syracuse</td>
<td>Yes</td>
<td>Yes</td>
<td>School of Communication</td>
</tr>
<tr>
<td>Northeastern</td>
<td>No</td>
<td>No</td>
<td>Many related courses in School of Communication</td>
</tr>
<tr>
<td>Bryant</td>
<td>No</td>
<td>No</td>
<td>Listed as an interest area</td>
</tr>
<tr>
<td>Trinity</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>SUNY Binghampton</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
### B. The Status of Public Relations at other Jesuit Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>PR Major</th>
<th>PR Minor</th>
<th>Specific PR Courses Offered? (Location)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairfield University</td>
<td>No</td>
<td>No</td>
<td>Yes (Business School only)</td>
</tr>
<tr>
<td>Boston College</td>
<td>No</td>
<td>No</td>
<td>Yes (Comm)</td>
</tr>
<tr>
<td>Canisius College</td>
<td>No</td>
<td>No</td>
<td>Yes (Track in Communication)</td>
</tr>
<tr>
<td>College of the Holy Cross</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Creighton University</td>
<td>Yes</td>
<td>Yes</td>
<td>Own Department</td>
</tr>
<tr>
<td>Fordham University</td>
<td>No</td>
<td>No</td>
<td>Yes (Communication)</td>
</tr>
<tr>
<td>Georgetown University</td>
<td>No</td>
<td>No</td>
<td>Graduate Level and Liberal Studies only.</td>
</tr>
<tr>
<td>Gonzaga</td>
<td>Yes</td>
<td>Yes</td>
<td>Own Department</td>
</tr>
<tr>
<td>John Carroll</td>
<td>No</td>
<td>No</td>
<td>Yes (Track in Communication)</td>
</tr>
<tr>
<td>Le Moyne</td>
<td>No</td>
<td>No</td>
<td>Yes (Communication)</td>
</tr>
<tr>
<td>Loyola Marymount</td>
<td>No</td>
<td>No</td>
<td>Yes (Communication)</td>
</tr>
<tr>
<td>Loyola New Orleans</td>
<td>Yes</td>
<td>Yes</td>
<td>Own Department</td>
</tr>
<tr>
<td>Loyola Chicago</td>
<td>Yes</td>
<td>Yes</td>
<td>Own Department</td>
</tr>
<tr>
<td>Loyola Maryland</td>
<td>No</td>
<td>No</td>
<td>Yes (Track in Communication)</td>
</tr>
<tr>
<td>Marquette</td>
<td>Yes</td>
<td>Yes</td>
<td>Own Department</td>
</tr>
<tr>
<td>Regis</td>
<td>No</td>
<td>No</td>
<td>Yes (Communication)</td>
</tr>
<tr>
<td>Rockhurst</td>
<td>Yes</td>
<td>Yes</td>
<td>Major in Communication</td>
</tr>
<tr>
<td>St. Joseph’s</td>
<td>No</td>
<td>No</td>
<td>Yes (Communication)</td>
</tr>
<tr>
<td>St. Louis</td>
<td>No</td>
<td>No</td>
<td>Yes (Track in Communication)</td>
</tr>
<tr>
<td>St. Peter’s</td>
<td>No</td>
<td>No</td>
<td>Yes (Track in Communication)</td>
</tr>
<tr>
<td>Santa Clara</td>
<td>No</td>
<td>No</td>
<td>Yes (Communication)</td>
</tr>
<tr>
<td>Seattle</td>
<td>Yes</td>
<td>Yes</td>
<td>Own Department</td>
</tr>
<tr>
<td>Spring Hill</td>
<td>Yes</td>
<td>Yes</td>
<td>Own Department</td>
</tr>
<tr>
<td>University of Detroit Mercy</td>
<td>No</td>
<td>No</td>
<td>Yes (Track in Communication)</td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>No</td>
<td>No</td>
<td>Yes (Communication)</td>
</tr>
<tr>
<td>University of Scranton</td>
<td>Yes</td>
<td>Yes</td>
<td>Own Department</td>
</tr>
<tr>
<td>Wheeling Jesuit</td>
<td>No</td>
<td>No</td>
<td>Yes (Track in Communication)</td>
</tr>
</tbody>
</table>
C. Letters of Support from Chairs and Administrators

From: "Babington, Lynn" <lbabington@fairfield.edu>
To: "Gudelunas, David" <dgudelunas@fairfield.edu>
Subject: Public Relations major
Date: January 25, 2015 at 10:34:26 AM EST

Dear David,

David, good luck with your upcoming presentation of the proposed Public Relations major to EPC. This is an important development for the University as students have a strong interest in Public Relations and we have faculty expertise in this area. Once this program is approved and launched, and as it grows, the resources to make it successful will be supported. This may mean initially adjunct faculty and term faculty (POP). I am optimistic that it will be successful and we will need to build a stable tenure track faculty to support the education and advising needs of our students.

Best of luck!

Lynn

Lynn Babington, PhD, RN
Senior Vice President for Academic Affairs
Robert Wood Johnson Executive Nurse Fellow

Hello David,

The Psychology department discussed the concept of a minor in Public relations at our staff meeting on 9-30-14. We have no objections to a minor in PR. There was some discussion if an how our department might engage. Our conclusion was that internships in PR is something our students sometimes look and that one possible course connection is social psychology but that is as far as we got.

Judy

Judy Primavera, Ph.D.
Chair, Professor of Psychology
Hi, David,
I read through your proposal for the Public Relations Program. I was especially pleased to see that students can choose from several School of Engineering Courses (CS/SW 131, CS/SW141, SW151, and SW304) to fulfill a requirement under Emerging Media Component and as a choice for the two elective courses in the program. I hope we can find additional ways to collaborate with you more substantially in the future including more course development that will be appropriate for your students.

Best wishes for success with your new program.
Bruce

Dr. Bruce W. Berdanier, PE, LS
Professor and Dean of Engineering

David,

I am writing to affirm that the Center for Applied Ethics is very supportive of the proposal for an interdisciplinary major and minor in Public Relations. Specifically, in response to your questions:

1. Does Applied Ethics offer any other courses that should be included as a possible elective?

One other course to mention is AE399 Special Topics, which would allow select students to work with faculty to develop independent studies around distinctive interests they might have.

2. Given PR majors will need to take at least 1 Applied Ethics Course, how many additional sections of the possible AE options listed in the proposal would be needed, figuring a major with approximately 25-50 students per year.

