

PART 2

SUPPLEMENTARY INFORMATION



HIGHLIGHTS

- ❖ The School of Mass Communication has been educating students for more than 75 years.
- ❖ Loyola University New Orleans is more than 100 years old.
- ❖ The school offers students academic choices of two sequences: Journalism for multiple media including online, electronic and print; and Strategic Communications, with tracks in advertising and public relations.
- ❖ The school has a faculty of full-time and part-time members who offer a rich combination of both academic and professional experience.
- ❖ Faculty-to-student ratio in fall 2012 was 9.5 to 1.

1. Complete and attach in the main body of the self-study report the following tables:

Table 1, “Students”

Table 2, “Full-time Faculty”

Table 3, “Part-time Faculty”

Table 1, “Students” shows the total number of students for academic year 2012-2013 at 280. The school has not required in the past that students choose a sequence until the sophomore year; therefore it is not possible to see the sequence of all students. Beginning fall 2013, the school is requiring that students choose a sequence their freshmen year. This will enable the school to better plan teaching needs. Where students have selected a track, in academic year 2012-2013, the majority (64) of students are in the public relations sequence, followed by journalism (58), advertising (47) and two remaining students (2) in media studies. However it should be noted that 108 students had not chosen a sequence.

Table 1 also reveals that in 2012-2013, a total of 60 students from the school received bachelor degrees. Twenty-five of those graduates were from the public relations sequence, 20 from journalism and 12 from advertising. Three students were in media studies.

From the fall 2012 semester to spring 2013 semester, the school did not retain three students.

Table 2, “Full-Time Faculty” indicates that in 2012-2013, the School of Mass Communication had a total of 11 full-time faculty including the director of the school. During the 2012-2013 academic year, five members (Sonya Duhé, David Myers, Leslie Parr, Cathy Rogers and Robert Thomas) of the faculty were tenured full professors. Two (Yolanda Cal and David Zemmels) were assistant professors on tenure track. Of the four remaining faculty, one (Andrew Nelson) was a visiting professor, one (Lisa Martin) was an instructor and two (Valerie Andrews and Mark Poepsel) were assistant professors, non-tenure track.

Larry Lorenz has been in phased retirement for the past three years and Sherry Lee Alexander has been in phased retirement for the past two years.

It should be noted that Cal’s contract was not renewed beyond May 2013. Poepsel was offered a tenure track position (the Lorenz line) beginning fall 2013 after a national search; however, Poepsel terminated his employment in May 2013 for an academic position at another school.

All full-time faculty during the 2012-2013 academic year have a master’s degree or Ph.D.

Table 3, “Part-Time Faculty” shows in spring 2013 semester, the school employed a total of five part-time faculty. All are working professionally full time with the exception of Michael Giusti who serves as the advisor to the university’s newspaper and magazine and is a freelance journalist. Of the adjunct faculty, Scott Sternberg has a J.D. and teaches media law. He works as a media attorney in New Orleans. Three adjuncts have master’s degrees (Cheryl Dejoie-LaCabe, Michael Giusti and Tamar Gregorian). One adjunct (Jeffrey Ory) has a bachelor’s degree and significant professional experience.

Table 1. Students

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements. Give the number of students by class (year in school) in each of these programs at the end of the 2012 – 2013 academic year (spring 2013). If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study even if not formally identified by computer or register codes.

Show the number of undergraduate degrees conferred during academic year 2012 – 2013. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.

AY 2012-13 (Unduplicated Headcount)¹	<u>Number of Students</u>				<u>Degrees Conferred 2012-13²</u>	
Undergraduate programs of study	<u>frsh</u>	<u>soph</u>	<u>jr</u>	<u>sr</u>	<u>Total students</u>	<u>bachelor's</u>
1. Communication	46	41	16	5	108	0
2. Advertising (CMAD)	6	5	13	23	47	12
3. Journalism (CMJR)	2	12	13	31	58	20
4. Media Studies (CMMS)	0	0	0	2	2	3
5. Public Relations (CMPR)	3	8	18	35	64	25
6. Communication, 2 nd Major	0	1	0	0	1	0
Total students (Major 1 & 2)	57	67	60	96	280	60

Table 1. Students Continued

Spring 2013 Undergraduate programs of study	<u>Number of Students</u>				<u>Total students</u>	<u>Degrees Conferred 2012-13</u> <u>bachelor's</u>
	<u>frsh</u>	<u>soph</u>	<u>jr</u>	<u>sr</u>		
1. Communication	40	36	13	5	94	see above
2. Advertising (CMAD)	6	5	14	22	47	
3. Journalism (CMJR)	2	11	12	27	52	
4. Media Studies (CMMS)	0	0	0	0	0	
5. Public Relations (CMPR)	2	8	16	26	52	
6. Communication, 2 nd Major	0	1	0	0	1	
Total students (Major 1 & 2)	50	61	55	80	246	

Fall 2012 Undergraduate programs of study	<u>Number of Students</u>				<u>Total students</u>	<u>Degrees Conferred 2012-13</u> <u>bachelor's</u>
	<u>frsh</u>	<u>soph</u>	<u>jr</u>	<u>sr</u>		
1. Communication	50	35	23	6	114	see above
2. Advertising (CMAD)	0	3	18	11	32	
3. Journalism (CMJR)	0	7	14	23	44	
4. Media Studies (CMMS)	0	0	0	2	2	
5. Public Relations (CMPR)	2	7	25	23	57	
6. Communication, 2 nd Major	0	1	0	0	1	
Total students (Major 1 & 2)	52	53	80	65	249	

¹ Unduplicated headcount for 2013 spring and 2012 fall; each student is counted only once during the academic year, regardless of the number of terms enrolled or the number of credits taken.

Table 2. Full-Time Faculty

List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester immediately preceding the accreditation visit. Add additional lines as needed.

(As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the “General Information” section of the Self-Study report form.)

