

1986

An analysis of articulation problems between two-year and four-year journalism and mass communication programs

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**AN ANALYSIS OF ARTICULATION PROBLEMS BETWEEN TWO-YEAR AND
FOUR-YEAR JOURNALISM AND MASS COMMUNICATION PROGRAMS**

Iowa State University

PH.D. 1986

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An analysis of articulation problems between
two-year and four-year journalism and mass
communication programs

by

Sharon Rose Ricchiardi

A Dissertation Submitted to the Graduate
Faculty in Partial Fulfillment of the
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In Charge of Major Work

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For ~~the~~ Major Department

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For the Graduate College

Iowa State University
Ames, Iowa

1986

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CHAPTER I. INTRODUCTION

As community college enrollment has grown, one of the curricula attracting increasing numbers of students has been journalism and mass communication. Many of the students who earn an associate of arts degree with an emphasis in this area of study apply for transfer with junior standing to four-year colleges (Hires, 1984).

But, as early as 1930, educators were debating whether or not journalism was worthy of being included in the two-year college curricula and if so, what purpose it would serve (Campbell, 1932). At that time, the debate revolved around two issues: Should two-year junior colleges consider journalism as a profession to be carried on in the university after a preliminary two years of general education? Or were they to accept the theory of journalism as a vocation or a semi-profession and offer terminal courses aimed at producing newspaper workers (Redford, 1934)?

Research by Campbell in the early 1930s revealed that an increasing number of two-year colleges were allowing students to enroll not only in general courses but also for specialized offerings in reporting, editing, editorial-writing, publicity problems, advertising, and the community newspaper. Even in schools where one or two

general courses were offered, Campbell found a considerable variation in objectives, methods, caliber of journalism faculty and course content.

Over the years, these conflicting and varied conditions have persisted, leading many administrators of four-year journalism programs to refuse community college journalism units in transfer toward the major (Kramer, 1976). In response to the problem, the Community College Journalism Association in 1973 implemented an evaluation process entitled "Certification of Two-Year College Journalism Courses and Programs."

But, Kramer found that four years later, only three community colleges -- State University of New York at Morrisville (a two-year school), Los Angeles (California) Valley College and San Antonio (Texas) College -- had requested the certification procedure, which included a self-study evaluation and a no-cost one-day visit from a team made up of a two-year journalism educator, a four-year journalism educator, and a professional journalist. The CCJA guidelines are reproduced in their entirety in Appendix II.

Kramer concluded that obstacles to the smooth transfer of community college journalism units would not fall away without a concerted, coordinated effort by the community colleges themselves. A survey of Iowa's 15

community colleges conducted for this dissertation revealed that none of those offering journalism and mass communication courses had utilized the Community College Journalism Association's certification process.

Journalists and educators have continued to raise a number of questions concerning the role of the community college in journalism education. Among the questions most commonly debated (Gothberg, 1965): 1) Is there a need for journalism curriculum in community colleges? 2) If so, what should be the objectives of such a program? 3) What courses should be included in these programs?

Statement of the Problem

Journalism as an academic subject has had what might be termed a stormy history in the curricula of the nation's two-year public colleges. Consistently, there have been questions about what should be taught at the two-year level and what courses should be accepted by four-year institutions.

In 1966, the American Association of Schools and Departments of Journalism, through its committee on community college journalism programs, expressed concern about journalism courses at the two-year level and a hope that these schools would follow the philosophy of senior colleges concerning journalism curricula (Benz, 1967).

Later that year, Benz conducted a national survey of community colleges and found that more than half of all those with enrollments of over 250 students offer journalism and mass communication courses.

The amount of journalism offered in the various schools ranged from one semester hour of credit to 35 semester hours. Two out of three journalism courses offered in two-year colleges served as laboratories for school publications. Credit toward graduation was offered for work on school publications by more than 40 percent of the two-year colleges.

The findings of the survey led Benz (1967) to the following conclusions:

1. Journalism education in community colleges was drifting aimlessly. Few programs had planned curricula to meet specific objectives.

2. Journalism existed in many community colleges for the sole purpose of providing staffs for school publications such as the newspaper and yearbook.

3. New public colleges were opening at the rate of fifty each year -- their enrollment, then nearly 1.3 million, was expected to double within five years. The study predicted that as these colleges grew in number and size, community college journalism programs would be certain to become both more numerous and more complex.

In 1967, The Association of Education for Journalism sponsored a community college teachers' seminar in Austin, Texas and later presented a set of resolutions ("Minutes of," 1967) to the national AEJ convention at Boulder, Colorado. As recorded in the minutes of the community college session of the AEJ convention on August 30, 1967, the resolutions dealt with:

1. Coordination of journalism courses in community colleges with those in the first two years of regional four-year colleges and universities to make transfer of credit easier.

2. Coordination of liberal arts course requirements between community colleges that offer journalism and regional four-year institutions so that transferring students would not fall behind in their degree programs.

3. Development of the equivalent of from six to twelve semester-hours of journalism courses in community colleges that would be taught by persons with at least eighteen semester-hours of credit in college journalism courses.

4. Development of a system to strengthen community college journalism courses through the use of such methods as standardized -- but not uniform -- course outlines, materials, teaching aids, and use of professional resources.

Researchers, however, have found little evidence that these resolutions have taken hold in the majority of community colleges offering journalism courses (Martinson, 1981). In a study of 162 senior-level institutions around the nation, Martinson (1981) discovered that administrators at the four-year institutions were taking steps to limit the amount of credit community college students could transfer into journalism programs.

Martinson's study concluded that administrators and instructors at the community college level need to be aware that the journalism/communications departments at four-year colleges and universities to which their students are transferring have concerns about the caliber of student coming out of the community colleges and about the quality of the journalism instruction that is taking place at these two-year institutions.

In an article for Quill magazine, author Cable Neuhaus (1975) noted that "the bad boys in the villainous tundra of American journalism education are the two-year colleges." In support of his thesis, Neuhaus cited unqualified instructors, a lack of accreditation and a lack of direction that leads students astray and ultimately causes them to lose class credit, time and money.

Purposes of the Study

The present investigation was designed to explore the problems students in Iowa's community colleges face when they attempt to transfer to a four-year institution such as Iowa State University in Ames. More specially, the purposes of this study were:

1. To describe, as accurately and objectively as possible, current practices in community college journalism education in Iowa's 15 public community colleges.
2. To identify the goals of three of Iowa's largest community college journalism programs and trace the history of their development through case studies in Des Moines, Cedar Rapids and Estherville.
3. To identify the main obstacles to transfer between community college journalism programs and Iowa State University's Department of Journalism and Mass Communication.
4. To analyze possible methods by which community college journalism programs can be shown to meet standards set at Iowa State University's Department of Journalism and Mass Communication.
5. To present in detail the mechanics of articulation agreements between community colleges and

senior institutions in other states, such as Florida, California and Illinois.

Statement of Objectives

There were five objectives suggested by the preceding purposes. They were:

1. To determine what the stated goals are in the Iowa public community colleges where journalism courses are being taught.

2. To identify the types of courses being offered in these community colleges and the backgrounds of the instructors teaching these courses.

3. To provide a national perspective on the types of articulation problems other states are experiencing between two-year and four-year journalism programs.

4. To explore articulation agreements that exist between two-year and four-year institutions in other states and the function of these agreements in removing obstacles to the equitable transfer of credit.

5. To analyze a methodology for the articulation, evaluation and certification of community college journalism programs in Iowa.

Definition of Terms

For purposes of the present study, a number of terms need to be operationally defined:

Articulation. The term "articulation" was used to refer to a systematic coordination between an educational institution and other educational institutions or agencies designed to ensure the efficient and effective movement of students among those institutions, while guaranteeing the students' continuous advancement in learning.

Articulation agreement. The term "articulation agreement" was used to refer to the method of coordination between educational institutions. Generally, there are three styles used nationwide: formal and legal policies; state-system policies, in which the state tends to be the controlling agency; and voluntary agreements among institutions.

Class hours. The term "class hours" was used to refer to the hours spent by students in a classroom with an instructor present on activities other than laboratory activities.

Community college. The term "community college" as used in this study designated those collegiate institutions, other than privately owned institutions, that included in their curricula the first two years --

but no more than the first two years -- of college work toward a baccalaureate degree.

Contact hours. The term "contact hours" was used to refer to the total hours that students and instructors spend together either in classroom or laboratory situations.

Credit hours. The term "credit hours" was used to mean the hours of credit a student receives for a course regardless of the combination of class and laboratory hours involved. Three credit hours on the quarter-hour system are equal to two credit hours on the semester-hour system.

Journalism course. The term "journalism course," as used in this study, designated any course that was specifically designed to teach students to write, edit or work for one or more mass media or to better understand one of more of these mass media.

Journalism education. The term "journalism education" was used to refer to activities in any one, or all, of the journalism courses, and all activities associated with these courses.

Junior college. The term "junior college" was used specifically to indicate those early two-year colleges which included the university branch campuses offering lower-division work either on the parent campus or

operated at a distance; state junior colleges supported by state funds and controlled by state boards; district junior colleges, usually organized by a secondary school district.

Laboratory hours. The term "laboratory hours" was used to indicate those hours devoted to such activities as actually writing or editing copy, making photographs, reading proof, or making up pages or page units for either college publications or theoretical assignments.

Mass media course. The term "mass media course" was used to indicate a survey study of the journalistic aspects of mass media such as newspapers, magazines, radio, and television, and to explore how communication is accomplished through these media.

Questionnaire. The term "questionnaire" was used in this study to specify the form prepared to obtain information to be used in the investigation that was not available from other sources.

Respondent. The term "respondent" was used to indicate the person who filled out the questionnaire to provide information for use in this study.