AE courses normally cap at 30 students. 25 is better, but 30 tends to be the practice. So allowing for non-majors to also take courses relevant to this major/minor, a minimum of two sections per year of an AE option, in addition to what we currently offer.

3. How often is each AE course offered?
AE 281 is offered once in the Fall and once in the spring. Currently, it always fills. The other courses listed are not regularly offered at this time, which means they are candidates for the sunset. I propose we look at the course descriptions of these other AE courses to see if they best meet the needs of your proposed major/minor, so can decide whether to revive them, or whether we would prefer to create a new course (or courses) more tailored to public relations.

4. Are there plans to sunset any courses on the list?

See #3.

I hope these answer suffice for now. Let me know if you need anything more at this point.

The main thing: Applied Ethics is fully supportive of your initiative.

Best wishes,

David P. Schmidt
Associate Professor of Business Ethics
Director of the Center for Applied Ethics
Fairfield University

Hi David

Please see the responses from the Marketing Department below. We have no objections with regard to the MK courses listed in your proposal, but we would also like to add Consumer Behavior (MK212) on the list of electives.

Also, just to clarify, can students double count our Marketing classes (currently offered as electives in the PR program) if they decide to pursue a PR major/ MK minor, respectively a MK Major/ PR minor? In such case, a PR major could theoretically get a minor in MK by taking only two more MK classes on top of those offered as electives in the PR program. Or a MK major could get a minor in PR with 4 classes (possibly 3 classes, if they count the Business Writing as their Business Elective). I just wanted what see your opinion on this.

Please let me know what you think,
Camelia

Camelia Micu, Ph.D.
Associate Professor of Marketing
D. Minutes from Meetings related to PR Proposal

In all five formal meetings were held to discuss the PR major. Times for meetings were determined by faculty of all affected department responding to a Doddle poll. Chairs of all affected departments were notified of meeting dates and times and tasked with encouraging their departmental colleagues to attend.

Minutes for PR proposal meeting. 10.9.14

10.9.14 Meeting began at 11:10am.

Present: David Gudelunas (DG), Mike Serazio (MS), Sally O’Driscoll (SO), Michael Pagano (MP), Colleen Arendt (CA)

Discussion of admissions’ point that parents want to see that their child can get a major in PR, just like with journalism.

Discussion of how many writing classes need to be included in the major as well as how many courses for the major is appropriate: 10, 11, or 12.

SO wondering how if there are English requirements, how it is resource neutral? DG says we’ll have to work with dean. Will take out claim on p. 10 that this is “resource neutral”. DG foresees needing two additional sections per year of English writing courses. DG said he would remove “resource neutral” language.

SO has issues with procedures, including asking for help from non tenure track English faculty.

DG wants to clarify for the sake of the minutes how the procedures went through: met with Elizabeth Petrino, Laura Nash and Dean Simon this summer, said he’d take the lead on the PR proposal. Said he’d reach out to the prof’l writing folks as he doesn’t have a background in prof’l writing. Draft is still very, very much a draft, which is why we are currently in the first discussion. SO said that Petrino seconded that talking to untenured person wasn’t appropriate. DG thought it was a reasonable idea and noted that he asked untenured faculty and adjuncts for feedback in Comm. He didn’t understand why asking a Visiting Assistant professor for her professional opinion on writing courses was so taboo? He stated he was not looking for departmental commitment or opinion, but rather wanted to tap expertise from professionals on campus who had knowledge of the field.

SO upset that this wasn’t taken to English prior to even drafting the proposal. DG mentioned, again, that Petrino knew a proposal was being crafted and that English has been asked to participate in this [first] and every meeting related to the PR proposal.

DG wants to know who he should have asked if not for the prof’l writing [untenured, non TT] person.
SO finds fundamental proposition problematic: If you’re going to use the resources of another department, we must include them in the loop. Cannot come to them post creation of the draft; that needed to occur prior to creating the draft. Says English department is all in agreement with this. MP wants to know why we can’t work now with this, in collegial discussions. DG perceived these two proposal meetings as being the beginning, saying, this is the first meeting. DG stressed this an interdisciplinary proposal and calls on multiple programs, departments and faculty. Working with all these bodies and entities to simply draft a proposal is just not reasonable.

SO sees this as being severely problematic; this is not a collegial way to draft a proposal. DG apologizes, thought he was being as collegial as possible. Figured this meeting and tomorrow’s would be the place for English to say, yes to these classes, no to these, etc. SO says that this is not the way English does this. MP states that it is common in business and other contexts to circulate a draft as first steps in a process of creating new initiatives.

SO wonders how health sciences has been doing with these initiatives. SO said we’re not even following the governance documents but won’t clarify how; DG will have to look it up himself.

Following SO’s departure, discussion of ways COM could offer the writing classes without English involvement. MP and MS both have relevant writing backgrounds. MP can offer business writing, MS as a former journalist can offer news writing. There is a way to offer writing courses within the com department with existing faculty and existing resources.

Meeting adjourned at 11:45am.

Friday September 10 @ 11:00am CNS 8.

Present: David Gudelunas (DG), Elizabeth Petrino (EP), Sallyanne Ryan (SR), Colleen Arendt (CA), Qin Zhang (QZ),

DG opens with background of the procedures of how the proposal came to be. Politics sent an email saying they support it, they’re on board, but don’t feel the need to be involved in the discussion, same with psychology, and business (with some’s desires to be apprised of the process). DG stands by the process he followed with regard to the procedures.

Moving to discussion of the proposal itself.

EP wondering how we get to the 30% of graduates get jobs in communication fields. DG says it’s from Career Planning. EP wondering if it includes publishing, grant writing etc. DG says he doesn’t think it includes grant writing but career planning has that info.

Re: survey mentioned in the proposal. EP wondering if it’s current students, types of questions. DG: yes, current com, film, and journalism majors with questions asking them how that would impact their plan of study, adding a major, minor, changing major to PR etc, plus questions along
the line of why did you choose your major. Survey hasn’t launched yet. EP wondering how data driven this proposal is. Wondering whether we need to know what exact fields they’re going into so we make sure the proposal is appropriate. E.g., we could do a post graduate survey to find out what their jobs are and whether they would have benefitted from a PR major.