Semester or Quarter: Academic Year 2012-13

	years full-time professional experience	years full-time college teaching	years on this faculty	years at present rank	highest earned degree	tenured (y/n)	number of classes ³ taught per week		% of time		
							Fall '12	Spring '13	tchg.	rsch.	svc.
Unit Administrator											
Duhe, Sonya F.	9	20	4	4	Ph.D.	Y	2 L, 4 I	1 L, 5 I	10	5	75

Professors

Myers, David M.	5	32	29	7	Ph.D.	Y	2 L, 1S	3 L	33.3	33.3	33.3
Parr, Leslie G.	6	31	25	3	Ph.D.	Y	Sabb.	3 L, 1 I	33.3	33.3	33.3
Rogers, J. Cathy	3	25	25	2	Ph.D.	Y	3 L	3 L	33.3	33.3	33.3
Thomas, Robert A.	18+	15	17	16	Ph.D.	Y	1 L, 2 I	2 L, 2 I	25.0	37.5	37.5

Associate Professors

N/A

Assistant Professors (Tenured Track)

Cal, Yolanda R.	2	13	4	4	Ph.D.	N	3 Lect.	3 L, 1 I	33.3	33.3	33.3
Zemmels, David R.	5	20	5	5	Ph.D.	N	3 Lect.	3 L, 1 I	33.3	33.3	33.3

Instructors/Lecturers (Extraordinary)

Andrews, Valerie J.	14+	21	8	6	MJ	N	3 L, 1 I	5 L, 2 I	50	0	50
Martin, Lisa	9+	19	18	8	MA	N	2 L	2 L	25	0	75
Poepsel, Mark	4+	2	2	2	Ph.D.	N	3 L, 1 I	3 L	33.3	33.3	33.3
Nelson, Andrew	23+	2	2	2	MA	N	2 L	2 L, 2 I	50	0	50

Table 2. Full-Time Faculty Continued**Emeritis**

Lorenz, Alfred Lawrence	2+	42	29	29	Ph.D.	T	n/a	n/a	33.3	33.3	33.3
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Phased Retirement

Alexander, Sherry Lee	2+	21	21	7	Ph.D.	T	n/a	n/a	33.3	33.3	33.3
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¹ Unduplicated headcount for 2013 Spring and 2012 Fall; each student is counted only once during the academic year, regardless of the number of terms enrolled or the number of credits taken.

² Degrees conferred for the period of 2012 Summer, 2012 Fall and 2013 Spring.

³ L = Lecture; I = Independent Study; Sabb. = Sabbatical; Leave = Leave of Absence (w/ or w/out pay); Lab = Laboratory, S = Seminar

+ indicates part time professional work while an academic

Table 3. Part-Time Faculty

List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the year preceding the accreditation visit. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add additional lines as needed.

Semester: Fall 2013

Name and Rank	years full-time professional experience	years teaching experience	highest earned degree	now working full-time as professional (y/n)	working toward degree (y/n)	credit hrs. ³ teaching this sem. Spring '13	teaching responsibilities:		
							in charge of course	lectures	assists teacher in lab
Dejoie-LaCabe, Cheryl Instructor	30	23	MFA	Y	N	6 L, 3 I	×		
Giusti, Michael Instructor	6	7.5	MBA	*N	N	4 L, 6 I	×		
Gregorian, Tamar Instructor	7.5	6	MMC	Y	N	3 L	×		
Ory, Jeffrey Instructor	15	3	BA	Y	N	3 L	×		
Steinberg, Reid Instructor	19	0	BA	Y	N	3 L	×		
Sternberg, Scott L. Instructor	4	3	JD	Y	N	3 L	×		

*Giusti is the full time adviser to *The Maroon* and the *Wolf*

Table 3. Part-Time Faculty Continued

Semester: Spring 2013

Name and Rank	years full-time professional experience	years teaching experience	highest earned degree	now working full-time as professional (y/n)	working toward degree (y/n)	credit hrs. ³ teaching this sem. Spring '13	teaching responsibilities:		
							in charge of course	lectures	assists teacher in charge
Dejoie-LaCabe, Cheryl Instructor	30	23	MFA	Y	N	6 L, 3 I	×		
Giusti, Michael Instructor	6	7.5	MBA	N	N	4 L, 6 I	×		
Sternberg, Scott L. Instructor	4	3	JD	Y	N	3 L	×		
Gregorian, Tamar Instructor	7.5	6	MMC	Y	N	3 L	×		
Ory, Jeffrey Instructor	15	3	BA	Y	N	3 L	×		

Semester: Fall 2012

Dejoie-LaCabe, Cheryl Instructor	30	23	MFA	Y	N	6 L	×		
Giusti, Michael Instructor	6	7.5	MBA	N	N	3 L, 3 Lab	×		
Norris, Adam M. Instructor	15	4	MSJ	Y	N	3 L	×		
Sternberg, Scott L. Instructor	4	3	JD	Y	N	3 L	×		

2. Describe the history of the unit in no more than 500 words.

Loyola University New Orleans has long prepared students for careers in mass communication. Its academic program grew out of an experimental radio station operated by the physics department before World War I. That station became WWL, the first licensed radio station in the Gulf South, when it began broadcasting from a physics-lab-turned studio in Marquette Hall in 1922. That success was quickly followed by the first edition of Loyola's student newspaper, *The Maroon*, in 1923. From WWL's earliest years, staff members taught courses in radio announcing, script writing, acting, directing and programming in the English and speech departments. Many continued to teach at Loyola when the Department of Communications was established in 1953.

Loyola broadened its communication offerings in 1931 with journalism courses taught in the English department. In 1937, the department was renamed the Department of English and Journalism. For historical purposes, 1937 is seen as the birth of what would eventually become the School of Mass Communication making the unit more than 75 years old.

In 1952, a separate Department of Journalism was created with a curriculum that included news writing and reporting, news editing, advanced editing, feature writing, sports writing, editorial writing, photography and the history of journalism. Things were happening with WWL too. On September 7, 1957, WWL expanded to television. Until 1960, WWL had operated as a department of the university. Loyola's board established a broadcasting committee to oversee the station.

In 1961, the Department of Communications added public relations and advertising courses. The Department of Communications and the Department of Journalism merged in 1977 into the Department of Communications/Journalism (renamed the Department of Communications the following year). The department offered degrees in journalism, radio, television and film. In 1981, the faculty created formal sequences of study in journalism, public relations, advertising, broadcast journalism, broadcast production and communications studies. A sequence in photojournalism was added in 1988. A graduate program offering a master's degree in mass communication was established in 1989. That same year, Loyola's board of directors decided it was unwise to allow the university to be so financially dependent on a single investment, and Loyola sold its media holdings.

The department's classroom and laboratories were scattered in three university buildings until 1985, when the Communications/Music Complex opened. The top two floors were specifically designed for the teaching of mass communication courses. As the department responded to changes in the communications industries, the building proved remarkably adaptable to teaching new technologies.