Limitations of the Study

This study was limited to a description of journalism education in Iowa's 15 public community colleges for the

1984-85 school year. Histories of the community college movement in the United States, of journalism education, and of the development of the community colleges in Iowa were considered to be beyond the scope of this study.

This study did not attempt to evaluate the journalism programs of individual Iowa community colleges. However, the data provided by the study should permit program and course evaluation by others.

Significance of the Study

It was hoped that such a description of community college journalism practices in Iowa would encourage similar studies in other states. Such studies would provide the AEJ with data to aid in the formulation of policies to facilitate the equitable transfer of credit between two-year and four-year journalism programs.

It was also hoped that the data provided by this investigation would help regional four-year colleges and universities better evaluate credits earned by students entering their journalism programs after study in one of Iowa's community colleges.

It also is hoped it will provide the individual community colleges with information about journalism in other Iowa community colleges and encourage each to improve its own program.

A search of Dissertation Abstracts International and ERIC resources from 1970 to present, revealed no dissertations or theses which addressed the topic of journalism programs in Iowa's community colleges and the articulation problems involved. However, a number of studies in other states addressing this topic are reviewed in this study.

This investigation has been approved by the Human Subjects Review Committee at Iowa State University in Ames.

CHAPTER II. REVIEW OF LITERATURE

Introduction

An extensive literature review, which included books, journals, dissertation abstracts, ERIC documents and unpublished manuscripts, established that evaluative studies of two-year college journalism programs were not plentiful in the research literature. This review will attempt to examine some of the early evaluative studies that were available and will focus on those that have investigated faculty and/or students and/or administrators' perceptions of community college journalism programs.

The second part of this review will identify articulation programs that were being utilized in other states and will explore the mechanics of those articulation agreements as they relate to the field of journalism and to transfer between two-year and four-year institutions in general.

Need for the Study

The literature search revealed that journalism faculty and administrators at senior institutions long have voiced concerns about the caliber of students coming out of community college journalism programs and about the

quality of journalism instruction at these two-year schools (Martinson, 1981).

Martinson drew his conclusions after surveying the directors of 162 schools or programs of journalism at the four-year level. All were affiliated with either the American Association of Schools and Departments of Journalism and/or the American Society of Journalism School Administrators.

Among key issues in the transfer process that were most relevant to journalism/communications programs, Martinson listed the following:

1. The question of the number of journalism and mass communication credits that can be transferred from the community college to a four-year journalism program and counted toward the major.

2. The transferability of particular courses -- such as beginning reporting, introduction to photography, beginning copyediting.

3. The quality of instruction at the two-year level and the lack of actual journalism experience either during college or professionally by community college journalism faculty.

4. The question of general education at the community college. Does the student who transfers from a community college have as strong a background in liberal

arts as the student who enters a four-year school as a freshman?

Among the first to conduct an in depth examination of the junior college journalism curricula was Campbell (1932) who, based upon his research, prepared a sample outline of courses to be offered at the two-year college level. He noted that if the single-year course was to satisfy the needs of the two-year college, it must become an integral part of the cultural, terminal, guidance, and preparatory curricula that are part of the college's basic functions.

Campbell saw journalism in the two-year college taking two forms: As a cultural course, it should offer students a competent survey of the origin, development, and present status of the American press; as a terminal course, it should not be expected to give students the technical training required for vocational success; rather it should provide the exploratory experience they need to decide whether or not they truly wish to transfer to upper-division schools and departments of journalism.

In his outline, Campbell stated the following objectives:

1. To understand and appreciate modern journalism as a dynamic social force.

2. To understand and appreciate modern journalism as a vital form of effectively written English.

3. To learn about the many journalistic vocations.

4. To learn how to obtain and write the news.

5. To learn how to read copy and write headlines.

6. To understand the problems of page make-up.

7. To understand and appreciate the significance of events happening in both the college community and the world in general.

Among methods to be used in the classroom, Campbell listed the following:

1. Weekly talks or lectures by instructor.

2. Informal and socialized round-table discussion.

3. Special talks by journalists.

4. Field trips to newspaper offices and engraving plants.

5. Group projects, particularly in editing.

Among topics of lectures to be offered first semester of the journalism study, Campbell listed Journalism Today, Colonial and Revolutionary Press, Great American Journalists of the Day, Beginnings of Penny Papers, and Foreign Journalism. First semester laboratory work included newspaper English, re-writing the news, news leads, interviewing techniques, sports and court proceedings.

He included weekly reading assignments from MacDougall's "Reporting for Beginners" and "Editing the News" by Bastian and Case. Campbell insisted that all journalism instructors should have a minor or major in journalism, experience on college student publications and if possible, actual newspaper experience.

Redford (1934) posed several key questions about the status of journalism at the two-year college level: What is to be the attitude of the junior colleges toward journalism? Are they to consider it as professional work to be carried on in the university after a preliminary two years of general education? Or are they to accept the theory of journalism as a vocation or a semi-profession and offer terminal courses definitely aimed at producing newspaper workers?

In a survey of 394 junior college catalogs -- four-fifths of the junior colleges in existence -- Redford found that in 1932-33, eighty-one schools in twenty-five states taught journalism and that California had more than one-third of all junior-college journalism courses offered in the United States. He also found that twenty-three percent of the public institutions taught journalism as compared to 13 percent of the two-year private schools.

The catalogs revealed little information about instructors, but Redford concluded that most of the

journalism courses were handled through the English departments and that few junior college journalism teachers were specialists in the field. Only nineteen teachers were listed in the catalogs as teaching only journalism. The eighty-one schools offered an average of two journalism courses each.

Redford found that many of the eighty-one schools offered journalism courses that he labeled "consumers' courses" -- their goal was to prepare intelligent readers of newspapers. Of the eighty-one schools teaching journalism, Redford felt that only eight could be seriously considered as offering terminal curricula in the field.

In 1938, Hodges posed the question: Is journalism worthy of inclusion in junior college curricula? He maintained that the cultural and vocational functions of junior college journalism could both be fulfilled at the same time and that journalism could be used as a tool to teach language skills.

Hodges believed that junior colleges were justified in offering one or two one-year courses in journalism with the main objectives being to train students to discriminate between good and bad journalism; to write correct, understandable English; and to recognize

significant connections between current events and the social sciences as studied in the college classroom.

A major effort was undertaken by Mason (1941) to determine the number of students enrolled in junior college journalism courses nationwide. He found that 1,116 students were enrolled in journalism courses in 113 of the 610 junior colleges that existed at the time.

As a basis for his study, Mason used figures that were published in "American Junior Colleges," a handbook put out by the American Association of Junior Colleges in 1940 in cooperation with the American Council on Education. Mason's report was based on enrollment figures for 1938-39 and covered essentially journalism courses offered in all junior colleges in the country.

Of the 113 junior colleges reporting enrollments for journalism, 31 stated that their courses were pre-professional, with students being expected to transfer to a university or four-year college. Mason reported 366 students preparing for journalism on this basis.

Eighty-two junior colleges reported terminal training in journalism -- courses not intended to be followed by additional education. Mason reported 750 students preparing for journalism on those terms. The University of Baltimore Junior College offered a two-year course to

train for immediate employment. Its catalog noted the following:

"Graduates of this curriculum may qualify for secondary or junior positions with newspapers or publishing houses. Students who wish to hold senior positions should, after graduation from the junior college, transfer to the school of business administration and complete the requirements for the degree B.B.A. in journalism."

McCormac (1941) developed four objectives for journalism education at the junior college level:

1. To provide cultural and vocational training in the subject matter of journalism.
2. To provide a college newspaper.
3. To provide leadership in college customs and traditions -- both new and established.
4. To provide a public relations medium.

McCormac maintained that journalism at the two-year level should not be terminal in nature and that many of those teaching in the field were unqualified for directing a course in vocational journalism.

Lounsbury (1941) defended the teaching of journalism at the junior college level and named five specific purposes served by the publication of a campus newspaper, a chore that generally fell to journalism students. Among

his five purposes: dissemination of news, promotion of student activities, creation of attitudes, training in the evaluation of news and outlet for special writing abilities.

Other national studies of junior college journalism education programs conducted in 1940 included those by Schlegel and Dowler.

In a sample of 515 junior colleges, Schlegel (1941) found a tendency toward pre-professional and non-professional, rather than professional and semi-professional, journalism programs. She compared journalism education in these junior colleges with the proposed standards of the newly organized National Council on Professional Education for Journalism and concluded that most of the junior colleges that were teaching journalism met few, if any, of the proposed standards.

Dowler (1948) defended semi-professional journalism training in the junior colleges and suggested what he considered to be a suitable program for journalism at the two-year level. A large part of his research was devoted to documenting the history of junior colleges and of journalism education through the use of junior college catalogues.

In 1954, Greb posed two questions: What is the place of the two-year college in journalism education? And,

what happens to journalism students at the junior college after two years of education? His survey focused on junior college journalism instructors in California, the state with the largest number of two-year colleges.

Through the use of questionnaires, Greb attempted to elicit three kinds of information: What goals the journalism teachers had, what they actually felt they were accomplishing, and what qualifications they possessed to teach journalism courses. Afterwards, Greb compared the views of his subjects with the views of journalism faculty members at four-year schools who were surveyed on similar issues in 1950.

He found the views expressed by senior and junior educators to be in close agreement on purposes. Neither group wished to emphasize vocational training during the freshman-sophomore years. Yet, both groups felt there was room for some type of journalism curricula at the two-year level. His conclusions: A limited preparatory program, oriented to student publications, is valid; terminal programs are not. He suggested that junior college journalism programs confine course offerings to the preparatory level.

Merrill (1962) developed the theory that journalism was, in fact, liberal education, thus making it even more suitable to the two-year college classroom. Merrill

maintained that a course in reporting, for example, was more than a methods course in composition; it was a liberal education course in communication theory, legal problems, ethics and government -- along with composition.

