



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

COMMUNICATIONS DEPARTMENT
609-445-7187

77-78
OFFICE OF THE VICE-PRESIDENT
FOR ACADEMIC AFFAIRS

MAR 15 1978

GLASSBORO STATE COLLEGE

To: Fran Masat, Chairperson
Curriculum Committee

From: Richard Ambacher, Chairperson
Communications Department *RMA*

Subject: Curriculum Revisions

Date: March 13, 1978

In response to your committee's reaction to our curricular revisions, we are resubmitting our package and asking that our tracks be given recognition as specializations within the Communications major. Thus, we are seeking recognition of five specializations:

1. Radio/Television/Film
2. Advertising
3. Public Relations
4. Liberal Arts
5. Journalism

You have as part of the package submitted January 18, the detailed information on the first four specializations. The journalism specialization is what has existed since the program was approved by the Department of Higher Education, May 15, 1970. However, we are currently revising that curriculum and plan to submit it to your committee early in April. If you want to hold off on approval until that time, we would be willing to wait.

The question of resources was raised with regard to support of these areas. We have raised similar questions with the administration over the past several years. We now feel we have reasonable expectation of continued support for our program.

The most recent evidence of this came at the last meeting of the Board of Trustees, when our request for color television equipment was approved. This will provide us with a second studio and enable us to meet the student demand for courses in television production.

Further we have been given administrative approval for our special space needs. These will be provided for the department next year when Bunce Hall is returned to classroom use. These special needs (which will not be housed in Bunce Hall) include a film editing room, a second editorial room for journalism students, a library area for our students, a resource room for our graduate program and a better area for academic counselling for students.

We have a solid foundation of equipment for our film and journalism specializations. We will be able to continue to augment this from our annual appropriations. Given normal portions of the college budget, we anticipate no problems in support from the administration in terms of resources. Further, we feel we enjoy the confidence of the administration in terms of program quality and cite the recent mention of our area for inclusion as a second flagship area for Glassboro State.

2

77-78

#1

Teacher # 39-41
Courses # 42-45
Talk change # 46

FACULTY SENATE
CURRICULUM COMMITTEE
Approval Form

Department COMMUNICATIONS
Title CURRICULAR REVISIONS
Sponsor(s) AMBAHEK No. of Credits _____
COURSE SPECIALIZATION CONCENTRATION CERTIFICATION MAJOR PROGRAM
Approved by the department UNANIMOUSLY Graduate ()
Not recommended by the department Undergraduate (X)
Information copies forwarded: Academic Dean; Chairperson, Curriculum Committee
[Signature] Date 1-30-78
Signature: Department Chairperson

DIVISION

Consultation on proposal has been held

Comments:

[Signature] Date 2/1/78
Signature: Academic Dean and/or Divisional Committee

CURRICULUM COMMITTEE

Proposal received 2-3-78 → local mtg.

Open Hearing held 2-7-78

Returned to the department for the following reason(s):

Approved by the Curriculum Committee

Presented to Executive Committee of the Faculty Senate as information

Notifications forwarded: Vice President for Academic Affairs

[Signature] Date 5-4-78
Signature: Chairperson, Curriculum Committee

Academic Dean

I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services are adequate for immediate implementation.

I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services for the current academic year are inadequate for immediate implementation or implementation in the next fiscal year. The earliest that the proposal might be implemented would be

HEGIS Taxonomy Number: _____

Dean Penner
Signature: Academic Dean

Date 7/18/78

Copies forwarded: Chairperson, Curriculum Committee, Department Chairperson, Registrar

REGISTRAR

Approved course description received

Signature: Registrar

Date _____

Vice President for Academic Affairs

Official copy and approval sheet filed

Signature: Vice President for Academic Affairs

Date _____

- Note
- 1) Course proposal format is attached
 - 2) A copy of this approval form should accompany each proposal
 - 3) A copy of a proposed catalogue description of the course must accompany the proposal as a separate page.

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42-46 00
4 00



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COMMUNICATIONS DEPARTMENT
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Subject: Curriculum Revisions

Date: March 13, 1978

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tracks # 39, 40, 41

Courses # 42-45

change # 46

State of New Jersey

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COMMUNICATIONS DEPARTMENT
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Date: January 18, 1978

During the fall semester, the Communications Department has focused on revising its curricular offerings. The package submitted is the result of that effort and has the approval of the department by unanimous votes taken as each part of the package was completed.

The first area of concern is to gain official recognition of tracks that have existed de facto within our major during the past several years. The original approval voted the Communications major by the Board of Higher Education on May 15, 1970, provided for the addition of these tracks within the major without additional broad approval. (See attached document) Specific mention, in fact, was given to the Radio-Television track.

We are now, therefore, submitting for the Curriculum Committee's approval tracks in the following areas:

1. Radio/Television/Film
2. Advertising
3. Public Relations

Further, we are seeking approval for revisions in our existing Liberal Arts track which are consistent with the recommendations made by a consultant who evaluated our program last spring. Further, they represent a better sequence of choices for students, especially with the recognition of the three sequences listed above. Part of the flexibility in the present Liberal Arts track was an attempt to accommodate student interests in the areas these sequences cover.

The only possible changes that are not included with this package are in the journalism program. The reason these changes have not been acted upon stem from the fact that the consultant in journalism submitted his report on January 5, and the journalism faculty has not had an opportunity to evaluate the report and the impact his proposed changes would have. In any event, it appears that any such changes would be minor.

The last area of our curriculum revision requests a renumbering of the courses offered by this department. These changes are sought to:

1. provide a more logical organization of the courses for both students and faculty.
2. correct misnumbering that occurred when the college adopted the HEGIS system
3. reflect more clearly the true level of the courses being offered.

In accomplishing these tasks we are seeking approval of four new courses, revision and retitling of one existing course and the deletion of nine courses from our current offerings.

At present there are approximately 800 students who claim to be Communications majors. About 210 of these are in the Journalism track. The rest are listed as part of the Liberal Arts track. In truth, about 280 of these students are really pursuing a radio/television/film sequence. About 150 are in public relations, and about 100 are in advertising. The remaining students would really constitute the number of students in the Liberal Arts Track that will emerge as a result of this curricular revision.