DG notes that a major in PR doesn’t necessarily mean that people find work in PR, they could go into corporate communication, HR, etc.
DG notes that admissions has told us over and over again that many times students don’t apply because FF doesn’t have a major they are looking for. Admissions is overjoyed at hearing we might have a PR major because they know we are losing students.

EP asks wasn’t there a new PR course that com just proposed? DG: Yes, Prof Arendt proposed Introduction to Public Relations, which is in her wheelhouse, and DG notes that frankly that course is good for communication students regardless of status of the proposal.

SR notes that there were four new courses proposed: intro to PR, healthcare marketing, conflict (special topics) and social media.

EP says it’s important to hear things stated publicly, in meeting, not just dropping by or in emails, EP says it’s important to have public meetings so everyone can hear what each other is saying. DG agrees and envisions more meetings like this, making sure to keep inviting those who are expressing interest in particular. EP states it would be nice to hear from other departments like politics, psychology. DG reiterates that they emailed their support but that they don’t want/need to be involved. DG says, frankly, I can’t make people show up to these meetings and force their participation.

EP has question of how this connects to potential “division” of com, and DG pointed her to bottom of page 3 where proposal states that this proposal is independent from that initiative and the proposed (interdisciplinary) journalism major.
DG notes that there is nothing to keep com from creating and keeping a PR concentration within our major given that we already offer written com courses and some PR courses. But we think it’s better served as an interdisciplinary major

EP asked for a run through of the various courses listed in our proposal, CA gave a quick run through of the new course she developed, CO 102, introduction to public relations,

When discussing CO 101, argument and advocacy, EP mentions that English offers a similar course and has for a few years. Sounds very similar to the way we run CO 101.

Discussion of whether news writing or business writing is the better writing course to make it required. Idea that we want them to take some writing courses as part of the foundational requirement. DG mentioned yesterday that SO said it would stress English’s resources, EP agreed. Discussion of whether this will require too many adjuncts—more than everyone feels comfortable with. Hoping that administration will commit resources to this program in a way that is helpful and positive to the dept. EP notes that right now that English has staffing issues getting writing professors in the core because they are so stretched.
DG notes that one thing we discussed yesterday was making it one more writing class, so two total, not three—the third of course could be writing courses as electives. So instead of six credits of writing, we’d take it down to three. And three credits of ethics. Prof David Schmidt is on board with this, of course concerned with staffing issues, but is on board with this. There’s an emerging media component, so they have to take some course that deals with applied media components. Mentions a few various media courses in our catalog that PR students would be interested in taking.

EP notes two potentially relevant courses: ENW 340 world of publishing, ENW 336 issues in professional writing, shell course, can be taught in all different ways, but the current course with Chisolm is multimedia writing. Courses would relate to the whole process of designing, doing multi modal publishing.

DG Mentions Amalia Rusu is creating a computer science course for non-majors that would be great for COM and PR courses.
EP clarifies that it’s essentially a list of courses that students can design their electives. CA says, yes, and this is good and appropriate given the wide variety of options within the field of PR, which students will get exposed to in the intro (CO 102) course, mentions as examples, Finance PR, nonprofit, fashion PR etc, so students can pick an interest and find electives that suit their interests.

EP wondering how advising will work given it’s an interdisciplinary major. Great question, DG is speaking to Terry Ann Jones re: how interdisciplinary studies does their advising. Discussion of a few options, DG thinks there’s an argument here for creating a staff position, to assist in some advising issues.

EP wants to speak with relevant affected people, thinks it will be important to have some more meetings. Send another Doodle Poll. Wants to bring more English folks into discussion next. DG said he will do that immediately after meeting and hopes that more English faculty will be able to join on productive conversations.
SR thanks EP for coming and going through the list of proposed courses and getting her feedback EP thinks it’s imperative to get people on board and getting them to see the value to the university and current and future students. Impression is that the people on the committees that this proposal will already go through will be asking these questions anyway. DG says, yes, survey will help, EP suggests sending survey to all English majors.

Meeting adjourned at 12:05.
Respectfully submitted,
Colleen Arendt
Minutes for PR proposal meeting. 10.23.14

10.23.14 Meeting began at 1 p.m.

Present: David Gudelunas (DG), Laura Nash (LN), Maggie Wills (MW), Elizabeth Boquet (EB), Cinthia Gannett (CG), Colleen Arendt (CA), Gisela Gil-Egui (GGE), Sallyanne Ryan (SR), Mark Scalese (MS)

Continued discussions of PR proposal, slight revisions based on last meeting. Based on LN’s experience with the A&S curriculum committee and various proposals not passing through departments, question was raised if every dept involved saw this proposal. LN thinks each dept should be consulted and sign-off from each should be obtained.

DG emailed all depts. (EN, Psych, Comm, VPA, Pol, Mktg, Applied Eth) for review. J. Primavera spoke to her dept, no objections. She was going to try to make today’s meeting. No objections from Politics either – J. Boryczka mentioned developing a course in the future to be included in the PR program.

EB wondered if depts. like Psych with only one course would be likely to go ahead while another dept would like to be part of a committee. EB questioned whether all chairs should be asked.

DG stressed that he did ask all chairs of departments with courses listed in the proposal, many wanted to be kept in the loop but had no objections. EN, Comm and VPA are all involved in talks, but cannot force other depts. to attend these meetings. All depts. could have requested for their courses be taken out of the proposal, none did. DG would seek letter/email of support from each dept for the steering committee. LN would be fine with email approval from all. DG will send to all depts. for final approval once proposal is finalized.

CG questioned whether there are any other areas/depts. that are not represented that can be included. CG also questioned how well interdisciplinary programs are allowed to flourish? Are any other curricular being considered? What his might look like?

DG mentioned the model for the PR proposal is the International Studies program – it’s incredibly successful with students. He said discussions ongoing have considered multiple options but that an interdisciplinary model was preferred.

CG is concerned with logistical issues with faculty-side not student-side.

DG noted that it’s being done now with faculty for Environmental Studies and Int’l Studies.

GG said that programs get more resources as their student numbers grow. Int’l Studies has many resources because they have the numbers.

CG noted that sometimes it starts with the resources and the students build it.

DG estimates up to 25-50 majors each year in the PR program.

CG asked if cohort could be limited. DG does not think so. SR noted there have been cases where Admin has overruled any effort to implement policy to cap (B or better, etc). Dean would overrule.
DG believes rather than a 2nd major in Comm, PR is stronger as an interdisciplinary program. It draws in EN, Pol, etc. Staffing problem would still exist if it stays within Comm dept.