Wilcox (1963) offered the following proposition: For some students and for some publications a terminal junior college journalism program is useful and valid; for other students and for other publications it is inadequate. His research showed that in many cases, the junior college terminal program in journalism was a workable plan since many publications (weeklies, small trade journals, company publications) neither required a liberally educated journalist nor were they able to provide the ultimate advancement that a four-year degree presupposes.

Gothberg (1965) conducted a study of journalism programs offered in 12 California junior colleges with the principal purpose of comparing their terminal and transfer programs in journalism with the needs and requirements as judged by students, employers and college journalism instructors at four-year schools.

A primary goal of his study was to determine the kind of journalism program newspaper editors believed was being offered in junior colleges, the kind they felt should be offered and whether or not they saw a need for terminal journalism programs at the junior college level.

Gothberg's study revealed that: 1) Three out of the four groups surveyed considered a primary function of the junior college journalism program to be extending liberal and general education; 2) three out of four of the groups considered developing journalistic skills to be a somewhat less important function; 3) in response to an open-end question, the journalism faculty members indicated that the responsibility for the junior college student newspaper will continue to rest with the journalism department.

Based on his findings, Gothberg concluded that an acceptable sequence for junior college journalism programs might be: 1) Introduction to Journalism, or Mass Communications, which would fulfill a general education function in addition to supplying an overview of journalism; 2) News Writing, which would develop some journalistic competencies and also might serve as the lecture portion of a combined course with 3) the junior college newspaper production laboratory.

Related Research

Community college journalism

The 1970s appeared to bring an influx of journal articles defending journalism education at the two-year

schools and proposing various curricula that served both the purpose of terminal and transfer programs. During this decade, the term community college came into vogue and tended to replace the label junior college. The two-year public schools will be referred to as community colleges for the remainder of this literature review.

In 1973, the Community College Journalism Association developed a set of guidelines for community college transfer programs (Lodge, 1973). Lodge believed the guidelines, built around an evaluation and consultation process, were necessary to establish better communication with the administrators of four-year journalism programs so that equitable transfer could occur. But subsequent studies (Kramer, 1976) showed few community colleges were willing to abide by the guidelines that, among other things, held that journalism instructors should ideally hold a master's degree in journalism or have had 18 hours of college journalism course work.

Dawdy (1975), in comparing her community college journalism survey with others conducted in the field, discovered that community colleges were teaching the same six most frequently offered courses as the nation's four-year institutions. These six courses were: Reporting I; Introduction to Journalism/Mass Communication; Photojournalism; Editing I; Advertising; and Reporting II.

Further evidence that community college journalism programs were not as valued as their four-year counterparts occurred in 1977 when Sigma Delta Chi, a professional journalism organization with 32,000 members worldwide at that time, refused to accept community college journalism students as members (Prejean, 1977). The Campus Charter Activities Committee of Sigma Delta Chi went on record saying they would recommend dropping the matter of considering establishment of campus chapters at two-year schools.

In California, a state that as early as 1919 established the Articulation Conference of California and in 1971 established the California Journalism Articulation Committee (Ames, 1977), transfer became the number one priority of community college journalism programs during the 1970s (Margosian, 1971).

A study by Margosian found that editors of small town newspapers had been hiring community college graduates and said they would continue to do so in the future, making it imperative that the career function in journalism not be dropped or slighted at the two-year level.

In a survey of all 54 two-year schools in Texas, it was found that the majority of community college journalism instructors were also serving as publication advisers, Press Club sponsors, college recruiters,

information officers, composition instructors and editors of the faculty newsletter (McBride, 1977). McBride believed that his investigation was indicative of conditions nationwide, giving validity to the criticism that few community college journalism teachers worked full-time in that discipline.

Graham (1977) examined the need for counselors at Los Angeles (California) Valley College (a two-year school) to provide information and support for mass media students on the career possibilities in journalism. Graham charged that many schools of journalism at the university level were departing from hands-on journalism programs where students learned the practical aspects of the profession and were relying on research and theoretical concepts in communication. Community colleges, on the other hand, provided what Graham called "invaluable practical experience." Graham felt that counselors were obligated to relate this information to students who expressed an interest in journalism.

Barnes (1979) recommended that all community colleges teach an Introduction to Mass Communication or Survey of Mass Media course as an absolute minimum to help students understand the constantly changing print and electronic communications world. Barnes believed community colleges had an obligation to offer students the opportunity to

take courses which would help them develop their journalistic abilities.

Bataille (1980) examined the teaching of composition in Iowa's two-year schools to determine how the training of prospective community college English teachers correlated with the stated needs of actual practicing instructors. Pleas for exposure to journalism as part of their teacher training came from instructors who had to help students publish newspapers and magazines as well as teach courses in print journalism. One teacher related to Bataille that her students were "more concerned with their writing when it was to appear in print." She found journalism to be an excellent teaching tool.

Articulation efforts

In the early 1900s, the first junior college was created by extending Joliet High School in Joliet, Illinois, to include the thirteenth and fourteenth school years (Higbee, 1973). A chief originator of the concept, William Rainey Harper, president of the University of Chicago, envisioned a close relationship between the junior colleges and universities. However, Higbee noted that as the junior college expanded, the relationship between the two types of institutions weakened.

Articulation became a widely debated issue in the 1960s when community college enrollment grew dramatically, making the transfer function more important than ever before (Desmond, 1984). During this growth spurt, there had been continual demands for baccalaureate degree-granting institutions to make serious efforts to improve communications and articulation with the community colleges (Kissler, 1982).

The study of articulation deals with the movement of students through educational institutions (Kintzer, 1976), and refers to the interinstitutional or intersegmental relationships as expressed by guidelines or policies. Medsker (1960) indicated that without doubt one of the great needs in many of the fifty states was closer coordination between two- and four-year colleges.

Medsker pointed out that student-centered articulation policies and procedures required continuous effort and that to provide the impetus for this type of effort, some form of liaison machinery, either structured or informal, was essential.

Cohen and Brawer (1982) defined articulation as the movement of students and the students' academic credit from one school to another. They described three styles of articulation that operate, in one way or another, in each of the fifty states: formal and legal policies;

state-system policies, in which the state tends to be the controlling agency; and voluntary agreements among institutions, whose main features are cooperation and negotiation rather than unilateral declaration or legislative statute.

Ernst (1978) defined articulation as a systematic coordination between an educational institution and other educational institutions and agencies designed to ensure the efficient and effective movement of students among those institutions and agencies, while guaranteeing the students' continuous advancement in learning.

He cited three requirements for the effective transition from one institution to another: The student's prior and subsequent courses of study; the student's understanding of the procedures and practices of the new environment; the student's financial needs.

By the early 1970s, the rapid growth rate in America's community colleges had subsided and higher education had a chance to catch up on some of the transfer problems that accompanied the expanding student population (Parker and Gollattscheck, 1979). In a paper presented to the annual meeting of the Association of American Colleges, Parker and Gollattscheck described in detail the pioneering efforts to develop a model articulation agreement in Florida.

They cited figures showing that in 1973, two out of every three students who received baccalaureate degrees from Florida's state universities had attended one of the Florida community colleges. Florida's first articulation agreement became official in April 1971.

That same year, a study, conducted among Florida's two-year colleges, concluded that more statewide meetings and workshops were needed and that efforts for improved articulation had not gone beyond the stage of committee discussions (Hale, 1971).

One of the strongest elements of Florida's articulation agreement was a statewide course-numbering system (Zeldman, 1982) so that equivalent courses could be accepted for transfer without misunderstanding. This system identified courses in all postsecondary and participating private institutions that were equivalent, no matter where they were taught in the state.

In 1972, a committee was established upon the recommendation of the Iowa State Board of Regents to review articulation and transfer problems between the three Regent universities and the fifteen public-area community college and vocational-technical schools (Kintzer, 1976). In 1973, the committee was made permanent as the Liaison-Advisory Committee on Transfer

Students working with the Regents Committee on Educational Relations which is the articulation policy group.

The three Regent Universities in Iowa accept all degree credit courses designed for transfer offered by area community colleges (Kintzer) and up to half of the total number of credits required for the baccalaureate can be transferred. But, there are no statewide articulation agreements in certain disciplines, such as journalism. Those are arranged on an individual basis with the two-year schools.

In 1973, organized efforts were underway in at least half of the fifty states to develop articulation agreements to facilitate transfer from two-year to four-year institutions (Kintzer, 1973). Kintzer posed five key questions related to the articulation process:

1. Should general education be entirely confined to the lower division and subject major work be taken only in the upper division of the senior institution?

2. What courses are automatically transferred?

3. Is the rationale for such judgment entirely satisfactory with both or all types of colleges?

4. Are transfer students realistically prepared for upper division courses that in universities may persist in traditional form?

5. Can community college transfers compete with the university counterparts in specialized fields?

Studies conducted in the early 1980s show that even through more articulation mechanisms than ever were in place, problems have persisted (Malek, 1983). Through questionnaires sent to every academic dean and articulation officer in all Illinois community colleges and the nine compact senior institutions, Malek found that deans in four-year-schools still voiced concerns about the quality of community college general education instruction and the caliber of students coming out of the two-year schools.

Remley (1980) found that some senior institutions in Virginia required that community college transfer students have higher grade point averages than native students for admissions to programs, such as journalism, that are competitive at the junior level.

Research by Hertig (1973) concluded that articulation problems stemmed from three common failures at the departmental levels of two-year and four-year institutions:

1. A lack of respect and acceptance among two- and four-year college faculty.

2. A failure to recognize the necessity of attacking articulation problems on a local, or at most, a regional scale.

3. An absence of mechanisms that allowed for curricular planning and interdigitation and to provide student follow-up when they transferred.