The formal recognition of these tracks will enable us to give better advice to our students, plan better to accommodate their needs and provide a clearer focus to their academic programs.

The Common Core

The original major proposal listed 18 hours of courses in this area. Some of the original courses and the number of hours required have been dropped. We are now asking that the common core of courses for all communications majors be listed as:

1. Fundamentals of Communications 102
2. Mass Media and Their Influences
3. Communications Overview (New Course)
4. Communications Theory
5. Semantics

New Liberal Arts Sequence

In addition to the five courses in the common core, all students taking the Liberal Arts track would be required to take the following:

1. Introduction to Broadcasting
2. Introduction to Advertising
3. Introduction to Public Relations
4. Introduction to Survey Research
5. Occupational Writing

In addition, two courses from Group One would be required. Also required would be one course from each of the other groups and one additional course from the other courses listed or from any of the groups.

Group One

Magazine Article Writing
Radio Broadcasting
Television Production I
Broadcast Journalism
Communications Project I
Communications Project II
Film Theory and Techniques I
Film Theory and Techniques II

Group Two

Basic Issues in the News
Film History and Appreciation I
Film History and Appreciation II
Images of Women in Film
American Film Directors

Advertising Sequence

In addition to the five courses in the common core, all students in the Advertising track would be required to take the following:

1. Introduction to Advertising
2. Introduction to Marketing
3. Magazine and Newspaper Advertising
4. Advertising Copywriting and Storyboarding
5. Advertising Campaigns
6. Media Planning
7. Publications Layout and Design
8. Introduction to Public Relations
9. Introduction to Survey Research
10. Field Experiences in Communications

In addition each student would be required to select three courses from among the following:

Marketing Management	Sales Management
Retailing	Marketing and Consumer Behavior
Social Psychology	Research Methods in Marketing
Creative Writing I	Marketing Linguistics
Linguistics	Psychology of Communications
Public Opinion	

Public Relations Sequence

In addition to the five courses in the common core, all students taking the Public Relations track would be required to take the following:

1. Introduction to Public Relations
2. News Reporting I
3. Publications Layout and Design
4. Public Relations Planning
5. Introduction to Advertising
6. Introduction to Survey Research
7. Field Experience in Communications
8. Advanced Public Relations Writing and Strategies
9. Magazine Article Writing or Special Journalistic Writing

In addition, each student would be required to take four courses from among the following:

News Reporting II	Broadcast Journalism
Introduction to Broadcasting	Interpersonal Communications
Public Speaking	Small Group Communications
Film Theory and Techniques I	Public Opinion
Social Psychology	Introduction to Management
Introduction to Marketing	Magazine Article Writing*
Special Journalistic Writing*	Photojournalism
General Photography	General Graphic Arts
Linguistics	Introduction to Logic
Management of Personnel Functions	Management Information Systems
Micro Economics	Media Planning

* whichever one was not taken as part of the required nine courses

Radio/Television/Film Sequence

In addition to the five courses in the common core, all students in the Radio/Television/Film track will be required to take the following:

1. Introduction to Broadcasting
2. Film History I
3. Film History II
4. Radio Broadcasting
5. Film Theory and Technique I
6. Television Production I
7. Radio/Television Management and Programming
8. Radio/Television Sales and Advertising
9. Communications Project I

In addition each student would be required to take two courses from each of the following three groups:

Group One

Introduction to Advertising	Introduction to Marketing
Introduction to Public Relations	Introduction to Management
Introduction to Survey Research	Introduction to Sales

Group Two

Creative Writing I	Journalistic Writing I
Television Scenario Writing	Occupational Writing
Film Scenario Writing	Broadcast Journalism

Group Three

Film Theory and Technique II	Advanced Filmmaking
Television Production II	General Photography
Colloquium in Communications	Communications Tehcniques in Film
Techniques of Documentary Films	Field Experiences in Communication

We are requesting the following courses be lowered from a 300 level to a 200 level because we feel it is a more appropriate level for the offering of these courses. In each instance the course is an introductory one rather than an upper level course.

The four courses:

Communications through Literature I and II
Film History and Appreciation I and II

We are requesting that Public Relations Planning and Public Opinion each be reduced from a 400 level to a 300 level. While we don't view this change as monumental, we do see a significance in it to the extent it suggests these two courses would be more appropriate during the junior year rather than the senior year.

We are requesting that five courses be raised from a 100 level to a 200 level. In each instance the department feels that the change suggests that the course would be more appropriate if taken at the sophomore level. Secondly, we feel such a listing would lower the expectation of students that these courses would be available during their freshman year. A third reason for the request stems from the fact that some of these courses are part of major programs and should really be at least 200 level.

The five courses:

Radio Broadcasting
Television Production I
Semantics
Creative Writing I and II

Further, we wish to upgrade six courses from the 200 level to the 300 level. Beyond funding formulae that would be more appropriate for the way in which these courses are offered, the request is based upon the fact the courses are more appropriately taken by students during the latter part of their education. The first four courses listed are required for majors in some tracks in our program. The last two courses each require prerequisites that would be difficult to fulfill before the junior year.

The six courses:

Communications Theory
Psychology of Communications
School Publications and Journalistic Writing
Introduction to Survey Research
Advanced Creative Writing
Fundamentals of Playwriting

Our last upgrading request is to raise four courses from a 300 level to a 400 level. In each instance the course in question represents a required course in one of the tracks of our major. Additionally, the activities in each course are viewed by the department as more appropriate as culminating activities; therefore, the courses by numbering should carry this implication.

The four courses:

- Occupational Writing
- Radio/Television Management and Programming
- Advertising Campaigns
- Techniques of Documentary Films

We are requesting title changes for nine courses for which the change is made to clarify for the student what the course covers. There are no other changes in these courses. The tenth course represents a change in scope and emphasis and a new course outline is submitted with this.

The ten courses:

- Radio/Television Management and Programming
- Introduction to Advertising
- Advertising Copywriting and Storyboarding
- Introduction to Public Relations
- Field Experiences in Public Relations
- Internships in Communications
- Images of Women in Film
- Communications Techniques in Film
- Film Scenario Writing
- Advanced Public Relations Writing and Strategies

The theory behind the renumbering of all our courses is to combine the HEGIS listing and the three-digit local number. Hence, General Communications Courses would have a 0601 HEGIS number, a level number and the course number itself would fall between 00 and 09. A second example would be film courses with a 1010 HEGIS number and all courses falling between 70 and 79.