EB noted it’s an interesting moment in EN as far as where we (EN) are in writing and rhetoric. CG agreed. EB believes we are at the right moment with the PR program, the timing is good.

LN stressed a need for space. LN also noted that, as with Asian Studies, faculty was hired for the program with no classes to teach. Answer may be to make use of adjuncts. Lastly, issue of content – not just writing course – but grant writing, non-for-profit agency work, etc.

CA as an expert in PR, talked about not just the theory but having strong content, talk of ethics, etc in the course. CA gathered info from colleagues in the field, researched sister-school courses/programs, and saw the importance and benefits of PR.

MG sat in CA’s crisis course and mentioned it was filled with case studies, discussion, not just glitz but plenty of substance.
CA noted that students are excited to take the course and are ready for classes that focus on PR.

GG spoke of a theoretical common denominator that connects EN, Pol, etc. Can it be better highlighted in one department rather than one program?

MS asked what type of people should teach courses (VPA-related)? Credentials needed. It can take upwards of 5 months to find a qualified adjunct teacher, who isn’t doing the job (such as digital motion graphics) to teach a course.

DG noted that there will be no new courses created for this major, which is one of the design features for this program. Intro to Public Relations course will be the only new course related to this program, but Comm will offer independent of the program. Therefore, we already have faculty to teach courses for PR program.

CA noted we need PR at FFLD. We need to compile from what we already have. Other schools offer writing courses under Comm not EN, other schools offer marketing courses under Comm, etc. PR and persuasive writing need to make more of a dotted line to Mktg and Politics. Other Jesuit schools start with Comm. We can make it work, as DG said, PR would be stronger as an Interdisciplinary Program.

CG had questions about curricular arguments. She’d like to know better how we are conceptualizing programs.

CA noted we need PR at FFLD. We need to compile from what we already have. Other schools offer writing courses under Comm not EN, other schools offer marketing courses under Comm, etc. PR and persuasive writing need to make more of a dotted line to Mktg and Politics. Other Jesuit schools start with Comm. We can make it work, as DG said, PR would be stronger as an Interdisciplinary Program.

LN agreed with GG’s point that it may be stronger as an interdisciplinary program. CG said it’s not just writing but the theory of conceptualizing. Taking it forward to be more inclusive with other areas.

LN and MS mentioned the need for a videography class. Even to learn the language of videography, graphic design, etc. MS asked if reason why no other VPA course is listed with PR
proposal b/c no other is already featured. DG confirmed that what was listed was what was considered relevant for the program but that other options will gladly be considered.

It was agreed the importance of lighting, cameras, video, terminology and having knowledge of all is incredibly important and should be part of curriculum. LN also mentioned one of the minor requirements for VPA is learning copyright/ownership issues.

GG agreed and noted her media law course deals with same issues.

CG asked why don’t we have basic linguistics course relating to PR? Single course on language/intro to language.

SR noted that CO 100 serves this purpose.

CG would like to see more engagement across programs. CG suggested she can make some track-changes to proposal and send back to DG. EB said she and CG would work together as well to refine language around required EN/W listing in program and send back to DG.

LN likes the idea of cross-listing, offering meaningful links to courses, and developing parallel paths. Would be great program for freshman year cohort.

CG mentioned not knowing what’s happening with the core. Discussion continued with A&S core and possibilities.

DG mentioned meeting again, encouraged attendees to invite anyone else to join next meeting.

Meeting adjourned at 2:05.
Respectfully submitted,
Michelle Lesko

Minutes for PR proposal meeting. 11.3.14
11.3.14 Meeting began at 4 p.m.

Present: David Gudelunas (DG), Colleen Arendt (CA)

DG noted that he did not receive any feedback from Cinthia Gannett as to language in the proposal but would follow up with her. Discussion then centered on courses suggested by Amalia Ruso in Engineering that would be appropriate for PR majors. DG said he would add these to the emerging media electives and update the list to reflect the most recent computer programming and other digital skills courses available across the campus. DG reported that in a meeting with Dr. Ruso that the Engineering School was willing to create classes specifically for non-engineers on skills necessary in terms of programming and other skills that are increasingly mandatory in PR. CA agreed these courses should be added.

Meeting adjourned at 4:30 p.m.
Respectfully submitted,
David Gudelunas
Minutes for PR proposal meeting. 11.13.14

11.13.14 Meeting began at 1 pm.

Present: David Gudelunas (DG), Colleen Arendt (CA), Laura Nash (LN)

DG and CA discussed how Comm will handle double counting of COmm courses for Comm/PR double majors or majors/minors. DG noted that this would be a decision that Communication faculty would have to make and that he would put it on the agenda for a future department meeting.

LN discussed when the steering committee should be formally proposed and formed and suggested that affected departments should nominate 1 or 2 faculty members for the formal committee that should be formed after approval of the major.

Different options for capstone were discussed. CA liked the idea of trying, initially at least, to designate a section or two of CO capstone for PR majors. DG discussed the possibility of an interdisciplinary program administered within COMM that could help solve some advising issues. He also noted that faculty have not been eager to attend meetings during this proposal phase and he received no written comments from affected departments to date. He said he would discuss this with Comm.

DG asked LN about routing procedures and what sort of documentation was expected by ASCC.

Meeting adjourned at 2:15 PM
Respectfully submitted by Coleen Arendt

Minutes from Comm Department Meeting 12.05.14

Public Relations Major: DG pointed out that in light of FTM and Journalism choosing not do interdisciplinary programs that it might make sense for PR Major to stay in the Communication Department. GG wondered if the name of the department being the same as the Communication major vs. PR major might be confusing. DG pointed out that since we will be advising both groups it should not be a problem. Vigorous discussion, initiated by MS’s question of the number of required courses and how some students could have a flexibility between Communication vs. PR courses. DG estimates 25-50 students per year. CA pointed out the value of having separate CO 309 capstone course for PR majors/minors, which can use the crisis and case studies approaches. SR pointed out the importance of getting a PR Professor of Practice (POP) to add a PR expert’s insights into the teaching in this area. DG said if department and university approves, he will request a POP with a specialty in PR/corporate communication. GG suggested that Mass Media and Society is a foundational course and it should be the same for any student, the department agreed. SR pointed out that there are lots of interdisciplinary courses available for our students to use and electives. DG pointed out that all the departments except English have positively responded and if English is not willing to offer such a course, we are willing to bring it in the department. He pointed out that we offer a graduate course in writing already in our department.
MP made a motion to approve PR Major, CA seconded, the department unanimously approved.

