

Committee on Academic Programs and Planning

Guidelines for proposing a New Concentration (Track, Option, Certificate or Minor) for an existing degree program

D'YUg'fYUX h.]g'gW]cb'cZGhcW]hcbDg'dfcW]Xi fY'ZUbX'h.Yb'W]g'ca]nY'h.Y'B Yk 'C dh]cb'DfcdcgJ'hYa d'UY'' (below). Please note that you must continue updating the proposal with information from the first program faculty meeting, all the way to the Faculty Senate meeting.

Mci 'a UmVY[]b'Ubbci bW]b['UbX'cZYf]b['h.Y'bYk 'cdh]cb'hc'g]i XYb]g'k \Yb'h.Y'Dfcj'cg'Dg'cZZ]W'gYbXg'h.Y'' completed proposal and attachments to the Academic Issues Committee (AIC) of the New Jersey DfYg]XYb]Dg'7ci bW]''

B. Program Approval Process

Occasional changes in specialized fields may also necessitate a change from an interdisciplinary minor or program to a newly-adopted or more specialized/focused program.

1. Academic Programs and Planning Committee Approval: All faculty proposing new programs will use the proposal development materials found on the web site for the Academic Programs and Planning Committee (APPC) of the Faculty Senate. These materials include the New Jersey state program approval process through its 5 WXYa]W'cg' Yg'7ca a]h.Y'f5 =7'cZ'h.Y'DfYg]XYb]Dg'7ci bW]''h.Y'ZUW'hmk]'' submit the proposal to the APPC, who will provide feedback to the faculty until the proposal meets the criteria for approval at the next level.
2. Faculty Senate and Provost Council Approval: Every new program requires both faculty member(s) and an administrative lead to navigate the proposal between YI]g]b[: UW'hmGYbUY'UbX'Dfcj'cg'Dg'7ci bW]'dUFU'Y']bhYfbU'g'UFYX' governance structures. These parallel processes ensure full consideration, feedback and consultation from all affected parties. Consultation continues until Vch' : UW'hmGYbUY'UbX'Dfcj'cg'Dg'7ci bW]'Vca a i b]W]h.Y'f'XYW]g]cb'hc'h.Y' Provost.
3. Provost Approval: In the case of new concentrations or minors, or concentrations promoted to minors where the College already offers a program in that instructional area as defined by Classification of Instructional Program (CIP) code, final internal approval culminates with the Provost notifying the Board of Trustees Academic Affairs and Planning Committee, all internal administrative offices impacted by the change, and the Office of Institutional Research. The Provost will then notify the Department of Higher Education of the change. In the case of a new degree program f7 =D'VcXYL'cf''Yj Y'zh.Y'Dfcj'cg'Dg'cZZ]W'k]''gYbX'U'Dfc[f]a '5bbci bW]a Yb]hc'h.Y' B Yk ' >Yfg]mDfYg]XYb]Dg'7ci bW]'zUg'ci h]b]YX']b'h.Y'5 =7' d'fcW]Xi fYg''

Proposal Template for a New Concentration (Track, Option, or Minor)
for an existing degree program
with the same Classification of Instruction Programs (CIP) Code

Stockton Program Acronym: **COMM**

Degree/level of Current Program (BA, BS, MA, MS, MBA, DPT, etc.): **BA**

CIP Code: **09.0401**

Name(s) and signatures of Faculty Proposing New Option: **Toby Rosenthal, Erin O'Hanlon, Joe'l Ludovich**

Date of Program Faculty Vote to Approve the Proposed New Option:

STOCKTON UNIVERSITY
BOARD OF TRUSTEES
EXECUTIVE SUMMARY
THE COMMUNICATION STUDIES (COMM) DEGREE PROGRAMS INTRODUCES
JOURNALISM AND COMMUNITY STORYTELLING CONCENTRATION

the people who keep the community informed. The community leads the topics that journalists cover, and journalists recognize that the community are experts in their own lives (Lawrence, R.G., Gordon, E., DeVigal, A., Mellor, C., & Elbaz, J, 2019). Similarly, our faculty engage in centers across the country that specialize in engaged journalism, such as the Agora Journalism Center at the University of Oregon and the Center for Community News at the University of Vermont (where a program faculty member was recently awarded a fellowship).

The claim that our program is uniquely focused on community is founded in three primary partnerships across campus. The William J. Hughes Center for Public Policy includes the program in their research and activities, and their Executive Director, John Froomjian, teaches as an adjunct in the program. Established in 2022, the Community Reporting Innovation Lab (CRIL) in Atlantic City is a fundamental space for students to practice community reporting as well as engage with community media partners such as The Press of Atlantic City.