We feel this would aid the department and the students in determining where a course belongs in the student's program. It will aid in advising students, and it will allow the department to keep better track of its offerings.

- | | |
|-------------------------|---------------------------------------|
| 1 - Level Downgrade | 4 - Renumbering for Consistency |
| 2 - Level Upgrade | 5 - Renumbering for Hegis Consistency |
| 3 - Course Title Change | 6 - New Course |

General Communications Courses

- 0601.100 Improving Personal Writing Skills
- 0601.101 Fundamentals of Communications I
- 0601.102 Fundamentals of Communications II
- 0601.200 Communications Through Literature I - 1
- 0601.201 Communications Through Literature II - 1
- 0601.202 Communications About Women - 4
- 0601.203 Mass Media and Its Influences
- 0601.204 Communications Overview - 6
- 0601.300 Communications Theory - 2
- 0601.301 Psychology of Communications - 2
- 0601.302 Communications Projects I
- 0601.303 Communications Projects II
- 0601.304 Advanced Writing - 5
- 0601.400 Occupational Writing - 2, 5
- 0601.401 Colloquium in Communications - 4
- 0601.402 Special Topics in Communications - 6

Journalism Courses

0602.210	Journalistic Writing I - 4
0602.211	Journalistic Writing II - 4
0602.310	News Reporting I - 4, 5
0602.311	News Reporting II - 4, 5
0602.312	Special Journalistic Writing - 4
0602.313	Magazine Article Writing - 4, 5
0602.314	Photojournalism - 4
0602.315	Basic Issues in News - 4, 5
0602.316	School Publications and Journalistic Writing - 2
0602.317	Publications Layout and Design - 4, 5
0602.410	Problems in Contemporary Journalism - 4
0602.411	Copy Editing and Make-Up - 4, 5

Radio/Television

- 0603.220 Introduction to Broadcasting - 4
- 0603.221 Radio Broadcasting - 2
- 0603.222 Television Production I - 2
- 0603.320 Broadcast Journalism - 4
- 0603.321 Television Production II - 6
- 0603.420 Radio/Television Management and Programming - 2, 3
- 0603.421 Radio/Television Sales and Advertising - 6

Applied Communications Courses

- 0699.360 Field Experiences in Communications - 3, 4, 5
- 0699.361 Introduction to Survey Research - 2, 4, 5
- 0699.362 Public Opinion - 1, 5
- 0699.363 Media Ecology - 4
- 0699.460 Internship in Communications - 3, 4, 5

Film Courses

- 1010.270 Film History and Appreciation I - 1, 5
- 1010.271 Film History and Appreciation II - 1, 5
- 1010.272 Images of Women in Film - 3,4,5
- 1010.370 Film Theory and Techniques I - 4, 5
- 1010.371 Film Theory and Techniques II - 4, 5
- 1010.372 American Film Directors - 4, 5
- 1010.373 Communication Techniques in Film - 3, 4, 5
- 1010.470 Advanced Filmmaking - 4, 5
- 1010.471 Techniques of Documentary Films - 2, 4, 5

Linguistics Courses

- 1505.280 Semantics - 2
- 1505.380 Linguistics - 4
- 1505.381 Psycho-Linguistics - 4

Speech Courses

- 1506.245 Small Group Communications
- 1506.320 Interpersonal Speech Communications

Creative Writing Courses

- 1507.290 Creative Writing I - 2
- 1507.291 Creative Writing II - 2
- 1507.391 Advanced Creative Writing - 2
- 1507.392 Fundamentals of Playwriting - 2
- 1507.393 Film Scenario Writing - 3, 4
- 1507.394 Television Scenario Writing - 4
- 1507.395 Advanced Poetry Writing - 4

Courses To Be Dropped

- 0602.122 Survey of Journalism
- 0603.130 Introduction to Radio/Television Writing I
- 0603.131 Introduction to Radio/Television Writing II
- 0603.265 Radio/Television Copywriting
- 0603.310 Writing for Radio/Television
- 0603.410 Educational Broadcasting
Promotional Workshop
- 1506.270 General Speech
- 1507.245 Fundamentals of Novel Writing

I. TITLE: Communications Overview
 DEPARTMENT: Communications
 SPONSOR: Richard Ambacher

II. ESSENCE:

- A. Undergraduate
- B. Three semester hours
- C. Sophomore-Junior level
- D. No prerequisites. This will become the introductory course for all majors.
- E. This course will be offered once a semester, starting in the Fall, 1978, semester.

III. OTHER DETAILS

- A. Present staff and departmental resources are adequate to begin course immediately.
- B. Library holdings are also currently adequate
- C. Space needs are normal and are met by existing facilities
- D. The unique nature of this course is implied in its title. This course will be the only one to provide the student with an overall view of the field of communications and the emphases offered by the department.
- E. Specific Objectives:
 - 1. To develop a knowledge of the field of communications and of its breadth.
 - 2. To narrow the focus of the student in this field.
 - 3. To provide a knowledge of the innter-relationships of the various disciplines in communications.
 - 4. To develop an awareness of the kinds of specific skills needed to succeed in each of the disciplines within communications.
 - 5. To generate an appreciation of the complexities to be confronted by majoring in communications and the requisite demands made on one to achieve success in the field.
- F. Evaluation of students will include:
 - 1. Written tests during the course
 - 2. Written final examination
 - 3. Short papers throughout the course that reflect research by the students.

IV. TOPICAL OUTLINE:

- A. Introduction to the field of communications
- B. Specific overviews of
 - 1. Journalism
 - 2. Television
 - 3. Film
 - 4. Creative Writing
 - 5. Public Relations
 - 6. Advertising
 - 7. Language Studies
 - 8. Research opportunities in communications
 - 9. Graduate school opportunities

V. RATIONALE:

Presently three problems confront our students. Hopefully, this course will minimize the depth of the problems. Specifically, communications students are unrealistic in their concept of how they will fit into the field of communications because they are ignorant of the demands of the specific disciplines. Secondly, they are uncertain of the distinctions between the disciplines until they find themselves so far involved in one that it is impractical to switch. Thirdly, some students discover too late in their undergraduate careers that they would have preferred to focus their study in a particular discipline rather than in a general study of communications. By gaining an in-depth overview of the field, most students should be able to avoid these problems. Another benefit of the course is that by using guest lecturers from within the department, the students will become aware of the expertise within the department.