DRAFT Minutes respectfully submitted by Michael Pagano
DRAFT Minutes from ASCC Meeting 12.9.2014

Draft of ASCC Minutes
Tuesday, December 9, 2014
3:30-5:00pm
BCC 204

Present: Laura Nash (Chair), Steven Bayne, Margaret McClure, John Miecznikowski, Kathryn Nantz, Michael Pagano, James Simon
Regrets: Elizabeth Boquet, Scott Hiller, Terry-Ann Jones, David McFadden
Guests: David Gudelunas

Meeting began at 3:30 pm.

I. Approval of Minutes from November 11, 2014

Corrections:
• John Miecznikowski was not present at the meeting
• Page 3 – Lydia add her last name: ‘Willsky-Ciollo’
• Page 4 – ‘udating’ to ‘Updating’

II. Announcements

Laura Nash – Toby Svoboda amended his course syllabus regarding the attendance policy and final exam. She approved the changes.

John Miecznikowski moved to change the order of the agenda- Laura Nash seconded for ‘PR Major’ to move up after ‘Announcements’. All in favor.

III. PR Major

• Communication Prof. Gudelunas presented a proposed Major in PR in the Comm department
• Laura Nash – Received word from Beth Boquet that the PR major proposal is still in discussion with the English Department and being discussed at their Department meeting today (12/9) at 2 pm. Prof. Gudelunas noted English had six opportunities to meet with him and discuss the PR program
• There are TWO required courses students will need to take outside the Communications Department –
  o An English Writing Course
    ▪ David Gudelunas spoke with Beth Boquet and Elizabeth Petrino (English Department Chair) and they did not see an issue with English offering the courses for PR majors. But this is still in discussion with the English Department.
    ▪ Right now there are about 15 available seats in English courses that could satisfy the PR writing requirement. Potentially 2 more sections that they will have to run to service the future PR majors.
- If English says they DO NOT want to participate, Communications has a graduate course ‘Written Communication’ and that course can be reconfigured and developed for the undergraduate level.
- Dean Simon noted “Media Writing” is a recognized subspeciality and could be the basis for such a course
  - An Applied Ethics Course
    - David Gudelunas spoke with David Schmidt (Applied Ethics Program Director) and he is on board.

• Questions/Concerns:
  - Kathryn Nantz – has concerns about necessary recourses – that there are not enough Communication faculty members to handle the new major and both graduate and undergraduate Communication students.
    - David Gudelunas mentions that they have requested a ‘professor of practice’ line to satisfy the needs specific to the PR program.
    - He estimates there will be 100 to 200 students to major in PR. Many of which would come from the existing Communication major. Kathryn Nantz – “why don’t many schools have PR programs?” Gudelunas: Many are within Communication with a concentration in PR. Other times it is university politics. For example, at Georgetown the departments have blocked it to make sure their students stay in their major versus moving to a PR program.
    - One of the things that drove this idea is data from Admissions. Many potential students have been asking if we offer a PR major. When they find out that Fairfield does not offer it they decide to go to Quinnipiac or any other school that has the PR major.
  - Kathryn Nantz – has concerns about creating new structures/courses for teaching the same things. They should try to stay away from creating new courses within Communications if those courses are in place within English. It would be bad for students and bad for the institution.
  - James Simon – A response to the concern over resources. The Administration will not approve a tenure track line until the program proves itself with enrollment. Lynn Babington agrees that this major will attract many students to Fairfield and it will be a well-resourced major.
    - David Gudelunas – They still need to get a sense of student interests/specialties before thinking about hiring tenure track faculty; examples: corporate PR, healthcare focused PR, celebrity PR, sports PR, non-profit PR...etc.
  - Steven Bayne – Why did the committee choose to not include the ethics courses in the philosophy department for the ethics component/requirement?
    - David Gudelunas – will be happy to include those and does not see any others in the committee being opposed to include them as options. He will go back and see if there are any other courses that are currently being offered that would fulfill requirements and electives.

Michael Pagano moved to approve the PR major proposal, John Miecznikowski seconded. All in favor.
Approval from Dean of CAS 12/11/2014

I hereby approve the proposal and encourage David to contact UCC for the next step

jim

From: Nash, Laura
Sent: Wednesday, December 10, 2014 5:44 PM
To: Gudelunas, David
Cc: Simon, James
Subject: PR proposed major

Dear David,

Thank you for attending the A&SCC meeting yesterday to answer questions. The committee voted to approve the major and complimented you on a well thought-out and well-written proposal! I have copied the Dean as his approval is the next step in this process.

Sincerely,

Laura
Draft UCC Minutes from January 20, 2015

Undergraduate Curriculum Committee January 20, 2015 Meeting Minutes Library Conference Room 3:30 pm to 5:00 pm Draft Minutes (not yet approved)

Attending: John Miecznikowski (Chair), Kathy Nantz, Rajasree Rajamma, Shah Etemad, Bruce Bradford, Shannon Reckinger, Ahmed Ebrahim, Sally Gerard, Michael Pagano, Glenn Sauer, Steve Bayne, David McFadden, Laura Nash, Terry-Ann Jones, Jim Simon

Regrets: Lynn Babington, Margaret McClure, Meredith Kazer, Ryan Duffy (student representative)

The Chair then proceeded with the next order of business and recognized David Gudelunas who proceeded to describe the Public Relations major. David stated that this was pretty straightforward by adding 1 new course to Communications. He explained that this process would not develop a new program, but rather would create a more explicit and clearer path for students in Communication. This major would involve courses from many departments. It would cross over various other disciplines such as psychology, marketing, film/media and television, business, politics, and public administration. A lengthy discussion followed:

David McFadden stated that the Department of History would support as needed.

Kathy Nantz stated that in order to deliver effectively, the major would be interdisciplinary dependent.

David Gudelunas stated that he has received enthusiastic support for this major due to demand and has developed criteria for the major. He also stated that advising would be critical early on in the college and later in DSB as an elective.

David McFadden then stated that there is no need to rush into this and he feels there is skepticism in other departments and has concerns about moving forward with the major.