Recent ERIC documents on articulation stress the need for improved relations among all educational levels (Palmer, 1982) and several alternatives and possible solutions were offered through research that has been conducted nationwide. Peterson (1981) argued that the movement from lower division to upper division institutions should be based on the measured achievement of competencies rather than the number of courses completed and credits accumulated.

Parnell (1984) urged the careful analysis of a program called the Service Members Opportunity College as a possible model for articulation between two-year and four-year schools. This program, designed by the American Association of Community and Junior Colleges and run in cooperation with the American Association of State Colleges and Universities, allowed military personnel to bank college credits at one college and assure the transfer of those credits, regardless where taken, among the 500 member colleges and universities.

In the beginning, the two-year public college concept was based, in part, on the idea that some baccalaureate granting institutions could best serve students by concentrating on upper division work (Higbee, 1973). This has led some institutions to separate into lower division (two-year colleges) and upper division (senior colleges.) Higbee maintained that the primary purpose for the creation of these upper division colleges, such as those created in Tennessee, Indiana and California, was to meet the demands of the community college transfer without duplication of effort.

Higbee noted that even though the upper division concept was new, it was worth exploring as a possible solution to the problems which continue to plague transfer students. Pasqua (1974) proposed the idea of a regional subject matter catalog, based on the model developed in the discipline of journalism in the California schools.

The California plan emerged from deliberations by a nine-man Journalism Articulation Committee, which was formed through agreement between the state's separately organized community college and senior division journalism faculties. Pasqua noted that the variance in senior college transfer practices proved startling to committee members.

In California, community colleges submitted each new course for transfer approval to the University of California and to as many as four or five other four-year schools (Smith, 1982). According to Smith, the courses, once approved, could be automatically transferred and counted toward a journalism major at the senior institutions.

In Texas, an agreement was established, via the Coordinating Board of the Texas College and University System, which stipulated that 12 hours of journalism and mass communication courses, chosen from a base of 21 core hours, would be accepted at the four-year level (Sellmeyer, 1984). After looking over the student's transcript, the director of the journalism and mass communication department, or a faculty member who handles transfer, has the option of accepting those 12 hours which would best fit the student's needs.

Sellmeyer noted that if the student presents six hours of news writing and reporting and the transfer institution representative feels that the reporting course is not strong enough from the two-year school, the student will receive credit for reporting as an elective, but will be forced to take the course over again at the four-year level.

Miami-Dade Community College in Florida has developed The Advisement and Graduation Information System, a computer-based system that is used to monitor students' progress as they proceed through the various degree programs at the community college (Schinoff and Kelly, 1982). The system also was designed to inform students of specific courses suggested and/or required in order to transfer successfully to an upper-division university within Florida. Each journalism program at the four-year level would enter requirements and suggested courses so that all community college students would know what is expected of them and what would transfer.

When William Penn College, a private four-year school in Oskaloosa, Iowa, entered into an articulation agreement with Indian Hills Community College in Ottumwa, Iowa, in 1976, the conditions of the agreement were designed to (1) identify specific interinstitutional areas of agreement; (2) set forth the criteria for transferring associate degrees as the first two-year component of the baccalaureate degree; (3) provide for continuous evaluation and review of the programs; and (4) recommend revisions, as necessary, to promote the success and general well-being of students served by the parties to the agreement (William Penn College, 1976).

The transfer syndrome

A study by the Ford Foundation's Commission on the Higher Education of Minorities (1982) called for a number of changes regarding college transfer students and specifically addressed the need to view community college transfers as special students when allocating financial aid.

Some researchers view the community college student as a consumer of services and urge four-year institutions to become sensitive to their special needs (Vaughan and Dassance, 1982). Vaughan and Dassance observed that emphasis in the transfer process appeared to be largely on transfer of credits, rather than on transfer of individuals. They concluded that community college transfer students rarely are provided the detailed kind of information they need for smooth adjustments.

Educators have voiced concern that articulation studies in the past have concentrated too heavily on the mechanics of process and policies and too little on the human element -- the actual problems students encounter when they transfer from community colleges to four-year institutions (Remley and Stripling, 1983).

A study by Hendel, Teal and Benjamin (1984) suggested that students view the transfer process to be far more difficult than it is. The majority of them feel they will

be short-changed in the amount of community college credit they will be allowed to transfer. Their study found that on the average, students lost five credit hours when they attempted to enter senior division schools.

Cohen and Brawer (1981) have documented a decline in the number of students who transfer from community colleges to baccalaureate degree institutions. Their studies show that thirty percent of transfer students dropout before the end of their junior year and community college transfer students take up to a year and a half longer to receive the baccalaureate degree.

In 1968, Patterson conducted a study at Northern Illinois University (NIU) in Dekalb to compare students who had transferred to Northern with students who had entered NIU directly after high school graduation. His findings showed that "native" students tended to have ranked higher in their high school graduating class and achieved higher ACT scores. Although community college students had ranked lower, Patterson's study showed that those individuals who had been granted associate degrees performed well at Northern and even though it took most transfer students a year longer to complete a degree.

A study by Sloan (1979) of the progress of community college students at Northern Illinois University in Dekalb found that transfer students initially have more difficulty

than native students, however, the differences seemed to disappear the longer the community college transfer students stayed at the school.

The transfer syndrome was first identified by Knoell and Medsker (1964) based on examination of 7,500 cases. They listed increased academic demands, slow and labored adjudication of credit hours and complex admission procedures as three of the reasons students suffer what they called "transfer shock."

Research by Furniss and Martin (1974) identified the barriers to transfer. Among those they listed: Lack of agreement on minimum grade point average, on validity of credit for life experiences, on core curricula, on credit by examination and lack of compliance with state legal requirements.

Moore (1981) offered five methods to help transfer students succeed. Among them: Make information clear and digestible; develop ways to connect with the transfer as a person; provide basic credit and course evaluation as quickly as possible and provide separate, distinct opportunities for transfers to receive orientation to the institution.

CHAPTER III. METHODS OF PROCEDURE

The Sample

This investigation was based on two types of research methods:

1. A questionnaire survey was designed to examine journalism practices in Iowa's fifteen community colleges. The survey sought to identify, as accurately and objectively as possible, which community colleges were teaching journalism, the types of journalism courses offered, and the background of instructors in charge of the courses. The survey also sought to determine which community colleges were granting academic credit for work on school publications.

2. Case studies of journalism/mass communication programs at Iowa Lakes Community College in Estherville, Des Moines Area Community College in Ankeny, and Kirkwood Community College in Cedar Rapids were conducted to examine in detail how community college journalism educators viewed their role in relationship to upper division journalism programs and to ascertain what they believed the mission of their programs at the two-year level to be. Particular attention was paid to the types of journalism courses offered, the rationale behind those

course offerings and to the terminal versus career option role of journalism in the community college.

The Questionnaire

The questionnaire survey was designed as a supplementary data-gathering device to the case studies. Its purpose was to provide a description of current conditions and practices in journalism education in Iowa's community colleges. It was hoped that this would lead to identifying transfer problems students from these two-year schools face upon entering journalism programs at senior institutions, such as Iowa State University.

In August, 1966, the American Association of Schools and Departments of Journalism voiced concern that many of the two-year schools offering journalism were granting credit for work on school publications and attempting to offer specialized courses, such as advanced reporting, that might be better left to the upper division schools (Benz, 1967). Benz also found that many of the two-year schools were not coordinating liberal arts course requirements with regional four-year institutions.

Current literature shows that 20 years later, problems with transfer between two-year and four-year journalism programs persist. Journalism educators once again are calling for a review of the problems with the

hope of devising a method of coordinating community college and four-year journalism programs (Sellmeyer, 1984). Until this is accomplished, students will continue to suffer the loss of time, money and college credit.

If coordination is to occur between these two types of institutions in Iowa, there is a need for an up-to-date statewide study of current practices in journalism education in Iowa's community colleges. That was the primary goal of the survey questionnaire utilized in this investigation.

A preliminary survey of this problem in Iowa revealed that most of the data would have to be obtained from individual community college catalogs and from persons teaching journalism in Iowa's community colleges. Catalogs for the state's fifteen community colleges were obtained from the offices of the Iowa Department of Public Instruction.

The questionnaire survey was designed under the advisement of Dr. Richard Warren, director of the Research Institute for Studies in Education at Iowa State University and with the help of Mari Kemis, a graduate assistant at the institute. Survey items were based on the accrediting standards of the national Community College Journalism Association and on the findings of

national studies on journalism curricula at the community college level.

A mailing list of all 15 of Iowa's community colleges was compiled. Since the number was small, it became necessary to do a census, rather than a sample survey. Only in that way could the results be meaningful in studying this problem.

Primary consideration was given to constructing a questionnaire that would be as easy as possible to respond to. The questions were brief and closed form, allowing only certain answers. Each one was designed for effortless but meaningful response.

Twenty items were listed under three general categories: Journalism faculty, journalism courses, and journalism objectives. Timing during the pretesting of the questionnaire showed that on the average, it could be completed in five to seven minutes. No attempt was made to evaluate the community college journalism programs.

The questionnaire was pretested by having five community college faculty members who do not teach journalism read the questions and explain their interpretation of them. Before the questionnaire was mailed, a telephone call was made to the dean of instruction at each of Iowa's community colleges, informing them of the study and its purpose.

It was hoped that in this way, they would be more cooperative upon receiving the questionnaire and would pass it on to the person on their staff who could best provide the information. A cover letter restated the purpose of the study and the importance of the response. The letter also restated the request that the questionnaire be passed on to the community college staff member most qualified to respond.

Three of the fifteen schools did not respond to the initial mailing. A duplicate questionnaire with a second cover letter was sent making a stronger plea for cooperation and again stressing the importance of a census survey. The last three questionnaires were received within five days of the second mailing.