VI. CONSULTATION:

For a number of years the concept of such a course has been discussed within the department. Specific impetus to offer the course was provided by Roger Fransecky of the University of Cincinnati, who served as consultant to the department last year. He urged introduction of the course to help prevent the problems cited above.

VII. CATALOGUE DESCRIPTION:

This course will provide students with a broad perspective of the field of communications and an awareness of the specific demands and talents needed to succeed in its various disciplines.

GLASSBORO STATE COLLEGE

Communications Department

TO: College Curriculum Committee
Dr. Masat, Chairperson

FROM: Communications Department

DATE: November 7, 1977

RE: Proposal for a New Course

SPONSOR: Janice Poley, Assistant Professor of Communications

I. Title - Special Topics in Communications (subtitle variable)

Under the heading of "special topics," the department would offer a wide variety of subjects. Course content would be determined by the current interests of students and faculty.

II. Essence

- 1. Undergraduate Course
- 2. 3 s.h.
- 3. Course level (400 - for 3rd and 4th year students)
- 4. Prerequisite - Core program, communications majors only
- 5. Curricular pattern - to be offered as needed (possibly one or more sections each semester)
- 6. Implementation - to begin Fall 1978

III. Other Details

- 1. Present staff and resources are adequate for immediate implementation of the course, but occasionally it would be desirable to bring experts in to teach parts of the course.
- 2. Depending upon the focus of the course, some additions to the library's holdings may be required.
- 3. Space needs are met by existing facilities.
- 4. Course is unique in that no course presently offered has such flexibility nor such topicality.
- 5. Specific objectives:
 - a. to offer students a variety of subject matters, each especially designed to meet current needs and interests
 - b. to encourage experimentation and creativity on the part of faculty members and to allow them to treat specialized areas in depth

5. Specific objectives, cont'd.:

- c. to provide periodic offering of certain courses
- d. to enrich the students' program by inviting specialists and consultants to the campus to participate in the course

IV. Rationale

This course would be equally beneficial for students and faculty. It would encourage faculty members to broaden and enrich the present program, and it would provide a very specialized experience for the student, strengthening his concentration in communications.

V. Consultation:

This course would be similar to the English Department's "Cross Currents in Literature," and it would respond to this recent suggestion by Dean Donovan regarding curriculum:

Where appropriate, I encourage the use of such a course as 'Selected Topics: Title Variable.' This kind of course allows for considerable and reasonable curricular freedom and functions better than the more ephemeral of the related electives.

When asked what kinds of courses they might like to offer as "Special Topics in Communications," some department members responded with these and other suggestions: First Amendment Rights and Mass Communication, Archetypal Figures in American Popular Culture, Using Electronic Media, The Horror Film (or other thematic approaches), Feature Writing, Advanced Semantics, Teaching Communications Strategies to Management, Current Cinema, Black American Stereotypes in the Media, Non-Verbal Communication, Novel Writing, Writing Reviews, and Cable Television.

VI. Catalogue Description:

This course is designed to provide the student with the opportunity to thoroughly investigate specific areas critical to the field of communications. The topics will change based upon timeliness and availability of expert staff. The specific topics covered will be announced as the course is scheduled.

I. TITLE: T.V. Production II

DEPT: Communications

SPONSOR: Mike Donovan, Richard Grupenhoff

II. ESSENCE:

- a) Undergraduate
- b) 3 s.h.
- c) Junior-Senior Level 400
- d) Prerequisites - Dept. Core requirements, T.V. Production I
- e) Curricular Pattern - one section each semester or as demand necessitates
- f) Implementation - Fall 1978

III. OTHER DETAILS:

- a) Present staff is adequate for immediate implementation
- b) Library facilities are adequate
- c) Space needs - additional space is currently being made available for film courses
- d) Specific objectives: to continue the skill development begun in T.V. Production I with the emphasis on electronic technique, production organization and production aesthetics:
 - 1) Electronic Technique
 - a) To provide each student with a theoretical understanding of the electronics of color video
 - b) To provide students with hands-on experience in all aspects of color video production (directing, switching, videography).
 - 2) Production Organization
 - a) To provide the student with knowledge of and experience in simulated professional production administration
 - b) To provide students with an understanding of the roles and functions of a production crew and the experience of working as a professional production unit.
 - 3) Production Aesthetics
 - a) To develop an understanding of the inherent aesthetic elements of color video in relation to the artistic acts of directing, performing and image recording.
- e) The unique nature of this course is obvious. It is the only course which deals with the specifics of color video and it provides the kind of advanced hands-on experience that is necessary for entry into television, cable television, ad agencies and video production houses.

IV. RATIONALE:

This course is designed to augment the theoretical and management oriented broadcast courses. Further, entry into any broadcast or related area demands a knowledge of techniques, technologies and biases of each of the three broadcast media (audio tape, video tape and film). This course will provide a student with more advanced production skills in general and a theoretical knowledge and an aesthetic understanding of color video in particular.

CONSULTANTS:

This course was designed in consultation with Dr. John Egan and the Media Arts Staff at Jersey City State College and Ms. Arlene Krebs, television consultant from New York University.

CATALOGUE DESCRIPTION:

T.V. Production II is a continuation of T.V. Production I in which students will apply theories and techniques of preproduction, production, and post production to the development and execution of broadcast quality programming as well as lighting, staging and design considerations of color video production.