In 1996, the Shawn M. Donnelley Center for Nonprofit Communications was created in the School of Mass Communication to help nonprofits in the New Orleans' area with communication projects. Since its beginning, Loyola students have completed more than 350 projects for nonprofit clients. Also in 1996, the Loyola University Center for

Environmental Communication was established. It is one of the few such centers in the United States that specializes in training communicators in covering environmental issues. The mission is to spread the word about the environmental issues facing Louisiana and beyond.

In August 2005, Hurricane Katrina caused terrible destruction across much of New Orleans. The university was relatively unscathed physically, but enrollment declined, and given the uncertainties of the future, the administration responded with a major reorganization. Along with other programs across the university, the broadcast journalism, broadcast production, communication studies and film studies sequences and the graduate program were eliminated. The Department of Communications, however, was upgraded and renamed the School of Mass Communication. At that time, the faculty offered sequences of study in advertising, public relations and journalism, including photojournalism and was weaving digital communication through each of them. The faculty later added media studies as a sequence. However, in 2009, the faculty decided to seek ACEJMC accreditation and with that, later revised its curriculum to offer only two sequences: journalism for multiple platforms and strategic communications with separate tracks in advertising and public relations.

3. *Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.*

After Hurricane Katrina hit the Gulf Coast region in August 2005, Loyola was forced to close for the fall semester. When the university reopened and the community returned in January 2006, many areas of the university experienced reorganization due to the drop in enrollment. Loyola University President Father Kevin Wildes, Ph.D., S.J., with the support and approval of the Board of Trustees, began the implementation of a strategic plan called “*Pathways Toward our Second Century.*”

The strategic plan involved a restructuring of the university’s colleges with Loyola New Orleans offering 60 degree programs in their five newly-formed Colleges: The College of Humanities and Natural Sciences, the College of Social Sciences, the College of Business, the College of Music and Fine Arts and the College of Law.

The communications department, which was previously located in the College of Arts and Sciences, is now within the College of Social Sciences. Also, as a result of Pathways, the Department of Communications became the School of Mass Communication. A restructuring occurred within the newly developed school eliminating broadcast journalism, broadcast production, communication studies and film studies and the graduate program. The new School of Mass Communication offered sequence options in journalism, advertising and public relations. An interim director was named for what was to be a one-year position.

However, it wasn’t until the fall of 2009 that a full-time director was named to the school. At that time, the faculty approved a strategic plan including seeking ACEJMC accreditation and eventually led to a revised curriculum in the fall of 2011.

The mission of the school is to “educate students in the Jesuit tradition to become intellectual, ethical and creative practitioners and leaders in the professions and industries of journalism and mass communication. The overarching goal of the school is to *“position the School of Mass Communication for excellence and growth within a rapidly changing media environment.”* Because journalism and strategic communication are essential to a well informed, engaged and socially just world, the School of Mass Communication at Loyola University New Orleans aspires to be recognized among the premier mass communication programs in the country.

As the school continued to rebuild from the devastation of Hurricane Katrina, the university was hit again in the fall 2013 with a severe drop in enrollment. In fact, the school has seen nearly a 50 percent drop in enrollment since August 2005. By summer 2013, the university had implemented a hiring freeze for full time employees and hired marketing and enrollments management firms to assist the university in boosting the student population. Although admission to the university is centralized, the school tackled the issue of recruitment at an August 2013 retreat and developed a supplementary recruitment plan to the school’s existing strategic plan.

4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.

School hires director:

In 2009, the school replaced an interim director who had served since Hurricane Katrina. This is a pivotal point in the school’s history, as post Katrina, the Department of Communications was elevated to a School of Mass Communication. At that time, it was one of only two schools on campus. Dr. Bob Thomas, with post Katrina challenges, served as the school’s interim director. It was a time of tremendous tumult including the elimination of the master’s program, the broadcasting and film studies tracks. The university experienced several lawsuits for the elimination of positions within the school. The hiring of a director in 2009 was a much-awaited appointment in moving the school forward.

School approves strategic plan and decides to seek ACEJMC accreditation:

Immediately upon hiring a new director, the faculty convened to develop a strategic plan for the school. One of the objectives is “Prepare for Accreditation.” Since 2009, the school has developed and implemented a strategic plan, a diversity plan and an assessment plan. The school began analyzing existing data and began putting new direct and indirect measures in place to add to what the unit was already using to assess student learning outcomes.

School establishes student services area:

The director realigned staff responsibilities and created a student services office staffed by a student services coordinator to ensure quality assistance to students in both the recruitment and retention efforts. The staff holding this position is a journalist who has worked professionally at newspapers. She is also seeking her master's in counseling. One of the school's objectives is "Recruit and Retain High Quality Students."

Transformed part-time technology employee into a full-time position:

In 2009, the school employed a part-time technology employee to service the school's computer laboratories. With the increasing technological demands on students from social media to visual storytelling, it was evident there was a need for a full-time technology coordinator. This individual is responsible for maintaining and enhancing the school's technology. He is also responsible for strategically working with the director on technology plans and budgeting for the school, including the unit's three computer laboratories, its classroom technology in coordination with media services, its still and video cameras, and for the planning and implementation of the renovations of the university newspaper, The Maroon and its magazine, the Wolf, as well as planning for the renovations for the school's future \$5 million multimedia facility.

Implemented student probation program:

The first objective in the school's strategic plan is "Recruit and Retain High Quality Students." In spring 2011, in an effort to increase student retention, the student services director in consultation with the director developed a student probation program. Since 2011, data from summer 2013 reveal, 55 students have been put on probation for falling below a 2.0. Twelve (21.8 percent) of those students withdrew from the university, 21 (38.18 percent) never returned to the university, seven (12.72 percent) graduated, eight are off probation and seven (12.72 percent) are still attending Loyola and are still on probation. We believe the 15 (27.27 percent) are a positive result of this increased monitoring and assistance.

iPads for faculty:

The overarching goal of the school is to "Position the SMC for excellence within a rapidly changing media environment." In spring 2011, the school gave an iPad to every faculty and staff member to enhance their understanding of new media especially as faculty were working towards a revised curriculum.

Implemented a revised curriculum:

In the 2009-2012 strategic plan, one of the objectives was to enhance academic excellence with a tactic to "review and adapt curriculum to meet changing requirements." The overarching goal for the school since 2009 has been to "Position the SMC for excellence and growth within a rapidly changing environment." In the fall of 2011, the university approved the school's revised curriculum. It was implemented in the fall of 2012. That revised curriculum brought visual storytelling into the curriculum to make journalism a sequence taught for multiple platforms. The school also added a capstone in the journalism program. The school had existing campaigns courses in both advertising and public relations and identified those as capstones, too, to help students better

understand how they were going to bring all of their education together in a final course. The school required all students to take a minimum of one internship and added a senior seminar to better prepare for the job market. No additional students were admitted to the media studies sequence under the revised curriculum.