Jim Simon cited the importance of interdisciplinary courses and used the example of the international studies. We need to move toward developing an interdisciplinary model.

Laura Nash stated that including the PR major would allow for revisions in the curriculum that would benefit the students.

Kathy Nantz stated that the PR major allows for different variations of the Communications major and this would need to be articulated to students.

David Gudelunas agreed that there is a need for routine advising with interdisciplinary courses.

Rajasree Rajamma asked questions regarding the Public Relations major and the Marketing minor. David Gudelunas stated that this major would not be included in counting students in Marketing.
Jim Simon stated that the Public Relations major allows for the opportunity for better jobs and that 14 schools in AJCU have this major. It also is beneficial for students pursuing careers in media.

David McFadden again expressed his concerns regarding the structure of the major and the administration of the major, and as a result would like to table the discussion until he is convinced that this is ready to go forward.

David Gudelunas stated that he has reached out to all of the appropriate faculty and committees. All affected departments had multiple opportunities to attend meetings regarding the public relations major.

Jim Simon stated that he has the approval for resources and that there is a student demand for journalism and public relations.

Laura Nash stated her support. Terry-Ann Jones stated that governance through the department makes sense logistically.

At the end of the discussion Kathy Nantz made the motion to approve the Public Relations major; Bruce Bradford seconded the motion; 11 in favor; 1 abstention; 1 opposed. The motion passed.
The next agenda, a major Public Relations (PR), item was introduced by C. Scheraga, and visitor D. Gudelunas entered the room.

D. Gudelunas gave a brief overview of the proposal: The impetus for the major in PR was that students had an interest in seeking this major; he stated that some students would not attend Fairfield University if there were no major in PR, and that while there is currently no formal major, the students are taking the courses and they exist.

V. Rosivack asked if creating this major would "cannibalize" the current communications major. D. Gudelunas responded that cannibalize was not the word he would choose; and that some shifting in majors might occur but that the net change would be zero.

V. Rosivack asked how the major would impact the English dept. D. Gudelunas replied that the English Dept had not voted on the proposal as of yet and that there are 45 unclaimed seats in English writing classes so it should not impact resources negatively. C. Gannett responded that there had been a mix of both productive and nonproductive conversations with the English dept., and that while several meetings had been scheduled to discuss it with D. Gudelunas the meetings were at times that members could not attend. She pointed out that there are a variety of viewpoints on the collaboration within the English dept. D. Gudelunas responded that he plans to meet with them and answer questions.

J. Vernarelli asked how having the PR major within the communications dept. helps students. D. Gudelunas responded that it would offer students what they want to study; and it would allow PR majors to take courses outside of the department.

M. Scalese asked if FTM-10, and intro to film /media course would fit if it is not a "100" level course, and the answer was yes. D. Gudelunas stated that as other new courses came about (like the philosophy course in ethics) they would fit into the proposal.

V. Rosivack asked if there was a budget, and pointed out that a provisional budget was needed within the submission. Some discussion on related guidelines followed. Then D. Gudelunas responded that there is zero budget required at this time, and that a professor of the practice would be used if needed in the future. C. Scheraga clarified by asking "Is it a zero budget?" and D. Gudelunas stated "Yes, it is a zero budget". L. Babington stated that majors and minors do not have a budget attached to them, and that there is no budget allocation needed for them. C. Scheraga clarified that while the proposal may have an impact, for example on the English dept, but that the budget is zero. C. Gannett stated that she would like to see the "zero budget required" stated in the document because we need to ensure that there are adequate resources allocated. C.
Scheraga clarified again that budget and impact are two distinct things, and that the budget per se is zero, and that there are potential impacts on existing constituencies, such as the English dept., but that it is hard to assess the full impact up front. Q. Zhang pointed out that within the proposal there is a statement that refers to the impact on the English dept. M. Kazer recommended a general statement could be added similar to: "there is zero budget allocated and there is an assumption of continued University support for resources". L. Babington agreed with the statement adding that as enrollment increases, we must increase resources. D. Gudelunas stated that on page 20 of the proposal there is a statement similar to this.

C. Scheraga asked if there were any other questions or discussion; hearing none he thanked D. Gudelunas who then departed. He asked the EPC members if anyone would make a motion to pass the proposal. V. Rosivack made a motion; M. Scalese seconded and discussion ensued.

E. B. Lolis spoke in favor of the proposal stating that when a proposal emerges because students request it and are already engaged in it, we should respond with a formalized program. She also stated there are not many competitors nearby and that internal collaboration was important.

Q. Zhang spoke in favor of the proposal, stating that it is driven by student requests, and that it would bring in attractive applicants.

D. Mager spoke in favor of the proposal, stating that it makes sense; the courses exist, the faculty are experienced with the courses, there is no cost, and they are already doing it.

D. Peduti spoke in favor of the proposal but stated that the English and Communications depts. need to work out the unanswered questions.

M. Scalese spoke in favor of the proposal and thought it was good for marketing to potential students and that it looked better to have a formalized program in place.

J. Vernarelli spoke in favor of the proposal and said it would increase the quality of applicants and the number of students who wouldn't otherwise come to Fairfield.

C. Scheraga spoke in favor of the proposal stating that there would be many double major management students interested and that he can foresee an increase in the numbers of students with a double major in marketing/communication.

C. Gannett: stated that she is not speaking for or against the proposal. She is in favor of clarifying to students that we offer a PR major, however since many English majors take communication courses, it is trans-disciplinary and the English dept. should be more visible within the proposal document.

C. Scheraga asked if there was any more discussion. Hearing none, he called for a vote. The proposal passed unanimously (11 in favor; 0 opposed).
Hello Irene,

I have been charged by the EPC to get clarification from the Academic Council as to whether the EPC can use an administrative assistant supplied by the SVPAA to take committee minutes. Please note the excerpt from the handbook below supplied by Vin Rosivach.

10. Committee Records
All committees, through their chairpersons or secretaries, shall record and keep on file their minutes and other data relevant to their business. These records shall contain minority as well as majority opinions.

Academic Council and the Interpretation of Governance Documents:

When there is a conflict among faculty, or within a school, academic department, or curriculum area about the proper meaning of the Faculty Handbook or a school’s Governance Document, the relevant parties should seek a resolution by petitioning the Academic Council for its interpretation of the disputed text.