The replies to each question were tabulated and tables were created from replies to some of the questions for use in this study.

The process utilized for designing the questionnaire were based on the seven major steps presented by Borg and Gall (1983). The seven steps are: (1) defining objectives, (2) selecting a sample, (3) writing items, (4) constructing the questionnaire, (5) pretesting, (6) preparing a letter of transmittal, and (7) sending out questionnaire and follow-ups.

The Case Studies

Borg and Gall (1983) noted that case study, in its simplest form, involved an investigator who made a detailed examination of a single subject or group or phenomenon. In research, the definition of the case study has been extended to include any relatively detailed description and analysis of a single person, event, institution or community (Sax, 1968).

Hillway (1969) defined case study as an intensive examination of a single individual, several individuals, a program or an institution at one particular point in time. Hillway pointed out that the results of case study must be presented in descriptive rather than prescriptive terms, which is how it was utilized in this dissertation. The research method thus sought to identify causative factors and explanatory data to account for symptoms or behavioral patterns.

A case study may result from: (1) a lack of information about a matter, (2) conflicting information about something deemed to be important, (3) misinformation about some individual or group; or it may occur (4) just as an attempt to gain new insights into factors that result in a given behavior or complex situation (McAshan, 1963).

Since the literature review and prior research for this investigation showed little to be known about the actual conditions and practices of journalism education in Iowa's community colleges, the case study method seemed an appropriate research tool to gain new information and insight into the situation. A preliminary survey of community college catalogs showed Iowa Lakes Community College, Kirkwood Community College, and Des Moines Area Community College offered 18 or more hours of journalism and mass communication courses. Each school had a designated spokesperson who was in charge of the journalism sequence.

Representatives of these three programs participated in a panel discussion on articulation and journalism education in two-year schools held in May 1985 as part of Iowa State University's Midwest Institute for Community Colleges. At that time, they voiced concern about transfer problems and agreed that detailed studies of their programs might be valuable in providing insight into how the problems might be solved.

Based on research by McAshan (1963) and Borg and Gall (1983) the interview was chosen as the primary tool for conducting the case studies. Among the advantages McAshan listed for this technique was: (1) it allows the investigator to obtain more confidential and intimate

information, (2) it doesn't require all questions to be rigidly structured beforehand, (3) it enables the researcher to form value judgments of the respondents, and (4) it allows the person or persons being interviewed to interact with the investigator.

McAshan (1963) listed one disadvantage: The sample size must be reduced because of the time required to set up appointments and interview each individual or group of respondents. He described four types of interviews: analytic, depth, individual and group.

A combination of the analytic and depth interview was used for the three case studies. McAshan defined the depth interview as one that may be associated with time span since it requires systematic planning and structuring in advance and may not be completed until after several meetings of the participants, or at least one extended conference with them.

He defined analytic interview as a fact-finding conference between two persons or a person and a group for the purpose of determining or organizing certain information.

Taped interviews were conducted during extended conferences with the heads of the journalism programs at all three community colleges. Questions were based on a series of six categories, including the history of the

program, its mission or goal, the curriculum and rationale for the various course offerings, and a definition of the function of the journalism program in terms of its being terminal or career option.

Part of the rationale for utilizing the case study method was based on research by Runyan (1982), who listed the advantages of method: (1) provides ideas and hypotheses for further research, (2) provides a means of studying rare phenomena, and (3) provides demonstrations of how a theoretical model can be exhibited in a concrete example.

The preparation and process for conducting the interviews was based on suggestions by Borg and Gall (1983) which included writing a statement to describe the general purpose of the research and obtaining full cooperation of all individuals selected for the case studies. Borg and Gall cited the main advantages of the interview technique to be the opportunity it provided for the research worker to follow up leads, thus obtaining more data and greater clarity.

The interviews were tape recorded to insure accuracy. Each respondent was asked the same series of questions, but not necessarily in the same order. Brief introductory interviews were conducted by telephone before a conference time was set.

CHAPTER IV. ANALYSIS OF THE FINDINGS

Journalism in Individual Iowa Community Colleges

Data in Table 1 reveal the geographic locations of the public community colleges of Iowa. It should be noted that the main campuses are evenly distributed throughout the state and that during a reorganization of community colleges in Iowa during the 1960s, Area VIII was disseminated to surrounding districts and never replaced.

The community college at Mason City, established in 1918, was the first in Iowa (Casey, 1962). At present, there are fifteen public two-year colleges in the state, organized under the Iowa Department of Public Instruction.

A purpose of this study was to describe, as accurately and objectively as possible, current practices in community college journalism education in Iowa's community colleges. This chapter discusses the individual community colleges that offer journalism courses and provides data on their journalism programs.

The study seeks to avoid evaluation of the journalism programs in each community college, but it does attempt to provide such data as will permit evaluation of each community college journalism program by the Accrediting Council on Education in Journalism and Mass Communication,

Table 1. Present (1986) public community colleges in Iowa

Name	Location	Date organized
Des Moines Area Community College	Ankeny	May 1966
Eastern Iowa Community College District	Davenport	May 1966
Hawkeye Institute of Technology	Waterloo	May 1966
Indian Hills Community College	Ottumwa	April 1966
Iowa Central Community College	Fort Dodge	April 1966
Iowa Lakes Community College	Estherville	January 1967
Iowa Valley Community College District	Marshalltown	July 1966
Iowa Western Community College	Council Bluffs	May 1966
Kirkwood Community College	Cedar Rapids	May 1966
North Iowa Area Community College	Mason City	May 1966
Northeast Iowa Technical Institute	Calmar	May 1966
Northwest Iowa Technical College	Sheldon	April 1966
Southeastern Community College	Burlington	July 1966
Southwestern Community College	Creston	April 1966
Western Iowa Tech Community College	Sioux City	November 1966

by four-year schools and departments of journalism and by the Association for Education in Journalism.

All data presented under the following sub-heading were obtained from responses to the questionnaire survey used for this study unless otherwise indicated. Catalog descriptions of the journalism courses offered by each community college are listed in Appendix I.

An overview

Journalism courses Five of the seven community colleges that offered journalism reported that they published a student newspaper, but only one published a yearbook. The newspaper was reported to be a project of the journalism classes in two of the five community colleges that published a newspaper. The yearbook was not a project of the journalism classes in the one school that published a yearbook. All of the community colleges said they permitted students not enrolled for journalism classes to be members of the newspaper staff.

Although only two of the five community colleges reported that the newspaper was a project of the journalism classes, four of the five that published a college newspaper said that students could receive credit that would be counted toward graduation from the community college for work on the school newspaper. One of the

community colleges said that only the editors received credit that would be counted toward graduation for work on the school newspaper.

When asked to indicate the proportion of contact time between instructors and students in journalism writing, editing, advertising, or photography courses that was spent on laboratory work -- such activities as actually writing and editing copy, making photographs and reading proof -- other than for the college newspaper or yearbook, two community colleges indicated more than fifty percent, one reported between thirty-one and forty percent, two reported between twenty-one to thirty percent, and one reported one to ten percent.

A survey of the catalogs of the Iowa community colleges that offer journalism courses revealed that none offered courses that dealt specifically with the history of American journalism, although some of the survey courses in mass media included this topic. Only one community college offered a course in ethics of journalism. Most of the courses were oriented heavily toward the print media.

Hawkeye Institute of Technology, a two-year vocational-technical school, specialized in photography, including photojournalism. Table 2 presents data on

Table 2. Journalism courses in Iowa community colleges

Community College	Courses*	Credits**
Des Moines Area Community College	Introduction to Mass Communication	3s
	Basic Reporting Principles	3s
	Advanced Reporting	3s
	Publications Production	3s
	Layout and Design	3s
	Principles of Advertising	3s
Eastern Iowa Community College	No Journalism Courses	--
Hawkeye Institute of Technology	History of Photography	2q
	Advanced Photojournalism	6q
	Photography and the Law	3q
	Production Photojournalism	6q
	Reproduction	3q
	Advanced Writing	3q
	Photo Seminar	3q
	Basic Video Production	3q
Advanced Video Production	3q	
Indian Hills Community College	Mass Media I	3s
	Mass Media II	3s
	Journalism	3s

*See Appendix I for course descriptions.

**q = quarter hours; s = semester hours.

Table 2. (continued)

Community College	Courses*	Credits**
Iowa Central Community College	No Journalism Courses	--
Iowa Lakes Community College	Mass Media	3q
	Journalism I	3q
	Journalism II	3q
	Journalism III	3q
	Journalism IV	3q
	Journalism V	3q
	Journalism Seminar	3q
	Photography I	3q
	Photography II	3q
	Photography III	3q
	Radio Broadcasting	3q
	Typography	1q
Iowa Valley Community College District	Co-Op (Journalism)	3s
	Mass Communications	3s
	Fundamentals of Graphic Arts	3s
	Individual Projects in Photography	1s
	Reporting I	3s
	Reporting II	3s
	Advertising Sales and Promotion	1s
	Practical Reporting and Editing I	1s
	Practical Reporting and Editing II	1s
	Practical Reporting and Editing III	1s
	Basic Photography	3s
	Photojournalism	3s
	Advertising	3s

Table 2. (continued)

Community College	Courses*	Credits**
Iowa Western Community College	Journalism I	2s
	Journalism II	2s
	Applied Journalism	2s
Kirkwood Community College	Introduction to Communication Media	4q
	Practical Reporting	1 or 2q
	Introduction to Photography	3q
	Photojournalism	3q
	Newswriting and Reporting I	4q
	Newswriting and Reporting II	3q
	Promotion and Public Relations	3q
Principles of Design and Layout	3q	
North Iowa Area Community College	No Journalism Courses	--
Northeast Iowa Technical Institute	No Journalism Courses	--
Northwest Iowa Technical College	No Journalism Courses	--
Southeastern Community College	No Journalism Courses	--

Table 2. (continued)

Community College	Courses	Credits**
Southwestern Community College	No Journalism Courses	--
Western Iowa Tech Community College	No Journalism Courses	--

specific journalism courses offered at each Iowa Community College.