Renovations:

In the school's strategic plan, an objective is to "Align resources with strategic requirements." A tactic (2009-2013) was to ensure physical facilities meet requirements. Although the school is one of the newer buildings on campus, it is more than 25 years old and has seen no renovations since its opening. Since 2009, the school office has been renovated, the 3rd floor halls painted, some faculty offices painted and furnishings replaced. Three computer labs and the Shawn M. Donnelley Center for Nonprofit Communications have been totally refurbished. Computers are changed every three years to ensure hardware is compatible with new software. The school also planned and implemented the renovation of the university newspaper and magazine space that is on the 3rd floor in the School of Mass Communication to bring it better in line with industry standards. Approximately 95 percent of the students who work in the university's publications are students majoring in mass communication. The renovation coupled with new technology will serve as a pilot for the 4th floor proposed \$5 million project.

Implemented "Dine with the Director:"

In 2011-2012, the director and the student services coordinator started "Dine with the Director." In the spring semester, students by class are invited to sit down over lunch with the director and student services coordinator for informal conversation. The director and student services coordinator also speak about the vision of the school, answer any questions, and address concerns students might have. The school considers this part of our retention efforts.

Created "Den of Distinction," Hall of Fame:

In the school's strategic plan, "Enhance Alumni Relations" is an objective as well as "Improve Visibility and Reputation." As tactics, "Build lifelong engagement with alumni by hosting the annual Den of Distinction," and "Continue Den of Distinction program and request awardees serve as committee to formalize process and nominate awardees to the SMC faculty for final approval." In 2011, the school celebrated its 75th anniversary and believed it was time to begin honoring our outstanding graduates. The faculty began the "Den" with four outstanding graduates. In year two, members of the "Den" were asked to become the inaugural committee to help select future nominees. Two of the Den members serve on the Den nominating committee. There are now eight distinguished alumni in the School of Mass Communication's Den of Distinction.

Became home to The Lens: New Orleans online investigative unit:

In 2012, the school was approached by the non-profit New Orleans' online investigative unit, The Lens, to have a presence at Loyola. In December 2012, after gaining faculty and university administrative approval, a memorandum of understanding was signed between The Lens and the school to allow the use of space and office peripherals while The Lens would serve as a direct resource for students, professors and staff.

Created School Development Committee:

In the school's strategic plan, under the objective "Align Resources with Strategic Requirements," is the tactic "Develop and implement a SMC fundraising board." The director, working with the college development officer and faculty input and approval, in the spring of 2013 created a 12-member school development board.

5. *If the unit was previously accredited, summarize each deficiency noted in the previous accreditation report, followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify these standard(s), the reasons cited, and how these problems have been addressed.*

The unit has never sought ACEJMC accreditation.

6. *Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.*

The self-study process began formally in fall 2012 during faculty meetings when faculty were asked to review and discuss the school's mission, our strategic and diversity plans, our budgets and facility plans.

During the months that followed, faculty as a team focused on specific issues during meetings with the goal of improving overall program quality. For example, the faculty's protocol committee worked to strengthen the school's protocol and align it with the college and university policies and procedures outlined in those handbooks. Faculty worked to enhance our strategic plan and develop a specific goal to recruit and retain high quality students. The faculty has also worked to enhance alumni relations.

Faculty members individually responded during the year to inquiries for the self-study such as guest speakers, scholarship, service, etc. Where there were inconsistencies in sections of courses, members of the faculty were asked to come up with a common syllabus. All faculty members were also asked to update vita and be sure that syllabi were appropriately written, including values and competencies.

In spring 2013, the director with the student services coordinator met with individual groups of students during "Dine with the Director" to determine student concerns. For example, students said they did not have access to the building late at night so conversations with campus police allowed changes to be made.

The writing of the self-study was managed by the director to ensure consistency across the report. Each faculty supplied his/her individual data for scholarship, community engagement, travel, sabbaticals and updated vitas. The staff supplied data from their particular areas or to engage additional university personnel where necessary. Staff from Loyola's Institutional Research Office assisted with data gathering from the university

level. Students who have worked with the unit in the past also assisted in assembling of data, notebooks, etc.

Once the director compiled an initial draft, faculty edited sections of the report. In the fall of 2013 at an August retreat, individual faculty members presented a section of the report to the entire faculty and staff for review. Any necessary changes were made at that time before sending the self-study to ACEJMC headquarters and to the site team.

These strengths of the program were identified during the self-study year:

Strengths:

- An outstanding faculty of teachers – professionals and scholars
- Award-winning students and programs
- A diverse student population, faculty and staff
- Commitment to service to the profession and the community
- Extremely student-centered faculty and staff
- Small class sizes that promote student engagement
- Quality internships
- Endowed professorships to assist faculty in scholarly and professional endeavors
- Endowed funds for equipment and discretionary spending
- Excellent computer technology with full-time assistance and renovated facilities
- Shawn M. Donnelley Center for Nonprofit Communications
- Loyola University Center for Environmental Communication
- A strategic plan that guides the school's efforts
- A robust development committee and development officer to assist in fundraising
- A revised curriculum to ensure students meet the changing media environment
- Partnership with the award-winning on-line investigative unit, The Lens

The self-study process also identified some weaknesses, listed here with the changes undertaken or planned:

Weaknesses:

- Lack of funding for capital projects, renovations and scholarships. University-wide there is no funding for capital projects or renovations. As part of the university's larger "Faith in the Future" capital campaign, which in summer 2013 is in the silent phase, the director, the college development officer and school development committee are working to raise \$5 million to renovate a portion of 4th floor into a state-of-the-art multimedia facility with a communications hub, state-of-the-art focus group room and laboratory space for journalism and strategic communications students. Half of the funds would go toward the direct renovation including technology and workstations. The other half would go towards technology personnel and sustainability of the facility. Scholarships are another major portion of the larger university capital campaign and extremely critical for recruitment and retention of students. The director and development officer have also made increasing scholarships to the school a priority.
- Student recruitment. The school has seen nearly a 50 percent drop in enrollment since Hurricane Katrina. The school saw a decline in enrollment again in the fall of 2013. Although the university has a centralized admissions office, the faculty has identified the need to enhance both recruitment and retention in the school's 2013-2016 strategic plan. In partnership with the university's admissions office, members of the school's faculty further addressed recruitment at a fall 2013 retreat with specific tactics to attempt to turn the tide on enrollment numbers.
- Lack of systematic historical reporting of data. In the school's 75-year history, there has been no historical documentation of awards, plans, data, employment, etc. The school's intranet site is currently housing everything from annual reports to planning documents to faculty and student awards.