AC: 03/14/1973
AC: 02/25/1985
AC: 03/07/2011

Carl A. Scheraga
Chair, Department of Management
Dolan School of Business
Fairfield University
Phone: 203-254-4000 ext. 2419
e-mail: cscheraga@fairfield.edu
To: Academic Council  
From: Academic Planning Committee  
Date: January 29, 2015  
Subject: Proposed Updates to Journal of Record

Rationale:
The Academic Planning Committee requests that Academic Council consider updating the Journal of Record language in the ‘Withdrawal Policy’, ‘Change of Major’, ‘Transfer Credit’ and ‘First-Year Midterm Estimates’ sections to align with Fairfield University’s current academic support units. The proposed language includes the Office of Academic Support and Retention in addition to the academic dean’s offices.

The Office of Academic Support and Retention, renamed in January 2014 and charged with expanding academic support services, serves undergraduate students who are undeclared, changing majors and/or schools, or in need of advising to help them make a successful transition to a declared program of study. The Office supports and monitors students’ academic progress, offers tutorial programs and learning support resources, and coordinates with faculty advisors, deans’ offices, and campus resources to assist students in achieving academic success.

Current Journal of Record language and proposed revisions for Course Withdrawal Policy, Change of Major, Transfer Credit:

Withdrawal Policy:
Students who wish to withdraw from a course after the initial add/drop period may do so by the mid-point of the course (e.g., through the end of the seventh week of a traditional semester) provided that (a) the student’s academic dean, in consultation with the course instructor, finds withdrawal to be in the student’s best interest (note that a student must maintain 12 credit hours for full-time status). After the mid-point of the term, course withdrawal will only be granted in highly unusual circumstances, such as documented health emergency. Withdrawal after the mid-point of the term will not be permitted simply to prevent receipt of a grade that might not meet the student’s satisfaction. In addition, students who have violated the academic honor code may not be eligible for withdrawal. In all approved cases, the University Registrar will record a grade of a W (withdrawal) on the student’s permanent record. To initiate a request to withdraw from a course, a student must complete a Course Withdrawal Form and meet with his/her academic dean a representative of their academic dean’s office or the Office of Academic Support and Retention. A “W” may not be granted after final grades have been submitted except in very rare cases, during which an instructor must file a change of grade form.
AC: 05/19/2010

Change of Major:
To change from one major to another in one's school requires completion of a 'change of major' form. The form must be signed by the Chairperson/Coordinator of the major in which the student is currently enrolled, the Chairperson/Coordinator of the major which the student desires and the dean of the school a representative of the academic dean’s
office or the Office of Academic Support and Retention. The form is then forwarded to the University Registrar.
AC: 12/04/1989

Transfer Credit:
All transfer credit must be approved by an undergraduate student's academic dean or a representative of the Office of Academic Support and Retention. Transfer credit will only be reviewed by an academic dean upon the receipt of an official transcript. Only grades of "C" (2.0 quality points and a numerical equivalency of no lower than 73) or higher will be considered for transfer. After matriculation at Fairfield University, any courses taken at another institution must be pre-approved by the academic dean prior to registration. Upon completion, with a grade of "C" or higher, only credit hours, not grades, will transfer. Every student is required to complete a minimum of 60 Fairfield University credits for the Bachelor's Degree.
AC: 05/22/1995

First-Year Midterm Estimates:
In order to identify and intervene with first-year students who are struggling in a course or several courses, it will be required that all faculty submit midterm estimates in the fall and spring semesters for their first-year students in danger of receiving a C—, D, or F to the Office of Exploratory Academic Advising Office of Academic Support and Retention. The student, along with the faculty advisor and the appropriate Dean or Director, will be notified.
AC: 11/01/1993
AC: 10/03/1994
AC: 10/07/2013
To: Undergraduate Curriculum Committee
From: Academic Planning Committee
Date: January 14, 2015
Subject: Proposed Revisions to Academic Probation and Academic Dismissal Language

Rationale for Change

The Academic Planning Committee requests that the language in the Academic Advancement, Academic Probation, and Academic Dismissal sections of the Journal of Record be updated to alleviate current inconsistencies in language and interpretation. Specifically, the proposed language seeks to accomplish the following:

- Define student status by credit hours, not by class year, and establish policies that are inclusive of all matriculated undergraduate students, full-time and part-time
- Align GPA requirements outlined in the Academic Advancement and Academic Probation sections of the Journal of Record
- Remove ambiguous language regarding summer/winter intercession courses and formally review academic records three times a year - at the end of the fall, spring, and summer terms

Current Journal of Record Language

Academic Advancement:
For academic advancement from year to year in good standing, it is not enough that the student pass all courses; in addition, he or she must maintain a quality standard that is computed from grade points. The number of grade points earned by each grade is explained [under Definition of Academic Grades] (e.g., A earns 4 grade points; A- earns 3.67, etc.)

To be eligible for graduation, a Fairfield student must have an overall Grade Point Average (GPA) of 2.0 or better at the conclusion of the senior year. To progress towards satisfaction of that requirement, students advancing from the first year to the sophomore year are expected to have weighted cumulative GPA of 1.80 or better. By the start of the junior year, students are expected to have a weighted cumulative GPA of 1.90 or better. Finally, in advancing to the senior year, students should have an overall cumulative GPA of 2.0 or better.

Although students who do not meet the foregoing standards will be permitted to continue their studies at Fairfield University, they will be notified that they are not advancing satisfactorily. Furthermore, they will be warned that they are in jeopardy of not graduating with their class. In addition, they are strongly encouraged to enroll in summer courses or winter intercession courses at Fairfield University in order to improve their GPA.

Students in the School of Nursing must meet University promotion policy requirements. In
addition, to remain in the nursing major students must meet promotion policy requirements established by the School of Nursing. These are available in the School of Nursing Office.

AC: 05/22/1995
AC: 03/07/2011

Academic Probation:
The purpose of academic probation is to alert the student and the institution to the problems associated with the student’s academic performance and to recommend or implement strategies for improvement. The continuation of poor academic performance will result in the dismissal of the student. Faculty advisors are notified of all advisees placed on academic probation.

A student placed on academic probation will remain on academic probation until the overall GPA is at or above the requirements specified below. A student will be removed from academic probation as soon as his/her cumulative GPA is equal to or greater than the requirement on the basis of subsequent courses completed at Fairfield during the next semester or during special January or summer sessions.