Grant funded Stories of Atlantic City , a collaborative project focused on telling restorative, untold stories about the city and its people. Raising more than \$200,000 in funding to work with students and community members, we developed courses surrounding this place-based project. The New Jersey Civic Information Consortium funds initiatives to benefit the State's civic life information needs and has invested in Stories of Atlantic City and the community. Atlantic City is considered a “news desert” (Muse Abernathy, 2020) A news desert is defined by The Columbia Journalism Review as “a media desert or news desert is essentially an uncovered geographical area that has few or no news outlets and receives little coverage,” (Holcolm, 2021). Our AC campus and the surrounding neighborhoods welcome community storytelling and beat reporting models which have been developing since Fall 2019 with the Restorative Journalism class COMM 3604.

The Communication Studies Program has intentionally chosen participatory journalism as its methodology in preparing the writers and producers of tomorrow. The literature refers to this style of journalism as participatory journalism, citizen journalism, engaged journalism, and relational journalism (Negreira-Rey, & López-García, 2021). The common thread connecting all

increased by 271% since Fall 2020 to Fall 2022, as seen in [Table 1](#). This steady increase in interest in the concentration is compelling as we have seen students double major or earn dual degrees stemming from their interest in adding journalism education to their academic pursuits.

We also have significant interest in our journalism courses from students outside of the COMM major. There is continued enrollment from students in Psychology, Health Sciences and Literature programs. These courses include COMM 2408 News Media and Politics which is also cross-listed with Political Science, COMM 2304 Principles of Journalism, and COMM 4909 Stories of Atlantic City. In some instances, taking these courses is the impetus to change majors.

Employment trends in this field are also noteworthy. There is one relatively new emerging space in newsroom settings to consider, OTT (Over The Top) content. This is sometimes called internet television or online television content. An example of OTT content is NBC News Now on Peacock or CBS owned-stations streaming content on Paramount+.

For the last three years the [Radio Television News Directors Association \(RTDNA\)/Newhouse School at Syracuse University Survey](#), has asked local news stations about their OTT (Over The Top) content and there is consistent feedback surrounding the ongoing needs of these endeavors and our students can fill these voids as content creators who can do the following:

“Go deeper with content,” “Tell stories you wouldn’t otherwise tell,” and “Get more feedback from the audience.”

These three needs are all hallmarks and critical values of community-focused, narrative content of the JCS concentration (Papper and Henderson, 2022) The JCS concentration supports students to develop career competencies that are important to all employers, not just in the media space, including communication skills, critical thinking, and professionalism. All three competencies are strong values of journalism and storytelling models, as well as the high-impact learning in the Community Reporting Innovation Lab (CRIL) environment that incorporates community members and media partners.

According to the National Association of Colleges and Employers (NACE) Job Outlook 2023, while employers highly value the above-mentioned skills, there is still a gap between what job candidates are bringing to the marketplace:

When considering the eight career readiness competencies, employers rate communication (4.49) and critical thinking (4.46) most important. All of employers’ proficiency ratings of recent graduates fall below 4 (very proficient) on a 1-to-5 point proficiency scale.

A large gap appears in the professionalism competency, with 91.2% of employers rating it very or extremely important and just 48.6% rating graduates as very or extremely proficient in it.

In the tri-state area (NY-NJ-PA), there are competitive employment opportunities for digital journalists and storytellers, though the marketplace does look different from when traditional newsroom settings were the norm (Gatta & Khan, 2022).

areas with the some of the highest employment levels when searching the job titles News Analysts, Reporters, and Journalists:

Brief Overview of the Curriculum

First-year and second-year Communication Studies students will focus on producing content for The Argo and WLFR while in the Writing for the Media (WFTM) course and lab. Some faculty may emphasize publishing a digital magazine or creating podcasts as part of their assignments for WFTM. As Juniors and Seniors, students will be encouraged to intern with Stories of Atlantic City in COMM 4909 (W2 and now recognized as an R2) or the new Journalism Practicum: Stories of Atlantic City COMM 4610

2. Apply the role of media literacy, ethics and public service in the practice of journalism and community storytelling. This includes understanding the role of equitable and accessible information-sharing in a democratic society.
3. Develop skills in expressing oneself in written, oral and visual communication through all aspects of production-based journalism and storytelling.
4. Evaluate and create systems of editorial process that includes research and planning, execution and production, then editing and revision, and ultimately reflection and impact analysis.
5. Create multimedia content for presentation, publishing and broadcast, working independently and with media partners like Press of Atlantic City,

Stories of Atlantic City, The Argo, WLFR and other community media outlets.