7. Provide copies of pages of the undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.)

The bulletin for Loyola University New Orleans is found on the university's webpage at the following web address: <http://2013bulletin.loyno.edu>

The pages pertinent to the School of Mass Communication are on the following pages:

UNIVERSITY BULLETIN 2013-2014

[UNIVERSITY BULLETIN »](#)[UNDERGRADUATE BULLETIN »](#)[GRADUATE BULLETIN »](#)[LAW BULLETIN »](#)[BULLETIN ARCHIVE »](#)[About Loyola](#)[University Administrators](#)[Academic Regulations](#)[Academic Support Services +
Facilities](#)[Accreditation](#)[Spiritual Formation](#)

Loyola University New Orleans Bulletins - 2013 – 2014

These bulletins include the most accurate information available at the time of publication. Requirements, rules, procedures, courses, and informational statements are subject to change. The university reserves the right to make changes as required in course offerings, curricula, academic policies, and other rules and regulations affecting students.

- [Undergraduate Bulletin 2013 – 2014](#)
- [Graduate Bulletin 2013 – 2014](#)
- [Law Bulletin 2013 – 2014](#)

[College of Business](#)[College of Humanities and Natural Sciences](#)[College of Music and Fine Arts](#)[College of Social Sciences](#)[College of Law](#)[Interdisciplinary Programs](#)

Dates to Remember

FALL TERM 2013

August 21-25
Undergraduate New Student Orientation

August 24
MBA Orientation

August 26
Classes Begin

August 30
Add deadline

September 6
Last day to drop

October 25
Last day to withdraw & Last day to apply for graduation

December 6
Last day of classes

December 7-13
Final exams

SPRING TERM 2014

January 3
Undergraduate New Student Orientation

January 4
MBA Orientation

January 6
Classes Begin

January 10
Add deadline

January 17
Last day to drop

March 14
Last day to withdraw & Last day to apply for graduation

April 30
Last day of classes

May 2 - 8
Final exams

May 10
Commencement - All Colleges

*College of Law dates can found in the [Law Bulletin](#)

[View All Academic Calendars »](#)

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Undergraduate Degree Programs

The College of Social Sciences offers the following degree programs:

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Bachelor of Arts
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Dates to Remember

FALL TERM 2013

August 21-25
Undergraduate New Student Orientation

August 24
MBA Orientation

August 26
Classes Begin

August 30
Add deadline

September 6
Last day to drop

October 25
Last day to withdraw & Last day to apply for graduation

December 6
Last day of classes

December 7-13
Final exams

SPRING TERM 2014

January 3
Undergraduate New Student Orientation

January 4
MBA Orientation

January 6
Classes Begin

January 10
Add deadline

January 17
Last day to drop

March 14
Last day to withdraw & Last day to apply for graduation

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Mass Communication (CMMN)

CMMN A100 Introduction to Mass Communication 3 crs.

This course is a survey of the various fields of Mass Communication taught at Loyola and specific preparation for courses taught in the school. Consideration is given to philosophical foundations, historical development, current trends and status, organizational structure and career opportunities.

Required for Mass Communication majors with a minimum grade of C (2.0)

CMMN A101 Communication Writing 3 crs.

This course discusses the basic kinds of writing used most frequently in the media, informative and persuasive writing. Required for Mass Communication majors with a minimum grade of C (2.0). \$75 fee for non-majors and part-time students.

Prerequisite: ENGL T122 with a minimum grade of C (2.0)

CMMN A201 Digital Communication 3 crs.

This is a hands-on course designed to introduce mass communication majors to the field of digital communications. Students learn critical thinking skills about the technology used to produce mass media messages in modern American society. They are be introduced to visual theories as well as elements and principles of design for several key media: video, print and the web. The digital communication student leaves this course versed in current media technologies with a critical understanding of its use in creating memorable and meaningful communication materials.

No prerequisite. Required for Mass Communication majors with a minimum grade of C (2.0). \$75 fee for non-majors and part-time students.

CMMN A250 Journalism 3 crs.

This course introduces students to news values and to the basics of news writing, reporting, visual story telling and editing. Considerable time is devoted to directed practice in news writing and visual story telling.

\$75 fee for non-majors and part-time students. Minimum grade of C (2.0)

Prerequisite: CMMN A101 and CMMN A201 with minimum grades of C (2.0)

CMMN A251 News Editing 3 crs.

This course focuses on the creation of newspaper and magazine formats, including copy and headline preparation and the social, legal and ethical ramifications of editing.

\$75 fee for non-majors and part-time students.

Prerequisites: CMMN A250 with minimum grade of C (2.0)

CMMN A260 Introduction to Layout and Design 3 crs.

This course involves the creative use of two-dimensional space, using visual perceptions, principles of graphic design and their application, use of type in design, graphic interpretation, basic formats of advertising and public relations layout.

\$75 fee for non-majors and part-time students

Prerequisite: CMMN A201 with minimum grade of C (2.0)

Dates to Remember

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CMMN A265 Photography 2 crs.

The course covers the technical skills and the aesthetic understanding needed to produce quality photographs with a digital still camera. Emphasis is given to the composition and content of photographs during regular lab and critique sessions. The course also explores the significance of photography in both historical and contemporary contexts.

\$75 fee for non-majors and part-time students. No prerequisite

CMMN A266 Videography 2 crs.

Videography builds skills in visual storytelling. Students work with digital video cameras to shoot, write and edit video news stories including several video news packages, one of which must focus on a social justice topic.

\$75 fee for non-majors and part-time students

Prerequisites: CMMN A250 and CMMN A265 with minimum grades of C (2.0)

CMMN A310 Advertising 3 crs.

This is an introduction to the field of advertising with attention given to market planning, message strategies, media planning, and advertising's impact on society.

Prerequisite: CMMN A101 with minimum grade of C (2.0)

CMMN A311 Advertising Copywriting 3 crs.

This is a study of the elements involved in advertising copy including concept, visualization, and understanding the prospect. Attention is given to the various media alternatives and how to write effective copy in each medium.