This study indicated the same type of practical and technical emphasis in the journalism courses of Iowa's community colleges that Benz (1967) found in his national study of community college journalism.

According to Benz, one of the crucial issues facing the four-year journalism schools in accepting transfer credit from community college courses was the issue of credit earned for work on college publications at the two-year level. This study indicated that the practice of granting credit for work on the school newspaper was wide spread among the five schools that published newspapers. Descriptions of all journalism courses offered at Iowa community college during the 1984-1985 school year are listed in Appendix I.

Journalism objectives. The standards of the Accrediting Council on Education in Journalism and Mass Communication state that:

"A school of journalism should state its objectives in as concrete form as possible, including specific objectives for sequences offered, and these objectives should be published in its catalog and descriptive literature."

Three of the seven Iowa community colleges that offered journalism responded that their purposes and objectives for the journalism courses were stated in writing, but only two enclosed them with the questionnaire as requested. An examination of the community college catalogs indicated that only two of the seven community colleges published a mission statement for the journalism program.

The responding community colleges also were asked to enclose copies of syllabi for journalism courses offered at their schools. Only three did so.

The questionnaire survey asked Iowa Community Colleges to rate five purposes of teaching journalism courses according to order of importance at their institution. Five points were given for first-place ratings, four points for second-place ratings, three points for third-place ratings, two points for fourth-place ratings, and one point for fifth-place ratings. The objectives were then ranked according to points assigned them by the ratings. Table 3 provides data on these ratings.

Three of the community colleges indicated that preparing students to fill newspaper jobs when they finished community college was their top priority. Preparing students to produce a good community college

newspaper seemed to be the least important of the objectives according to information provided in the questionnaire survey. Table 3 presents data on the objectives of Iowa's community college journalism programs.

When asked how many of the students currently enrolled for journalism courses planned to transfer to four-year institutions and become journalism majors, responses ranged from none at one Iowa community college to as high as nineteen.

The Iowa community colleges also were asked how many students who took journalism courses during the past five years actually did transfer to a four-year college or university to become journalism majors. Four reported that the information was not available. Numbers reported from other community colleges ranged from a high of more than 12 to a low of three.

When asked for the number of students who took journalism courses during the past five years and obtained employment in journalism or a related field before attending a four-year college or university, three Iowa community colleges reported that the information was not available, one reported more than 30, two reported three to four, and one reported one to two.

Table 3. Objectives of Iowa community college journalism programs (ranked according to their importance in the community colleges as rated by the community colleges)

Objective	Score*	Rank*
Helping students to develop effectiveness in written communication	28	1
Preparing students to fill media jobs when they finish community college	24	2
Preparing students to be responsible consumers newspapers and other mass media	21	3
Preparing students to major in journalism at four-year institution	17	4
Preparing students to produce a good community college newspaper	15	5

*See p. 60 for methods of determining scores and ranks.

Responses to these two questions seemed to indicate that half of the community colleges offering journalism courses did not conduct follow-up studies of their students.

Journalism faculty. One Iowa community college that offered journalism courses reported ten faculty members taught journalism/mass communication courses part-time and full-time. At one Iowa community college, four faculty members taught photojournalism and video courses. All four instructors were responsible for teaching courses other than photojournalism. Generally, only one full or part-time faculty member taught journalism courses at the community colleges where they were available.

Fifteen Iowa community college journalism instructors had a master's degree, although not all were in journalism, one had a Ph.D., six had bachelor's degrees in journalism, and four had 18 hours of journalism courses beyond the bachelor's degree.

Five Iowa community college instructors who taught journalism courses had no experience as a full-time employee of a daily or weekly newspaper. At one college, all four of the instructors who taught journalism courses had experience on a daily or weekly newspaper.

The community colleges also were asked to indicate other duties for which instructors who taught journalism

were responsible. Those duties ranged from being responsible for student publications, such as the school newspaper, to recruiting journalism students from high schools. Data on these other duties are provided in Table 4.

The number of students enrolled in journalism courses at individual Iowa community colleges for fall 1985, ranged from a low of 12 to a high of 130. Data on journalism enrollment and full-time equivalent enrollment are presented in Table 5.

A study of the catalogs of Iowa community colleges offering journalism courses showed that five of the seven schools placed strong emphasis on liberal arts and the college transfer function. Two of the community colleges that offered journalism stated that their function was terminal rather than college transfer. However, one of the two schools also offered a strong liberal arts curriculum for students who wished to transfer to journalism programs at four-year schools.

The questionnaire also asked Iowa community colleges to indicate their library holdings within the field of journalism and mass communication. One community college indicated more than 250 books, two indicated between 1 and 25, two indicated 26 to 51, one indicated between 100 and 200, and one indicated 51 to 99 books.

Table 4. Other duties of Iowa community college journalism instructors (ranked according to number of instructors performing them)

Duty	Number of instructors* performing the duty	Rank**
Teaching courses other than media courses	10	1
Teaching college photography	8	2
Acting as advisor for student publications	4	3
Other, namely: sports statistician, club sponsor	2	4
Preparing institutional publications such as the college catalog	1	5
Responsible for college news releases	0	6

*Respondents were asked to check as many of the multiple choice answers as were applicable to their situation.

**Ranks were based on the total number of respondents checking each duty.

Table 5. Iowa community college journalism enrollment and full-time equivalent enrollment.

Name	Journalism enrollment fall 1985	Total FTEE enrollment 1984-85
Des Moines Area Community College	20	6,728
Eastern Iowa Community College District	0	4,705
Hawkeye Institute of Technology	60	3,452
Indian Hills Community College	15	3,853
Iowa Central Community College	0	3,333
Iowa Lakes Community College	20	2,747
Iowa Valley Community College District	12	2,907
Iowa Western Community College	12	3,412
Kirkwood Community College	130	7,649
North Iowa Area Community College	0	3,270
Northeast Iowa Technical Institute	0	2,323
Northwest Iowa Technical College	0	1,032

Table 5. (continued)

Name	Journalism enrollment fall 1985	Total FTEE enrollment 1984-85
Southeastern Community College	0	2,450
Southwestern Community College	0	1,186
Western Iowa Tech Community College	0	2,896

Enrollments in Iowa community college journalism courses appear to be either relatively stable or slightly decreasing in some schools. Only one community college showed significant gains in student enrollment in journalism courses since 1980. Data on Iowa community college journalism enrollment trends are presented in Table 6.

No valid generalization can be made for all the Iowa community colleges and each should be evaluated individually. Data will be provided in this chapter that will permit such individual evaluation.

An analysis of journalism in individual Iowa community colleges

I. DES MOINES AREA COMMUNITY COLLEGE

Journalism courses. Des Moines Area Community College offered a total of eighteen semester hours of journalism course credit. This credit was distributed among six courses.

The student newspaper at DMACC was a project of the journalism classes, and there was no yearbook produced at the school. Journalism students were not required to work on the newspaper.

Students not enrolled in journalism classes were permitted to be members of the newspaper staff. Students

did receive academic credit that counted toward graduation for work on the school paper.

The fall 1985 journalism enrollment at DMACC was 20 students. Since DMACC reported no information on enrollments prior to fall 1983, no data could be compiled on the school's journalism enrollment trends.

Information on the total hours of contact time between instructors and students in reporting classes was not provided by DMACC.

Journalism faculty. Three faculty members taught journalism courses at DMACC. Two had master's degrees in a field other than journalism; one had a bachelor's degree in journalism. One of the three instructors reported experience as an employee of a daily or weekly newspaper, and in addition to teaching journalism courses, one of the instructors acted as an adviser for student publications.

Journalism objectives. DMACC rated five objectives of teaching community college journalism courses in the order of their importance as follows: (1) preparing students to be intelligent and responsible users of newspapers and other mass media, (2) helping students to develop effectiveness in written communication, (3) preparing students to produce a good community college

newspaper, (4) preparing students to fill newspaper jobs when they finish community college, and (5) preparing students to major in journalism at four-year institutions.

DMACC reported that three of the 20 students that were enrolled currently for journalism courses planned to transfer to a four-year institution and become journalism majors.

This community college had no record of the number of students who took journalism courses over the past five years that either did transfer to a four-year college or university and become journalism majors or obtained employment in journalism or a related field before attending a four-year college or university.

DMACC reported that its purposes and objectives for offering journalism courses were not stated in writing. No syllabi for the courses were included with the questionnaire as requested. A follow-up request for syllabi for DMACC's journalism courses resulted in a reply that such syllabi had not been prepared.

DMACC reported that the number of books available in its library within the field of journalism and mass communication was between one and twenty-five.

II. HAWKEYE INSTITUTE OF TECHNOLOGY

Journalism classes. Hawkeye Institute of Technology, a two-year vocational-technical school, offered a total of 31 quarter hours in photography courses to photojournalism majors and offered six hours of writing courses in this sequence. In the syllabi, objectives for the writing courses stated that they were designed to sharpen the language skills of photography students and prepare them to write short features or design video scripts. This college specialized in photography majors, including portrait and industrial photography.

Hawkeye Institute of Technology had no student newspaper or yearbook. The fall 1985 enrollment in photojournalism and writing courses was 60, about the same number of students that have been enrolled over the past five years.

Of the total hours of contact time between instructors and students in photojournalism and writing courses, the proportion spent on laboratory work was more than 50 percent.

Journalism faculty. Four faculty members taught photojournalism and video courses at Hawkeye Tech. Three of the instructors had master's degrees in communication media and one had a total of 18 semester hours or more in journalism credits. Three of the staff members who taught photo or writing courses had worked full-time or part-time for a daily or weekly newspaper.