6. Design a marketable professional portfolio, including resume, individual mission statements, and examples of completed independent and group projects.

Appendices

Appendix A – References

Appendix B – Table 1: Communication Studies Enrollment Data

Appendix C – Table 2: Bureau of Labor and Statistics Metropolitan areas with the highest employment level in News Analysts, Reporters and Journalists

Appendix D e| Table 3: Bureau of Labor and Statistics Top Paying States for News

Analysts, Reporters and J(a)-11(yi)(n)-1n.13 Tci Tf1 0 0 1 90.55 307.85 Tm0 G[()] Tudin 280.32 Tm0 G[(A)

Appendix A – References

Boesman, J., & Costera Meijer, I. (2018). “Don’t read me the news, tell me the story”: How news makers and storytellers negotiate journalism’s boundaries when preparing and presenting news stories. #ISOJ Journal, 8(1), 13-32.

Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

Office of the Governor | Governor Murphy Signs Bipartisan Legislation Establishing First in the Nation K-

Appendix C

Table 2: Bureau of Labor and Statistics – Metropolitan areas with the highest employment level in News Analysts, Reporters and Journalists

Appendix D

Table 3: Bureau of Labor and Statistics

Appendix E
Table 4: 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

Information and Media Literacy

Information and Media Literacy empowers learners to access, evaluate and produce well-reasoned assets

Standard	Indicator	Grade
IML.1	1.1	1-12
IML.2	2.1	1-12
IML.3	3.1	1-12
IML.4	4.1	1-12
IML.5	5.1	1-12
IML.6	6.1	1-12
IML.7	7.1	1-12
IML.8	8.1	1-12
IML.9	9.1	1-12
IML.10	10.1	1-12
IML.11	11.1	1-12
IML.12	12.1	1-12
IML.13	13.1	1-12
IML.14	14.1	1-12
IML.15	15.1	1-12
IML.16	16.1	1-12
IML.17	17.1	1-12
IML.18	18.1	1-12
IML.19	19.1	1-12
IML.20	20.1	1-12
IML.21	21.1	1-12
IML.22	22.1	1-12
IML.23	23.1	1-12
IML.24	24.1	1-12
IML.25	25.1	1-12
IML.26	26.1	1-12
IML.27	27.1	1-12
IML.28	28.1	1-12
IML.29	29.1	1-12
IML.30	30.1	1-12
IML.31	31.1	1-12
IML.32	32.1	1-12
IML.33	33.1	1-12
IML.34	34.1	1-12
IML.35	35.1	1-12
IML.36	36.1	1-12
IML.37	37.1	1-12
IML.38	38.1	1-12
IML.39	39.1	1-12
IML.40	40.1	1-12
IML.41	41.1	1-12
IML.42	42.1	1-12
IML.43	43.1	1-12
IML.44	44.1	1-12
IML.45	45.1	1-12
IML.46	46.1	1-12
IML.47	47.1	1-12
IML.48	48.1	1-12
IML.49	49.1	1-12
IML.50	50.1	1-12
IML.51	51.1	1-12
IML.52	52.1	1-12
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IML.68	68.1	1-12
IML.69	69.1	1-12
IML.70	70.1	1-12
IML.71	71.1	1-12
IML.72	72.1	1-12
IML.73	73.1	1-12
IML.74	74.1	1-12
IML.75	75.1	1-12
IML.76	76.1	1-12
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IML.80	80.1	1-12
IML.81	81.1	1-12
IML.82	82.1	1-12
IML.83	83.1	1-12
IML.84	84.1	1-12
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IML.91	91.1	1-12
IML.92	92.1	1-12
IML.93	93.1	1-12
IML.94	94.1	1-12
IML.95	95.1	1-12
IML.96	96.1	1-12
IML.97	97.1	1-12
IML.98	98.1	1-12
IML.99	99.1	1-12
IML.100	100.1	1-12

Appendix F

Table 5: Comparison of the current course pathway required to complete Journalism and Media Studies Concentration versus the Journalism and Community Storytelling Concentration

<i>The curriculum sequencing for the Journalism and Media Studies Concentration within the Communication Studies Program <u>currently</u> includes:</i>	<i>The <u>proposed changes</u> to the curriculum sequencing would result in the JCS Concentration:</i>
COMM 1100 - 0 credit Professional Development course	COMM 1100 - 0 credit Professional Development course

32 credits General Studies requirement