\$75 fee for non-majors and part-time students

Prerequisite: CMMN A310 with minimum grade of C (2.0)

CMMN A313 Advertising Media Planning 3 crs.

This course focuses on the study of media planning and research as it relates to the overall advertising and marketing process. Specific areas covered include media terminology, advertising and media research, selection and evaluation of media, and media resources.

Prerequisite: CMMN A310 with minimum grade of C (2.0)

CMMN A316 Public Relations 3 crs.

This course concerns the development of contemporary public relations practices with emphasis on solving communications problems within organizations and institutions by applying appropriate theories and techniques.

Prerequisite: CMMN A101 with minimum grade of C (2.0)

CMMN A317 Writing for Public Relations 3 crs.

This is a laboratory course in writing for a variety of media in the context of public relations work including directed practice in preparing news releases, employee publication materials, copy for brochures and newsletters, and copy for television and radio.

\$75 fee for non-majors and part-time students.

Prerequisites: CMMN A250 and CMMN A316 with minimum grades of C (2.0). Must be enrolled in or have taken CMMN A260 with a minimum grade of C (2.0)

CMMN A326 Research for Advertising and Public Relations 3 crs.

Introduction to applied quantitative and qualitative research methods in advertising/public relations campaign development, management, and evaluation.

Prerequisite: CMMNA310 with a minimum grade of C (2.0) or CMMN A316 with minimum grade of C (2.0)

CMMN A334 Strategic Problem Solving for Ad and Public Relations 3 crs.

This course focuses on strategic planning and management of advertising and public relations cases in business, government, education, or community.

Prerequisite: CMMNA326 with a minimum grade of C (2.0)

CMMN A335 Strategic Event Planning and Promotions 3 crs.

This course looks at events in terms of relationship building within the context of public relations function. It develops events as a means of strategic communication. Students will analyze case histories, plan and execute events.

Prerequisite: Junior standing

CMMN A350 Advanced Journalism 3 crs.

This course centers on advanced reporting techniques including computer assisted reporting, advanced writing and visual story telling.

\$75 fee for non-majors and part-time students

Prerequisites: CMMN A266 with a minimum grade of C (2.0)

CMMN A351 Advanced Editing 3 crs.

This is an advanced course in editing with emphasis on developing technical proficiency through a full understanding of theoretical concepts.

\$75 fee for non-majors and part-time students

Prerequisites: CMMN A251; Junior standing

CMMN A352 Interpretive Writing 3 crs.

Types of interpretive journalism will be discussed, including editorials, columns, art, reviews, etc.

\$75 fee for non-majors and part-time students.

Prerequisite: CMMN A101 with minimum grade of C (2.0)

CMMN A354 Feature Writing 3 crs.

This is a course in writing features for print and electronic media, with stress on the development of descriptive writing and individual style.

\$75 fee for non-majors and part-time students

Prerequisite: CMMN A101 with minimum grade of C (2.0)

CMMN A355 Covering the Courts 3 crs.

The goal of the course is to develop an understanding of the role of the journalist in covering the courts and to enhance the ability to cover the judicial process in a responsible and professional manner.

Prerequisite: CMMN A101 with minimum grade of C (2.0)

CMMN A356 Covering the Environmental Beat 3 crs.

Presents an appreciation of the elements of news coverage of environmental issues. Includes discussion of a variety of complex environmental challenges and provides the opportunity to explore disparate points of view. Students will engage in intensive reporting and writing skills, and study many issues with conflicting information.

Prerequisite: CMMN A101 with a minimum grade of C (2.0)

CMMN A359 Advanced Journalism Lab 3 crs.

This course gives the student practical experience in reporting and writing with academic evaluation. Campus news coverage and beats are assigned for use on The Maroon, the university student newspaper.

\$75 fee for non-majors and part-time students

Prerequisites: CMMN A250 with a minimum grade of C (2.0), plus one other journalism course

CMMN A360 Advanced Layout and Design 3 crs.

This course concerns creative design applications, designing with grid, contemporary advertising layouts, brochure and folder production, logo and symbol design, posters and billboards, and direct advertising, including the use of desktop publishing and various graphics communications computer applications in production.

\$75 fee for non-majors and part-time students

Prerequisite: CMMN A260 with a minimum grade of C (2.0)

CMMN A368 Photojournalism 3 crs.

This course is an introduction to the field of photojournalism with regular photographic assignments. A historical survey of the field and ethical and legal considerations will be examined.

\$75 fee for non-majors and part-time students

Prerequisite: CMMN A201 and CMMN A265 with minimum grades of C (2.0)

CMMN A369 Documentary Photography 3 crs.

This is an advanced photography course in which each student will complete an in-depth documentary photography project. The history of documentary photography will be studied.

\$75 fee for non-majors and part-time students

Prerequisites: CMMN A201 and CMMN A265 with minimum grades of C (2.0)

CMMN A371 Covering the Environmental Beat 3 crs.

This course presents an application of the elements of news coverage of environmental issues. Includes discussion of a variety of complex environmental challenges and provides the opportunity to explore disparate points of view. Students will use and sharpen their reporting and writing skills and analyze complex and many-sided issues.

Prerequisite: CMMN A250 with a minimum grade of C (2.0)

CMMN A380 Current Trends 3 crs.

Each offering of the course is different, since the content of the course is based on current issues and developments within the media. May be repeated for credit when topic varies. The 300-level focuses on media skills.

Prerequisite: Sophomore standing

CMMN A380 Social Media Strategies 3 crs.

Exploration of current and common social media platforms with an emphasis on practical application. This is a results- and production-oriented class focused on communication strategies, content creation and successful outcomes.

Prerequisite: Sophomore standing

CMMNA380 Travel Journalism 3 crs.

This course provide an introduction to travel journalism: what it is; what it can be and what it may evolve into in an era of mobile media. Students learn to convey the essence of place through nonfiction writing.

Prerequisite: Sophomore standing

CMMN A380 Tropical Communications 3 crs.

An overview of the ecology of tropical ecosystems coupled with approaches to covering issues especially pertinent to the tropics, followed by two weeks in the field in a tropical country studying the plants and animals in several different ecological zones: coral reefs, pine savannah, rain forest, mangrove swamps.

Prerequisite: Sophomore standing

CMMN A400 Mass Communication Theory and Research 3 crs.

This is an advanced course tracing development of mass communications research from its origins to work recently published in academic journals. Students will be introduced to research methods and participate in one or more research projects.