The four instructors all were responsible for teaching courses other than photojournalism or writing.

Journalism objectives. Hawkeye Tech rated five objectives of teaching community college journalism courses in the order of their importance as follows: (1) preparing students to fill newspaper jobs when they finish community college, (2) helping students to develop effectiveness in written communication, (3) preparing students to be responsible consumers of newspapers and other mass media, (4) preparing students to major in journalism at four-year institutions, and (5) preparing students to produce a good community college newspaper.

Hawkeye reported that none of the students currently enrolled in photojournalism courses planned to transfer to a four-year institution and become journalism majors. This school responded that it did not have a record of the number of students who took photojournalism courses during

the past five years that either did transfer to a four-year college or university and became journalism majors, or obtained employment in journalism or a related field before attending a four-year college or university.

Hawkeye Tech did not report whether their objectives of offering photojournalism courses were stated in writing. Syllabi for photojournalism courses were included with the completed questionnaire.

Hawkeye responded that the number of books available in its library within the field of journalism and/or mass communications was between fifty-one and ninety-nine.

III. INDIAN HILLS COMMUNITY COLLEGE

Journalism classes. Indian Hills Community College offered a total of 12 semester hours in journalism, including a three-hour course in photography.

There was no newspaper or yearbook at Indian Hills. Twenty students were enrolled in journalism courses in fall 1985. Indian Hills reported that between 15 and 20 students a year have been enrolled in journalism courses since 1980.

Of the total hours of contact time between instructor and students in journalism classes, the proportion spent on laboratory work was twenty-one to thirty percent.

Journalism faculty. One faculty member taught journalism courses at Indian Hills Community College. This instructor held a master's degree in a field other than journalism and did not have a total of 18 semester hours or more in journalism credits.

The Indian Hills Community College journalism instructor did not have experience as a full-time or part-time employee of a daily or weekly newspaper. This instructor did have duties other than teaching journalism courses but they were not specified.

Journalism objectives. Indian Hills Community College rated objectives of teaching community college journalism courses in the order of their importance as follows: (1) helping students to develop effectiveness in written communication, (2) preparing students to be responsible consumers of newspapers and other mass media, (3) preparing students to major in journalism at four-year institutions, (4) preparing students to fill newspaper jobs when they finish community college, and (5) preparing students to produce a good community college newspaper.

Indian Hills reported that around three of the 20 students currently enrolled for journalism courses planned to transfer to a four-year institution and become journalism majors.

This community college reported that the number of students who took journalism courses during the past five years and transferred to a four-year institution to become journalism majors was not known. Nor was it known how many obtained employment in journalism or a related field before attending a four-year college or university to major in journalism.

Indian Hills reported that objectives for offering journalism were not stated in writing and no syllabi accompanied the return of the questionnaire. The school reported that between twenty-five and fifty-one books were available in the library within the field of journalism.

IV. IOWA LAKES COMMUNITY COLLEGE

Journalism courses. Iowa Lakes Community College offered a total of 44 quarter hours of journalism course credits. The credit was distributed among some 17 courses.

The student newspaper was not a project of the journalism classes. However, journalism students were required to work on the student newspaper and students not enrolled in journalism classes were permitted to be part of the staff. There was no yearbook at Iowa Lakes Community College.

Iowa Lakes responded that students could earn credit that counted toward graduation for work on the school newspaper.

The fall 1985 journalism course enrollment at Iowa Lakes was 20 students, an increase of one from the previous quarter. Iowa Lakes reported an enrollment of 31 students for the 1982-83 school year and 17 for the 1980-81 school year.

Of the total hours of contact time between the instructor and students in journalism writing, editing and photography classes, the proportion spent on laboratory work -- other than for the college newspaper -- was most nearly twenty-one to thirty percent.

Journalism faculty. One faculty member taught journalism courses at Iowa Lakes. This instructor held a master's degree in a field other than journalism and had a total of 18 or more semester hours in journalism credits. This journalism instructor had five or more years of

experience as a full-time employee of a daily and weekly newspaper.

In addition to teaching journalism courses, he was responsible for acting as adviser to the student newspaper and for recruiting journalism students from area high schools. He was director of the journalism alumni association at Iowa Lakes and in charge of placement of journalism students for internships.

Journalism objectives. Iowa Lakes Community College rated five objectives of teaching community college journalism courses in the order of their importance as follows: (1) preparing students to fill newspaper jobs when they finish community college, (2) preparing students to produce a good community college newspaper, (3) helping students to develop effectiveness in written communication, (4) preparing students to major in journalism at four-year institutions, and (5) preparing students to be responsible consumers of newspapers and other mass media.

Iowa Lakes reported that from one to three of the 20 students enrolled currently for journalism courses planned to transfer to four-year institutions and become journalism majors.

This community college responded that of the students who took journalism courses during the past five years, the number who actually did transfer to a four-year college or university to become journalism majors was not known. The majority of students who took journalism courses during the past five years obtained employment in the field of community journalism. Many are working on small daily and weekly newspapers, according to information provided on the questionnaire.

Iowa Lakes responded that its objectives for teaching community college journalism were stated in writing. The statement of objectives as it appeared in the Iowa Lakes Community College catalog reads as follows: The Journalism/Photography Program is a two-year program designed to prepare students for work on daily, weekly, monthly and quarterly publications. General education courses allow the student who wishes to transfer to do so with ease. Job tasks include reporting, layout, composition, photojournalism, and advertising and public relations work.

Syllabi for some of the journalism courses offered at Iowa Lakes were enclosed with the questionnaire as requested. Purposes and objectives for the courses were included as part of the syllabi.

Iowa Lakes reported that the number of books available in its library within the field of journalism and/or mass communication was between one hundred and two hundred.

V. IOWA WESTERN COMMUNITY COLLEGE

Journalism courses. Iowa Western Community College offered a total of six semester hours of journalism credit. The credit was distributed among three courses.

The student newspaper at Iowa Western was a project of the journalism classes and students not enrolled in journalism classes were permitted to work on the school newspaper. The school does not have a yearbook. Iowa Western responded that students could receive credit that counted toward graduation for their work on the college newspaper.

The fall 1985 enrollment in journalism courses at Iowa Western was 12 students, three fewer than the semester before. Iowa Western did not keep records of the number of journalism students before that time.

Of the total hours of contact time between instructors and students in journalism writing and editing classes, the proportion spent on laboratory work -- other than for the college newspaper -- was reported as more than fifty percent.

Journalism faculty. One faculty member taught journalism courses at Iowa Western. That instructor had a master's degree in a field other than journalism and did not have experience working for a daily or weekly newspaper. The instructor reported no college work in journalism.

In addition to teaching journalism, the instructor prepared institutional publications such as the college catalog and promotional brochures and acted as advisor for the student newspaper.

Journalism objectives. Iowa Western rated objectives of teaching community college journalism courses in the order of their importance as follows: (1) helping students to develop effectiveness in written communication, (2) preparing students to produce a good community college newspaper, (3) preparing students to fill newspaper jobs when they finish community college, (4) preparing students to major in journalism at four-year institutions, (5) preparing students to be responsible consumers of newspapers and other mass media.

Iowa Western reported that from one to three of the students currently enrolled for journalism courses plan to transfer to a four-year institution to major in

journalism. The college reported that around three to four students who took journalism courses during the past five years transferred to a four-year institution to become journalism majors.

Around three to four students who took journalism courses at Iowa Western during the past five years obtained employment in journalism or a related field before attending a four-year institution.

Iowa Western reported that its objectives for teaching journalism courses were stated in writing but the objectives were not included with the questionnaire as requested. No syllabi for journalism courses were enclosed with the completed questionnaire.

VI. KIRKWOOD COMMUNITY COLLEGE

Journalism courses. Kirkwood Community College offered 50 hours of course credit in journalism and mass communication, including sequences in radio/TV news reporting, radio announcer/operator, media production specialist and TV production assistant. Kirkwood was the only Iowa community college offering a course in Legal and Ethical Issues in Communication. Kirkwood was also the

only community college offering a full curriculum in radio, television, the print media and photojournalism at the two-year level.

The student newspaper was not a project of the journalism classes. There was no yearbook at Kirkwood Community College. Only students who held editors' positions were granted credit that counted toward graduation at Kirkwood.

The fall 1985 enrollment in journalism/mass communication courses was 130 students, an increase of around 100 from the time program began in 1980-81.

Of the total number of contact time between instructors and students in journalism writing and editing classes, the proportion spent on laboratory work -- other than for the college newspaper -- was reported as one to ten percent.

Journalism faculty. Ten faculty members taught journalism/mass communication courses on a part-time or full-time basis at Kirkwood Community College. Two of the instructors had master's degrees in an area other than journalism. Five had master's degrees and three had bachelor's degrees in the media field. All of the instructors who teach media courses at Kirkwood have

worked as a full-time or part-time employee of a daily or weekly newspaper.

Only two of the instructors had duties other than teaching media courses, but they were not described in the questionnaire.

Journalism objectives. Kirkwood Community College rated five objectives of teaching community college journalism courses in the order of their importance as follows: (1) Preparing students to fill media jobs when they finish community college, (2) preparing students to major in journalism at four-year institutions, (3) helping students to develop effectiveness in written communication, (4) preparing students to be responsible consumers of newspapers and other mass media, and (5) preparing students to produce a good community college newspaper.

Kirkwood reported that 19 or more students currently enrolled for media courses plan to transfer to a four-year institution to major in journalism.

This community college responded that of the students who took journalism courses during the past five years, the number who actually did transfer to a four-year college or university and become journalism majors, was more than 12, which was the highest number they could mark

on the questionnaire. The number who obtained employment in journalism or a related field before attending a four-year college or university, was also more than 12, again the highest number they could select.