V. EVALUATION OF STUDENTS:

Students will be evaluated on the basis of:

- a) Written tests during the course
- b) Performance in designated role as member of a production unit
- c) The quality of the final video project of the production unit
- d) Final written exam

VI. TOPICS TO BE INCLUDED:

- a) Basic electronic theory of color video
- b) Cameras and controls: Elements of video production
- c) The T.V. production unit: Administration
- d) The T.V. production unit: Studio practicum
- e) Color video directing, lighting, acting, camerawork

Glassboro State College
Communications Department

I. Title: Radio-T.V. Sales and Advertising

Department: Communications

Sponsor: R. Michael Donovan

II. Essence:

- a) Undergraduate
- b) 3 s.h.
- c) Course Level - 400 - Junior-Senior
- d) Prerequisite - Department core requirements and Intro. to Broadcasting (0603.205)
- e) Curricular Pattern - One section each semester or as demand necessitates
- f) Implementation - Fall, 1978

III. Other Details:

- a) Staff - The course will be taught by present staff or adjunct staff who are presently working as general managers or sales managers.
- b) Library - Library holdings are sufficient but must continue to grow to reflect changes in the broadcast industry.
- c) Space needs are met by existing facilities
- d) Specific Objectives:
 - 1) To prepare students to enter the competitive field of broadcasting by augmenting hands-on production experience with knowledge of the day-to-day management decisions in the broadcast industry.
 - 2) To familiarize students with the function of advertising in the broadcast industry.

- 3) To expose students to the broadcast industry through the experience and expertise of a working professional.
 - 4) To provide students with the opportunity to put theory into practice by solving actual advertising related management and programming problems.
- e) Student evaluation will consist of written examinations showing comprehension of specific material as well as ability to relate that material to management problem solving.

IV. Rationale:

The purpose of this course is to study and apply the theories, functions and techniques of advertising and sales in the operation of the contemporary broadcast facility. Advertising, as the sole source of station revenue, is the cornerstone of the broadcast industry. Also, a recent survey indicated that a large percentage of those in broadcast management positions began in sales and advertising. A practical knowledge of the function of advertising in broadcasting is a vital component for the student who is preparing to enter the broadcast industry or related areas.

V. Consultation:

This course was designed with information obtained from a number of radio and T.V. professionals including:

George Back, President, Hughes Television Network

Robert Crager, General Manager, WWBZ and Commissioner,
New Jersey Public Broadcasting Commission

Ed Hunt, Program Director, WOSC A.M., F.M. and T.V.

(Information was also provided by a survey of our own graduates currently working in broadcast or related areas.)

VI. Topics to be Included:

- a) A review of federal, Network and N.A.B. regulations on advertising practice.

- b) A study of the roles of the general manager, sales manager, station salesman, station representatives, network salesman, advertiser and agency.
- c) A study of sales techniques and practices including presentations, rate cards, ratings, package deals, frequency discounts, Co-op, P.I., local, national and network spots.
- d) An applied study of copy preparation, story boarding, campaign development and presentation.

VII. Catalogue Description:

This course will provide the student with the knowledge and practical application of the theories, functions and techniques of advertising and sales in the operation of the contemporary broadcasting facility.

Glassboro State College
Communications Department

I. Title: Advanced Public Relations Writing and Strategies
(Retitled Course - not new)

Department: Communications

Sponsor: Anthony J. Fulginiti

II. Essence

- a) Undergraduate
- b) 3 s.h.
- c) Course level 400 (Senior)
- d) Prerequisites - Required specialization courses in PR
- e) Curricular pattern - usually each spring or as demand requires
- f) Implementation - Fall, 1978

III. Other Details

- a) Staff - Course will be taught by existing public relations staff
- b) Library - Present holding sufficient with addition of recently ordered texts
- c) Space - Existing space sufficient
- d) Specific Objectives:
 1. To prepare students to enter the competitive field of public relations by providing them with a seminar-type experience in advanced strategies in PR.
 2. To provide students with an important and essential opportunity to make specific public relations tools in a way not possible with other courses.
 3. To update the course formerly entitled, Public Relations Writing to reflect current and foreseeable needs in public relations practice.
 4. To provide students with an opportunity to produce actual PR tools based upon real circumstances so as to enhance their professional portfolios.
- e) Student evaluation will consist of actually produced work according to course content. A theoretical exam will also be used.

IV. Rationale:

The purpose of the course responds to a demonstrated need in current public relations practice that professionals in the field be totally familiar with audio/visual construction, speech writing and public relations law and

IV. Rationale, cont'd.:

ethics. These needs have been recently insisted upon by practitioners in the field and by the Public Relations Society of America - the professional society in the field. Competition for positions in Public Relations is keen and Glassboro State College graduates can use the additional skill and training to gain a competitive edge. Finally, each major concentration of study should have a senior level seminar to provide students with the opportunity to judge their theoretical knowledge against the work-a-day world.

V. Consultation:

This course was designed with information obtained from a number of Public Relations professionals and organizations including:

Public Relations Society of America publication "A Design For Public Relations Education," 1975; J. Carroll Bateman and Professor Scott Cutlip (University of Georgia) co-chairmen

Anne Sceia Klein, Vice-president, Public Relations Society of America (Philadelphia Chapter)

John Lisovitch, Vice-President, Century Management Corporation, a public relations private practitioner

Information was also obtained from undergraduate and graduate students in the field.

VI. Topics to be Included:

- a) The essentials of speechwriting
- b) The essentials of slide/tape construction from a public relations and communications perspective, including: design and construction; proposing, bidding; constructing and evaluating.
- c) Current notions of public relations law and practical discussions of ethical practices in public relations leading to a personal ethical code for would-be practitioners. Such a code is strongly recommended by the professional in the field as an indispensable element for the integrity of the profession.

VII. Catalogue Description:

This course will include the essentials of speech writing, design or construction of slide tape scripts as well as focusing upon public relations law and ethics.

A RESOLUTION AUTHORIZING GLASSBORO STATE COLLEGE
TO OFFER A MAJOR IN COMMUNICATIONS

WHEREAS: Glassboro State College has proposed a program for a major in Communications, and

WHEREAS: The Department of Higher Education has reviewed this proposal with the college and believes that it is an appropriate offering for Glassboro State College, now therefore be it

RESOLVED: That the Board of Higher Education authorize Glassboro State College to offer a major in Communication beginning in the Fall of 1970, with the Journalism and General Communications Tracks of this program to begin in the Fall of 1971.