Prerequisite: CMMN A101 with a minimum grade of C (2.0); Junior standing

CMMN A401 Law of Mass Communication 3 crs.

This is an examination of major legal and regulatory developments in mass media. There is an emphasis on both legal and ethical concepts.

Required for Mass Communication majors

Prerequisite: CMMN A101 with a minimum grade of C (2.0); Junior standing

CMMN A410 Nonprofit Communication 3 crs.

An analysis of the nonprofit and public sector industry and integrated communications within these organizations. Students study organizational typologies and classifications, social and ethical issues, theories of public vs. private and how these affect message, publics, and media issues. The course includes classic and contemporary readings.

Prerequisite: Sophomore standing

CMMN A414 Advertising Capstone: Advertising Campaigns 3 crs.

This course is the culmination of coursework in the advertising sequence. This is a practical application of advertising theories in assigned projects. Students will be treated as professionals in the workplace.

\$75 fee for non-majors and part-time students

Prerequisites: CMMN A311 with minimum grade of C (2.0)

CMMN A415 Advanced Advertising Campaigns 3 crs.

This course exposes students to the experience of working on a major national advertising account in an advertising agency environment. Each student should leave this course with portfolio material and hands-on experience in the field of advertising. Offered in the spring semester only.

\$75 fee for non-majors and part-time students

Prerequisites: CMMN A311 with minimum grade of C (2.0); junior standing

CMMN A418 PR Capstone: Public Relations Campaigns 3 crs.

This course is the culmination of coursework in the public relations sequence. This course examines case studies and typical public relations problems culminating in development of specialized communications materials to gain reaction and support from target groups. Students will be treated as professionals in the workplace.

\$75 fee for non-majors and part-time students

Prerequisite: CMMN A317, CMMN A326 and CMMN A334 with minimum grades of C (2.0); Junior standing

CMMN A419 Advanced Public Relations Campaigns 3 crs.

This course gives students the opportunity to create and implement a campaign for a national public relations client in a public relations agency environment. Students experiment with various research, planning, and writing processes introduced in courses required by the public relations sequence. Offered in the spring semester only.

\$75 fee for non-majors and part-time students

Prerequisite: CMMN A317 with minimum grade of C (2.0) or permission of the instructor

CMMN A450 History of Journalism 3 crs.

This course examines the development of American journalism from the colonial period to the present. Prerequisite: Sophomore standing.

CMMN A451 Media and American Courts 3 crs.

This course helps students develop an understanding of free press/fair trial issues (including historical perspective, significant people, current controversies and academic research) as well as an appreciation of award-winning coverage of the judicial system.

Prerequisite: Sophomore standing

CMMN A452 The Great Journalists 3 crs.

This is a study of those outstanding American and English writers, who have by their literary skills, vision, and sometimes by their character, profoundly influenced modern journalism. When some are novelists and essayists as well as journalists, the relationship between their several careers will be studied.

Prerequisite: Sophomore standing

CMMN A453 American Women Journalists 3 crs.

This course is an interdisciplinary study of the lives and writings of prominent American women who, through their talent and their commitment, have had a significant impact on both American culture and American journalism.

Prerequisite: Sophomore standing

CMMN A415 Advanced Advertising Campaigns 3 crs.

This course exposes students to the experience of working on a major national advertising account in an advertising agency environment. Each student should leave this course with portfolio material and hands-on experience in the field of advertising. Offered in the spring semester only.

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Prerequisite: Sophomore standing

CMMN A455 Media and Gender 3 crs.

This course examines the impact of media's gender images on individuals, society, and culture. Participants will learn to be more critical consumers of media messages, specifically in terms of gender representations, to think and to write critically about their responses to and use of media products, and to develop different perspectives to interpret pop culture and media messages.

Prerequisite: Sophomore standing

CMMN A465 History of Photography 3 crs.

This course is a history of photography from its invention to the present. Attention is given to the aesthetic criteria and the historical context of photographic work, as well as to the ways photographs have been used from the era of the daguerreotype to the computer-based image.

Prerequisite: Sophomore standing

CMMN A470 Mass Persuasion 3 crs.

This course is a study of commercial and political propaganda and their impact on society.

Prerequisite: Sophomore standing

CMMN A471 Mass Communication Literature 3 crs.

This course is an advanced course focusing on one specific author or school of thought or genre in the existing mass communication literature. Strong emphasis is placed on reading and class discussion.

Prerequisite: Sophomore standing

CMMN A473 International Media Systems 3 crs.

This course is a survey of the media of other countries. Comparisons in values, patronage bases, freedom of expression, and similar concerns are the heart of the course.

Prerequisite: Sophomore standing

CMMN A474 Ethics of Mass Communication 3 crs.

This course examines the moral principles that order the work of the communications professional, the social responsibility of mass media institutions and the individual responsibilities of the practitioners.

Prerequisite: Sophomore standing

CMMN A475 Environmental Communication 3 crs.

Presents an overview of how environmental information is expressed in mass communications and associated theory of the field. Important environmental theory and issues will be discussed. Students use and sharpen their writing skills, learn how to evaluate scientific information, and study issues with conflicting data.

Prerequisite: Sophomore standing

CMMN A480 Current Trends 3 crs.

Each offering of the course is different, since the content of the course is based on current issues and developments within the media. May be repeated for credit when topic varies. The 400-level is a theories-related subject matter.

Prerequisite: Sophomore standing

CMMN A484 Seminar in Mass Communications Ethics 1 cr.

This course examines the moral principles that order the work of the communications professional with an emphasis on case discussion.
Prerequisites: Senior standing.

Required for all Mass Communication majors

CMMN A490 Journalism Capstone 3 crs.

This course is the culmination of coursework in the journalism sequence. Students will use all their research, writing, reporting, electronic and social media skills as though they are in a professional newsroom.

Prerequisite: CMMNA 350 with a minimum grade of C (2.0)

CMMNA491 Internship 1 cr.

An internship is supervised practical experience. May be repeated for credit when workplace varies.

Required for all Mass Communication majors

CMMN A492 Senior Seminar in Mass Communication 1 cr.

This course prepares students to enter the global mass communication industry and offers all the tools necessary as students begin searching for their first jobs. Students create resumes and portfolios for professional purposes and fine-tune their job hunting and leadership skills.