A student on academic probation is ineligible to participate in extracurricular or co-curricular activities during any semester in which the student is on probation. A student on academic probation may petition the Academic Vice President for the right to participate in extra- or co-curricular activities. The appeal must contain a valid and compelling reason why restriction of extra- or co-curricular activities is inappropriate, and must demonstrate effectively that the activity will contribute an improvement in academic performance.

First Year Students: First semester, first-year students with a GPA below 1.90 will not be placed on academic probation for their second semester, but they will lose their rights to participate in extracurricular or co-curricular activities. By the end of the student’s second semester, or the first year at Fairfield, students will be placed on academic probation if the overall GPA is below 1.90.

Sophomores: Sophomores will be placed on academic probation if the overall GPA is below 1.90.

Juniors and Seniors: Juniors and seniors will be placed on academic probation if the overall GPA is below 2.00.

AC: 02/01/1993
amended AC: 05/22/1995
amended AC: 04/03/2000
amended AC: 10/01/2007

Academic Dismissal:
Students meeting any of the following conditions will be dismissed from the University:

- A student who at the end of a semester has received the grade of F in three or more courses
- A student who at the end of the academic year has received the grade of F in three or
more courses

- A sophomore, who regardless of incompletes, while on academic probation and enrolled full time (i.e., attempting a minimum of 12 credit hours), proceeds to earn a semester GPA below 1.90
- A junior or senior, who regardless of incompletes, while on academic probation and enrolled full time (i.e., attempting a minimum of 12 credit hours), proceeds to earn a semester GPA below 2.00

Students who have been dismissed from the University for reason of academic failure are normally expected to remain away for at least a full semester (fall or spring) before seeking readmission. Such individuals lose all entitlement to institutionally funded financial aid.

AC: 10/01/2007

Proposed Journal of Record Language

The Academic Planning Committee recommends that the language of the ‘Academic Advancement’ section in the Journal of Record align with the language in the ‘Academic Probation’ and ‘Academic Dismissal’ sections or that the ‘Academic Advancement’ section be removed from the Journal of Record if the faculty committees deem the information redundant.

Academic Advancement:

For academic advancement from year to year in good standing, it is not enough that the student pass all courses; in addition, he or she must maintain a quality standard that is computed from grade points. The number of grade points earned by each grade is explained [under Definition of Academic Grades] (e.g., A earns 4 grade points; A- earns 3.67, etc.)

To be eligible for graduation, a Fairfield student must have an overall Grade Point Average (GPA) of 2.0 or better at the conclusion of the senior year. To progress towards satisfaction of that requirement, students advancing from the first year to the sophomore year are expected to have weighted cumulative GPA of 1.80 or better. By the start of the junior year, students are expected to have a weighted cumulative GPA of 1.90 or better. Finally, in advancing to the senior year, students should have an overall cumulative GPA of 2.0 or better in credits must meet or surpass all GPA requirements as stated in the Academic Probation and Academic Dismissal policies.

Student records will be formally reviewed at the end of the fall, spring, and summer terms. Students who do not meet the stated requirements will be placed on Academic Probation or dismissed from Fairfield University. Although students who do not meet the foregoing standards will be permitted to continue their studies at Fairfield University, they will be notified that they are not advancing satisfactorily. Furthermore, they will be warned that they are in jeopardy of not graduating with their class. In addition, they are strongly encouraged to enroll in summer courses or winter intercession courses at Fairfield University in order to improve their GPA.
Students in the School of Nursing must meet University promotion policy requirements. In addition, to remain in the nursing major students must meet promotion policy requirements established by the School of Nursing. These are available in the School of Nursing Office.

Academic Probation:

Academic records will be formally reviewed at the end of the fall, spring, and summer terms. Students who do not meet the stated requirements will be placed on Academic Probation. The purpose of academic probation is to alert the student and the institution to the problems associated with the student’s academic performance and to recommend or implement strategies for improvement. The continuation of poor academic performance will result in the dismissal of the student. Faculty advisors are notified of all advisees placed on academic probation.

A student placed on academic probation will remain on academic probation until the overall GPA is at or above the requirements specified below. A student will be removed from academic probation as soon as his/her cumulative when the overall requisite GPA according to credits earned, requirement on the basis of subsequent courses completed at Fairfield during the next semester or during special January or summer sessions.

A student on academic probation is ineligible to participate in extracurricular or co-curricular activities during any semester in which the student is on probation. A student on academic probation may petition the Academic Vice President for the right to participate in extra- or co-curricular activities. The appeal must contain a valid and compelling reason why restriction of extra- or co-curricular activities is inappropriate, and must demonstrate effectively that the activity will contribute an improvement in academic performance.

First Year Students: First semester, first-year students with a GPA below 1.90 will not be placed on academic probation for their second semester, but they will lose their rights to participate in extracurricular or co-curricular activities.

Students with 29 or fewer credits earned by the end of the student’s second semester, or the first year at Fairfield, students will be placed on academic probation if the overall GPA is below 1.90.

Students with 30-59 credits earned Sophomores: Sophomores will be placed on academic probation if the overall GPA is below 1.90.

Students with 60 or more credits earned Juniors and Seniors: Juniors and seniors will be placed on academic probation if the overall GPA is below 2.00.

Academic Dismissal:
Students meeting any of the following conditions will be dismissed from the University:

- A student who, **regardless of academic standing**, at the end of a semester has received the grade of F in three or more **3- or 4-credit courses during the preceding 12 month period inclusive of all grades earned.**

- A student who at the end of the academic year has received the grade of F in three or more courses

- A student with 29 or fewer credits earned, who regardless of incompletes, while on academic probation proceeds to earn a semester GPA below 1.90.

- A **student with 30-59 credits earned**, sophomore who regardless of incompletes, while on academic probation and enrolled full time (i.e., attempting a minimum of 12 credit hours), proceeds to earn a semester GPA below 1.90

- A **student with 60 or more credits earned**, junior or senior who regardless of incompletes, while on academic probation and enrolled full time (i.e., attempting a minimum of 12 credit hours), proceeds to earn a semester GPA below 2.00

Students who have been dismissed from the University for reason of academic failure are **normally expected** to remain away for at least a full semester (fall or spring) before seeking readmission. Such individuals lose all entitlement to institutionally funded financial aid.