May 15, 1970

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

A PROPOSAL FOR AN UNDERGRADUATE MAJOR IN COMMUNICATIONS

I. IDENTIFICATION OF THE PROPOSAL

- A. Title: An Undergraduate Major in Communications
- B. Sponsors: Mr. George Reinfeld, Chairman, Communications Dept.
Dr. Donald Bagin, Professor, Communications Dept.
Mr. Frank Grazian, Assistant Professor, Communications Dept.
Mr. Peter Jaeger, Associate Professor, Communications Dept.
Mr. Joseph Salviuolo, Assistant Professor, Communications Dept.
Miss Kathryn Queeney, Instructor, Communications Dept.
- C. Administrative Responsibility: Mr. George Reinfeld, Chairman
Communications Department

II. ESSENCE OF THE PROGRAM

- A. Type of Program: A liberal arts program that will offer an undergraduate major in communications and/or pre-professional training that can be combined with several other major fields of study (education, English, journalism, etc.).
- B. Scope and Size of Program: It is estimated that approximately 100 students a year will be permitted to select communications as a major.
- C. Location in Current and/or Projected College Structure: The communications major would be considered a professional area program to be supervised by the Communications Department.
- D. Degree Awarded: Bachelor of Arts.
- E. The Basic Need for the Program: The need for graduates with communications skills is a serious one. In the newspaper field alone, the Newspaper Fund has estimated that about 7,500 journalists a year are needed to fill existing vacancies. Since the nation's colleges and universities are producing fewer than 5,000 journalism graduates annually, according to QUILL magazine, a deficit of at least 2,500 journalists a year exists. Also, a check with executives in the other fields of communication indicates that graduates in the field are in short supply and that it is presently necessary to employ people without the desired background and attempt to train them.

While specific figures are not available for New Jersey and particularly for the South Jersey area, it is well known that demand for graduates far exceeds supply in the various communications fields. For example, Mr. Edward J. Mack, Chairman of the Journalism Education Committee of the New Jersey Press Association, has described as "desperate" the need of New Jersey newspapers for "qualified people."

Currently, only three institutions of higher learning in the State offer majors in journalism or communications: Rutgers University, Seton Hall

University, and Rider College. None, however, offers the General Communications Intensification described in this proposal.

Though the need for communications study is not new, only relatively lately has it emerged as an academic discipline. Concerning itself with all factors that influence or in any way affect the gathering, dissemination, diffusion and reception of information, the study of communications is an essential and integral part of survival.

In this era of continuing technological and educational advancement, it is increasingly apparent that the greater part of one's knowledge of contemporary affairs comes from the mass media. The fact that the mass media supply most of our information means that the citizen has several correlative responsibilities: providing the necessary support (including financial) to insure that the mass media will be able to act as his agents in obtaining and processing information, keeping the channels of communication open, and developing the kinds of critical mental processes that will enable him to evaluate the performance of the media and be discriminating in his perception of local, state, national and international affairs.

If the responsibility of the citizen is large, it is obvious that the responsibilities devolving upon the mass media are enormous. For these reasons, it is essential that intensive study be made of the social, technological, economic, psychological, literary, legal, aesthetic, and political implications of communication. Experts in mass communication who are able to accurately determine and assess what the tasks of communication are, and how well they are being performed, are sorely needed.

There is also needed a broad-based liberal arts program that will orient the student toward any of several fields, one that will allow the student flexibility in the choice of courses as well as one that will not inflict upon the student a loss of credits in the event of a change of major. The core program for the communications major will serve that purpose.

III. DETAILS OF THE PROGRAM

A. Program Objectives:

1. General Objectives:

- a. To offer professional training that will enable the student to become more aware of factors that predict communication behavior.
- b. To prepare students to become communications specialists in secondary education, journalism, or the public media.
- c. To provide preliminary training for those interested in subsequent specialized or graduate study in other intensified communications areas.

2. Specific Objectives:

- a. To increase the student's ability to describe communication processes and products through reporting, categorizing, and identifying factors in communications phenomena.

The program would be structured as follows:

Common Core

(Students will be required to take all of the courses in this area):

Semantics
Mass Media and Its Influences on Education and Culture
Communications Theory
Introduction to Survey Research
Media and Motivational-Techniques
Introduction to Media Writing

Journalism Intensification

(Students will select 24 semester hours from the following courses):

News Reporting I & II
Basic Issues in the News
Special Journalistic Writing
Copy Editing and Make-Up
Problems in Contemporary Journalism
Independent-Study
*Internship
Photojournalism
Graphics
Advertising
Public Relations
Magazine Article Writing

General Communications Intensification

(Students will select 18 semester hours from the following courses):

Psychology of Communications
Linguistics
Public Opinion
Film: Theory and Technique
Writing for Radio and TV
Colloquium in Communications
Independent Study
News Reporting I
Graphics
Advertising
Public Relations

(Students will select 6 semester hours from the following courses):

Introduction to Computer Science
Seminar in Perception
Cultural Anthropology
Learning Theory
Social Psychology

*Twelve semester hours. All other courses in each area, including the Common Core, are three semester hours.

The Common Core program will consist of the following six courses:

Semantics* - A study of the communication-process and the use of verbal and non-verbal symbols to evoke responses. Included will be emphasis on the significance of slanted words, connotations and denotations, objective writing, advertising, and the analysis of language for meaning. The interaction between culture and language will also be stressed.

Mass Media and Its Influences on Education and Culture* - The impact of television, radio, films and newspapers on the education and culture of our times. The various media will be examined to determine how they operate and what they accomplish. The effects on the media and on the public of advertising, propaganda, circulation, politics, etc., will receive major emphasis.

Communications Theory - Communication process and possible barriers to effectiveness. A review of literature on the effects of mass communications on individuals and groups, contrasting channels and message structures. Emphasis on communications models.

Introduction to Survey Research - The logic of scientific inquiry, systemization of observation, research design, sampling, interviewing, questionnaire construction designed to measure attitude, opinion and behavioral change related to message content.

Introduction to Media Writing - An introductory course emphasizing journalistic techniques as applied to the various media. The preparation of radio and television scripts will be included.

Media and Motivational Techniques - A study of media and advertising approaches as these are designed to motivate reader, listener and viewer responses. Motivational research and projective techniques will be emphasized.