Prerequisite: Senior standing

Required for all Mass Communication majors

CMMN A495 Special Project (arranged)

This course focuses on the creative or productive efforts of one or more students. A special project is distinguished from a research project in its lack of the historical or experimental method and perspective characteristics of research. A formal proposal is required in which the student clearly sets forth what he/she proposes to do. A reminder: the average three-hour course is supposed to account for 145 hours over the semester.

Prerequisite: Special arrangements required

CMMN A496 Seminar/Workshop (arranged)

A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

Prerequisite: Special arrangements required

CMMN A497 Internship (arranged)

An internship is supervised practical experience.

Prerequisite: Special arrangements required

CMMN A498 Research Project (arranged)

This course focuses on empirical or historical investigation, culminating in a written report. A formal proposal is required in which the student clearly sets forth what he/she proposes to do. A reminder: the average three-hour course is supposed to account for 145 hours over the semester.

Prerequisite: Special arrangements required

CMMN A499 Independent Study (arranged)

A formal proposal is required in which the student clearly sets forth what he/she proposes to do. A reminder: the average three-hour course is supposed to account for 145 hours over the semester.

Prerequisite: Special arrangements required

CMMN J202 Game as Art 3 crs.

Advanced Common Curriculum: Creative Arts & Cultures

This course teaches students how to understand, examine, and critically analyze digital media and digital games as aesthetic objects. The course places digital games in a historical context of other games and sports and examines how previous forms of play are influenced by digital media.

CMMN T121 First-Year Seminar 3 crs.

Introductory Common Curriculum

The gateway course to the Common Curriculum is the First-Year Seminar (FYS). This issues-based, interdisciplinary seminar introduces students to college-level thinking and learning as well as Jesuit values at the core of a Loyola education. This FYS has a specific topic within the scope of Mass Communications. A full list of currently offered FYS courses can be found on the [Loyola Online Records Access \(LORA\) system](#).

CMMN X236 Understanding Media 3 crs.

Common Curriculum: Behavioral/Social Sciences Modern

This is an examination of the different mass media, with special attention to their historical and technological development; to the economic aspects of mass communication including media conglomerates and cross-media ownership; to the theories of communication; to the collection and dissemination of news; and to the international aspects of communication.

Mass Communication majors may take course as a general elective.

CMMN X237 Media Play 3 crs.

Common Curriculum: Behavioral/Social Sciences Modern

This course examines the aesthetics of media use, with special emphasis given to interactive experiences with digital media. Students examine classic and contemporary theories of media, cognition, and social behavior to better understand play and entertainment within a mass-mediated society.

Mass Communication majors may take course as a general elective.

Class Legend

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UPCOMING EVENTS

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School of Mass
Communication Fall Kick Off

CDC Meeting

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Faculty Meeting

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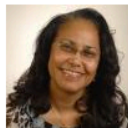
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SCHOOL OF MASS COMMUNICATION

College of SOCIAL SCIENCES

JOURNALISM | STRATEGIC COMMUNICATIONS | MINOR

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UPCOMING EVENTS

TUESDAY, SEPTEMBER 17, 2013
School of Mass
Communication Fall Kick Off

CDC Meeting

TUESDAY, OCTOBER 8, 2013
College of Social Sciences
Faculty Meeting

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School of Mass Communication

Welcome to Our World



Success in the fast-moving world of communications relies on more than just the ability to use technology. In the School of Mass Communication, we educate students in the *Jesuit tradition* to become intellectual, ethical and creative practitioners and leaders in the professions and industries of journalism and mass communication.

With our sequences in *journalism* and *strategic communications*, students gain the technical competency and the ability to provide vision and leadership in the complex field of communications. Perhaps that's why the School of Mass Communication was named one of the Great Schools for Communications and Journalism Majors by the Princeton Review, and why more Loyola undergraduates choose to major at the School of Mass Communication than in any other degree program.

STUDENT ACHIEVEMENTS

SMC student wins national honors for Hollywood South feature story



A story written by Loyola University New Orleans student journalist Shannon Donaldson detailing how college students are reaping the benefits of a booming Hollywood South film industry won national recognition May 1 in the Society of Professional Journalists National Mark of Excellence Awards.

Read More »

View All School Of Mass Communication Student Achievements »

FACULTY ACHIEVEMENTS

LOYOLA BATEMAN TEAM WINS
NATIONAL PUBLIC RELATIONS
COMPETITION

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RFP Deadline Sept. 20



Deadline for
RFP's for Spring
Community
Partner Sept. 20
GO »

SMC students win prestigious
journalism awards.

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In addition to instruction from our outstanding faculty, you'll have access to state-of-the-art computer labs and the latest technology. You'll gain real-life, practical experience by working with the [Shawn M. Donnelley Center for Nonprofit Communications](#) and the [Center for Environmental Communication](#). In short, you'll graduate with technical competency and the ability to provide vision and leadership in the complex field of communications.

Get your degree in mass communication

- Designed for students wanting to become intellectual, artistic, and ethical professional leaders in our world's rapidly changing information environment.
- In addition to the [core requirements](#), majors choose from three sequences within mass communication: [Journalism](#) and [Strategic Communications](#).
- 120 credit hours to complete bachelor's degree.
- A [minor](#) in mass communication is available to students pursuing other majors.
- [View Degree Program Course Listing \(DPCL\) for Mass Communication](#)
» [PDF](#)

To complete a major in the School of Mass Communication, students must complete this core group of courses totaling 15 credit hours:

Core Requirements

CMMNA100: Introduction to Mass Communication	3
CMMNA101: Communication/Media Writing	3
CMMNA201: Digital Communication	3
CMMNA401: Law of Mass Communication	3
CMMNA484: Seminar in Mass Communication Ethics	1
CMMNA491: Internship/Practicum	1-3*
CMMNA492: Senior Seminar in Mass Communication	1

Students must successfully complete CMMN A100 and CMMN A101 before taking any other communications course. Normally students take CMMN A100 in their first semester on campus. They take CMMN A101 after completing ENGL T122. CMMN A401 is taken in junior or senior years; CMMN A484, CMMN A491 are taken senior year; CMMN A491 can be taken throughout a college career.

A grade of C or better is required in all courses that are prerequisites to advanced courses.

* An Internship/Practicum can be repeated for a total of 3 credits maximum.

FOLLOW SMC ON TWITTER

Loyola's School of Mass
Communication is now on Twitter.
We invite you to follow
[@loyno_masscom](#) or visit us on
Facebook.

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Course Catalog

If you entered in the...	Your class bulletin is...	Your required coursework is ...
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2009-10 Academic Year	2009-10 Bulletin	09-10 Mass Comm DPCL