Intensification courses will be selected from the following:

Psychology of Communications - This course focuses attention on the nature, origin and purposes of communication. Individual and group applications will be discussed, as well as the effects of personality, interaction and interpretation. To some extent, the role of media as these affect communication would also be discussed.

Linguistics - This course traces the history of language from prehistoric times to the twentieth century. It includes language formation theories and the development of the major language groups. It also includes the study of linguistics with an emphasis on how linguistics may be used to improve writing and speech.

Seminar in Perception - Consideration of perception as an information-extraction process, perceptual hierarchy, perceptual constancies, major learning, cultural, and social determinants of perception and roles of perception in establishing sets, concept formation, problem solving and creative thinking. Previous acquaintance with general psychology or human behavior and development is assumed. It is recommended that students interested in enrolling discuss with their instructor the nature and basic requirements of the course.

Colloquium in Communications - Social scientists, artists, executives, journalists and other professionals discuss their work and report current issues, trends and philosophies in communications.

Public Opinion - This course includes the nature and role of public opinion, the dynamics of public opinion processes, and the numerous factors which shape or influence opinion; an evaluation of the mass media of communication, their roles as molders and reflectors of public opinion and as instruments of propaganda, and such related matters as censorship and the "mass mind."

Cultural Anthropology - An intensive, accelerated cross-cultural approach to the nature of culture and to culture systems as adaptive mechanisms.

Film: Theory and Technique - Surveys the evolution of motion pictures as a distinctive medium of expression and communication. The development of film techniques and the theories behind these will be illustrated through classroom screenings.

Learning Theory - Methods and basic data in areas of retention, habit formation, conditioning, discrimination learning, and problem solving.

Social Psychology - Includes a survey of the field of social psychology with emphasis upon basic psychological behaviors affecting social behavior, attitudes, language and communications, society and culture, individual in relation to social groups and organizations, group effectiveness and role behavior. Emphasis will be placed upon major theories and concepts of social psychology and its relationship to other disciplines.

Independent Study - Projects on special problems under planned program approved by adviser.

News Reporting I - The principles of news writing, leads, structure, style evaluation, and rewrite would be dealt with. Emphasis would also be placed on news gathering methods and interviewing. Students would gain practical experience by covering news events on and off campus.

News Reporting II - (Prerequisite: News Reporting I) - Included would be the background story, the reporting of news of courts, business, politics, government, education, accidents, etc. Students would be assigned to cover stories on and off campus.

Basic Issues in the News - The course would deal with the studies and coverage of the major issues of the day. Included would be in-depth study and reportage of law and government, economics, urban problems, science, education, problems of the megalopolis, and international affairs.

Writing for Radio and Television - Designed to prepare students to produce radio and television scripts that will satisfy the professional standards of those media. Specialized techniques will be emphasized.

Special Journalistic Writing - A course designed to develop competence in the writing of features, editorials, sports, movie and book reviews, and columns.

Graphics - An introduction to type lore and design, type dimensions, copy computation, and printing processes as they relate to newspapers and magazines. Laboratory classes would be included.

Advertising - Principles and practices of writing, designing and preparing advertising copy and layout. Laboratory work would be included.

Public Relations - An introduction to the principles and practices of public relations. Emphasis would be placed on media and methods of reaching mass and special interest groups.

Magazine Article Writing - An intensive course designed to teach students how to write articles for both general and specialized consumer magazines. Submission of manuscripts to magazines would be required.

Copy Editing and Make-Up - (Prerequisites: News Reporting I & II) The course would include copy-desk training, evaluation and editing of copy, correction of faulty news stories, handling of wire copy, headline writing, and make-up of newspaper pages.

Internship - (Prerequisites: News Reporting I & II, Special Journalistic Writing) One semester of on-the-job training with a daily newspaper. The student would gain experience in all facets of newspaper work. Students will meet with a professor periodically.

Problems in Contemporary Journalism - (Prerequisite: Internship) The study of problems encountered during the period of internship and generally by the mass media with a view toward solution. Topics to be studied would be arrived at jointly by the professor and students. A unit in the history of journalism would be included.

Photojournalism - Press photography techniques and fundamentals and picture editing would be stressed through picture story planning and execution. Darkroom procedure would be included.

C. Program Administration: All aspects of the program will be administered by the Communications Department.

D. Resource Utilization:

1. Special resources needed are typewriters and a wire-service teleprinter. Existing facilities will allow the implementation of the major without the need for large amounts of money. The radio-TV-film track of the program, to be added later, would require \$3,000 to make present campus equipment operative; as this phase of the program is developed, additional money for equipment will be needed and more studio space will be required.

2. Faculty Inventory: A number of faculty members from the Communications Department and from the Speech and Drama Department would be available for the program in Communications. The following members are included:

Dr. Donald Bagin - Temple University.

Professional newspaper experience, consultant in communications, former public relations director for Glassboro State College.

Mr. Samuel Durvee - Columbia School of Journalism.

Professional newspaper experience.

Mr. Herschel Engebretson - Annenberg School of Communications, University of Pennsylvania. Medill School of Journalism, Northwestern University.

Professional newspaper experience, editing experience, book-publishing company.

Mr. Frank Grazian - Columbia School of Journalism.

Former news editor-Asbury Park Press, former director-public relations-State Education Department, consultant in communications.

Mr. Peter Jaeger - University of Houston.

Professional newspaper experience, state-wide recognition for excellence in school journalism.

Mr. George Reinfeld - Temple University.

Executive committee-Scholastic Press Association of New Jersey, national recognition for student publications.

Mr. Benjamin Resnik - Glassboro State College.

Experience in college journalism, experience in public relations office of Glassboro State College.

Mr. Frederick Bell - University of Michigan.

Television production experience.

Dr. Michael Kelly - State University of Iowa.

Experience in television production and radio broadcasting.

Mr. Richard Kislak - New York University.

Excellence in national forensics competition, drama director.

Mr. Vern Smith - Columbia University.

Professional theatre experience as company designer and technical director.

3. Plans for a college center include a "deadline room," to be used for classes in journalism and communications. This room is designed to be used for both classroom purposes and for deadlining and writing by student publication groups. A darkroom is also in the plans of this building. Until the building is erected, present classrooms and publications offices can be used.

The Library has, or has on order, 1,000 books in the field of communications. The collection has developed rapidly during the past three years because of the College's graduate program in school information services and because professors in the Communications Department, which was formed three years ago, have been ordering books in the field. Additional books, now in our budget, are being ordered.

- E. Program Impact: A communications major would provide new opportunities for all Glassboro students—not only for those who select communications as a major. Various disciplines would benefit from the availability of a program designed to improve the students' ability to communicate and to understand communication theory. The availability of courses in the communications program would enable students in various fields to select courses that should result in the students' being able to effectively disseminate information in their field.

The communications major, in today's rapid information dissemination world, would bring to the Glassboro student the opportunity to better understand the world around him, and would afford him the opportunity to learn how to communicate with that world. Students of other disciplines could beneficially choose a minor in communications to prepare them for a vital phase of their life's work.

Students majoring in communication would bring talents to the College's publications. The number of males attracted to such a program would help effect an improved male-female student balance. The major should attract students who are challenged by competition and students who want to share their ideas with others; this should be a desirable addition to the student body.

Graduates of the program, placed eventually in key positions in various fields, should make solid contributions to the field because of their college background. This should reflect favorably on the College.

- F. Implementation: The implementation of the communications major program will develop over four general phases:

1. Planning and establishing of goals.
2. Implementation of the core program.
3. Implementation of the first two specialized "tracks."
4. Implementation of one or more additional specialized tracks.

Phase 1. - Planning-Spring, 1970:

- a. State of goals.
- b. State of objectives.
- c. Survey resources.
- d. Select core requirements.
- e. Plan for "track" programs in Phase 3.
- f. Identify staff and facility needs for Phases 2 and 3.
- g. Submit proposal.
- h. Elicit approvals.
- i. Disseminate to college community.
- j. Solicit students for programs.

Phase 2. - Fall-Spring, 1970-71:

- a. Conduct core courses, including new colloquium.
- b. Secure approval for Phase 3 plans.
- c. Evaluate effectiveness of core program, and make revisions where appropriate.
- d. Consider preliminary candidates for new "tracks" in Phase 4.

Phase 3. - Journalism and General Communications Tracks-Fall-Spring, 1971-72:

- a. Conduct courses in journalism and general communications.
- b. Evaluate effectiveness of track programs.
- c. Continue and re-evaluate core program.
- d. Determine specific recommendations for one or more additional tracks for Phase 4.

Phase 4. - New Tracks:

- a. Conduct one or more additional "track" programs — such as broadcasting, communications research, contemporary culture, or political communication.
- b. Continue evaluation and revision of existing core and tracks.
- c. Discuss program changes and developments for future phases.

- G. Evaluation: The entire communications program, its core and track components, and individual courses will be continually evaluated and improved. Part of the obligation of staff members will be to state specific objectives for each course, an evaluation design, an evaluation report, and specific plans to correct any shortcomings found in the evaluation. Formulations of objectives, evaluation strategies, and tests and measures will be developed through periodic collaborations in the department. We believe that the nature of our discipline — which includes systems analysis and information theory — requires us to be exemplary in systematic and scientific evaluation of our programs. Mr. Edmond Weiss, Evaluation Specialist of the Educational Improvement Center (an R & D center in Glassboro) has indicated a readiness to collaborate in continuing program evaluations, as well as staff training in evaluation techniques.
- H. Funding Considerations:
1. Implementation of the core program will require no additional staff members or facilities beyond those currently approved for 1970-71, except small additional expenditures for the colloquium.
 2. Implementation of the journalism track will require no new staff members, and will utilize existing journalistic facilities.
 3. Implementation of the general communications curriculum will require one or two additional staff members (1971-72).
 4. Additional tracks in Phase 4 may require more staff members (depending on their scope and content) and probably will require an investment in facilities.
- I. Five Year Forecast: The program would start with about 30 majors. It is expected that the demand for the professional services of graduates would exceed the supply. A survey of professional newspaper editors and radio and television producers in this area has indicated a great need for communications majors. The current graduate program in school information services has already reached the point where demand far exceeds the supply of graduates and this would be true of the of the undergraduate major in communications.

At the end of a five year period it is expected that the program would be enlarged so that 50 or 60 majors would be admitted each year.

In addition, as communications would be a broad gauge major and it is expected that students in other majors would combine their specialties with an additional major in communications, it is expected that within several years the program would be handling 60 majors. For example, some urban studies majors might add a major in communications so that they would be equipped to communicate with the people in the urban areas which they would serve.

At the end of five years there would be about 60 communications majors with perhaps an equal number of students working for a combined major.

IV. RESULTS OF CONSULTATION

A. The following persons have been consulted individually prior to the preparation of this report:

Mr. Edmond Weiss, Coordinator of
Research and Evaluation
Educational Improvement Center
South Jersey Region
Glassboro, New Jersey

Dr. Bruce Underwood, Chairman
Department of Journalism
School of Communications
Temple University
Philadelphia, Pennsylvania

Mr. Lloyd P. Burns
General Manager
New Jersey Press Association
Rutgers University
New Brunswick, New Jersey

Mr. Edward J. Mack, Chairman
Journalism Education Committee
New Jersey Press Association
Rutgers University
New Brunswick, New Jersey

Mr. Richard Hixon
Associate Professor of Journalism
Rutgers University
New Brunswick, New Jersey

Mr. Thomas Jobson
Managing Editor
Asbury Park Press
Asbury Park, New Jersey

Mr. Willard Lally
Associate Professor of Journalism
Rider College
Trenton, New Jersey

Mr. Robert Palmer
Director of Information Services
N. J. State Department of Education
Trenton, New Jersey

Mr. Arthur Kamin
Editor
Daily Register
Red Bank, New Jersey

Mr. Robert Haring
State Bureau Chief
Associated Press
Newark, New Jersey

B. A study of various programs of high quality at institutions elsewhere in the United States shows that the proposed program offers the broad liberal arts base deemed essential by ranking educators. In addition, it permits the student to select more than one area of intensification, a practice followed by such institutions of high education as Ohio University, New York University, the University of Missouri, and the University of Iowa. It is felt, also, that the general communications intensification permits the student a flexibility not offered at most institutions.