Kirkwood reported that its purposes and objectives for offering journalism courses were stated in writing and included a copy of those statements with the questionnaire as well as copies of course syllabi.

Kirkwood Community College reported that the number of books available in its library within the field of journalism/mass communication was more than 250.

VII. MARSHALLTOWN COMMUNITY COLLEGE

Journalism courses. Marshalltown Community College offered a total of twenty-four semester hours of journalism course credit. The credit was distributed among 12 courses.

The student newspaper and yearbook were not projects of the journalism classes at Marshalltown Community College. Journalism students were not required to work on either the yearbook or the school newspaper. The fall 1985 enrollment in journalism courses at Marshalltown

Community College was 12, which was four more than the previous semester and largest number recorded since 1980.

Of the total hours of contact time between instructors and students in journalism writing and editing classes, the proportion spent on laboratory work -- other than for the college newspaper or yearbook -- was reported as between thirty-one and forty percent.

Journalism faculty. Four part-time and full-time faculty members taught journalism courses at Marshalltown Community College. Two of the instructors had bachelor's degrees in journalism, one had a doctor's degree and one had a total of eighteen semester hours or more in journalism credits. All four staff members who teach journalism courses have worked as a full-time or part-time employee of a daily or weekly newspaper.

In addition to teaching journalism courses, the instructors were responsible for such other duties as acting as advisor for student publications and teaching photography.

Journalism objectives. Marshalltown Community College rated five objectives of teaching community college journalism in the order of their importance as follows: (1) preparing students to be responsible

consumers of newspapers and other mass media, (2) helping students to develop effectiveness in written communication, (3) preparing students to major in journalism at four-year institutions, (4) preparing students to fill newspaper jobs when they finish community college, and (5) preparing students to produce a good community college newspaper.

Marshalltown Community College reported that from seven to nine students currently enrolled for journalism courses plan to transfer to a four-year institution to major in journalism. The community college reported that at least four students who took journalism courses during the past five years have transferred to a four-year institution to become journalism majors. Around four students who took journalism courses during the past five years obtained employment in journalism or a related field before attending a four-year institution.

Marshalltown reported that its purposes and objectives were not stated in writing, and no syllabi were enclosed as requested when the questionnaire was returned.

The college reported that the number of books available in its library within the field of journalism/mass communication was between twenty-six and fifty-one.

Concluding comments. Iowa Central Community College returned the questionnaire with a note that said courses in journalism were not offered as part of the arts and science curricula, but the course catalog listed a sequence of broadcast courses, such as broadcast news production, fundamentals of broadcasting and mass communications law. There was no student newspaper or yearbook at the school.

A handwritten note at the end of the questionnaire noted that a course in journalism had been eliminated at Iowa Central Community College.

Those community colleges which did not offer journalism courses are listed in Table 2.

Journalism at Three Iowa Community Colleges: A Case Study

An overview. The findings reported here are based on interviews with Rose Kodet, coordinator of the communications media program at Kirkwood Community College in Cedar Rapids and Doreen Maronde, assistant dean of communications at Kirkwood; with Ken Nordstrom, director of the journalism program at Iowa Lakes Community College in Estherville; with Cynthia Cordes, chairperson of the Communication and Humanities Department at Des Moines Area

Community College in Ankeny, and with Tom Nelson, formerly director of the journalism program at DMACC.

The interviews with these community college educators revealed information that confirmed, in very explicit ways, some points made in the literature on the subject of articulation problems between two-year and four-year journalism and mass communication programs. One such point is that the directors of journalism and mass communication departments at four-year institutions often force journalism students from two-year community colleges to retake basic courses, such as reporting and newswriting, when they enter the four-year school's journalism program (Sellmeyer, 1984).

All of the community college educators interviewed said they knew of students who were forced to retake basic journalism courses at the four-year level even though they had passed those courses with a grade of C or better at a community college. This indicated that directors of journalism programs at four-year institutions have concerns about the caliber of students coming out of community college journalism programs and about the quality of journalism instruction at these two-year schools (Martinson, 1981).

The community college educators interviewed for this case study voiced concerns about the transfer process

similar to those Martinson found after surveying the directors of 162 schools or programs of journalism at the four-year level. Those concerns centered on: 1) The question of the number of journalism/mass communications credits that can be transferred from the community college to a four-year journalism program and counted toward the major, 2) the transferability of particular courses -- such as basic reporting and introduction to photography, and 3) the quality of instruction at the two-year level and the lack of actual journalism experience either during college or professionally by community college journalism faculty.

One of the community college educators interviewed for this study felt that journalism courses often were randomly assigned to English teachers who had never studied journalism courses in college or worked on a daily or weekly newspaper. This educator noted that at times, journalism courses at the community college level were an "after-thought" on the part of administrators who do not supply the proper funding or equipment necessary for quality journalism programs.

This confirmed some of the conclusions drawn by Redford (1934) after a survey of 394 catalogs from two-year colleges. Redford concluded that most of the journalism courses listed in the catalogs were handled

through the English departments and that few two-year college journalism teachers were specialists in the field.

All of the community college educators interviewed for this study expressed concern that their students risked wasting time, money and college credit when they took journalism courses at the community college level and then attempted to transfer to a four-year journalism program. All of them expressed interest in the Community College Journalism Association's evaluation and accrediting process, but none had attempted to contact officials of CCJA.

All of them agreed that evaluation by CCJA would be a positive step toward convincing directors of journalism departments at four-year institutions that their programs aspired to meet high standards.

Two of the three community colleges in this case study printed the objectives of the journalism programs in the school catalog. Only one of the three schools kept historical records of the development and progress of the journalism program.

Two of the community college educators voiced concern that Iowa State University does not have articulation agreements with community college journalism programs in the state of Iowa, but rather chooses to grant credits on a case by case basis. They believed this showed a lack of

confidence in the caliber of students coming out of community college journalism programs and in the quality of journalism instruction at these two-year schools.

(During the interviews, no questions were asked about how the University of Iowa or the University of Northern Iowa, the other two Regents universities in the state, handled the transfer of journalism credits from the three community colleges involved in this case study.)

Dr. Joyce Hvistendahl, chairman of the Iowa State University Department of Journalism and Mass Communication, noted in an interview that attempts had been made to work out transfer agreements with several of Iowa's community colleges, but that journalism programs at some of the two-year schools tended to be in a constant state of flux, making it increasingly difficult to maintain those agreements.

Dr. Hvistendahl noted that at present, credits in survey courses, such as Introduction to Mass Media Communication, are accepted toward the major at Iowa State University, but that more specialized courses, such as Newswriting I or Reporting I, generally must be taken over by community college journalism students who enter the Iowa State University journalism and mass communication program.

According to Dr. Hvistendahl, some community college journalism students attempt to transfer credit granted for working on school newspapers. He noted that Iowa State University students do not receive academic credit for working on the campus newspaper and that credits earned by working on community college newspapers are not accepted by the Iowa State University Department of Journalism and Mass Communication.

Kodet noted that seventy-five percent of the journalism students who graduated with a major in journalism from Kirkwood Community College transferred to a four-year institution. Directors of the other two community colleges in this case study said that around six of the students currently in journalism classes planned to transfer to a university. None of the three community colleges attempted to do follow-up studies on journalism students who transferred to four-year schools.

Two of the community colleges used in this study ranked preparing students to fill newspaper jobs when they finish community college as their most important objective. Only one of them listed preparing students to major in journalism at four-year institutions as a top priority.

The syllabi of journalism and mass communication courses provided by the three community colleges

confirmed a study by Dawdy (1975) that found community colleges were teaching the same six most frequently offered journalism courses as the nation's four-year institutions. Those six courses were: Reporting I; Introduction to Journalism/Mass Communication; Photojournalism; Editing I; Advertising; and Reporting II.

Two of the journalism instructors interviewed said editors of small town newspapers had been hiring their community college journalism graduates and had indicated that they would continue to do so in the future.

The community college educators agreed that action must be taken to insure the equitable transfer of journalism credit from the two-year schools to four-year institutions. They suggested that personal contact with the directors of four-year journalism programs might be the best method of accomplishing this.

Two of the educators indicated they would be willing to organize a chapter of the Community College Journalism Association in Iowa in the hope that standards set by CCJA would facilitate the transfer of journalism credit.

An analysis of journalism in individual community colleges involved in this case study

Kirkwood Community College. The mission statement as presented in the announcement of courses for the

Communications Media and Technology Program at Kirkwood Community College read as follows: "Kirkwood Community College's program in Communications Media and Technology is a two-year course of study designed both for the student who wishes to seek employment immediately after earning the associate of arts degree and for the student who plans to pursue a four-year college degree at another institution."

The program was designed with the help of an ad hoc advisory committee of area media professionals, and according to Kodet, the program has been regularly evaluated, modified and improved since its organization in 1980.

As stated in the announcement of courses, the program was built around a core of media courses which all journalism students are required to take. Students also have opportunities for individual and extra-curricular work through the media productions department and on the school newspaper and campus radio station.

Students are encouraged to create media-related projects for academic credit and to work in internship positions with area newspapers, television and radio stations. Only the editors of the school newspaper are granted academic credit for work on that publication.

Records of the journalism program's organization show that the possibility of offering journalism courses first was explored in 1978. In the beginning, there were two stated objectives for the program: 1) that students have a core of shared knowledge between general education and journalism courses rather than specialize, 2) that they work with faculty in the print shop and in the school's graphics and public relations departments to get a "nuts and bolts" feel for the field of journalism and mass communication.

Meetings were held with the ad hoc advisory committee, consisting of representatives from local newspapers, radio and television stations. Advice and recommendations from the ad hoc committee were presented to an in-house committee responsible for designing the program.

The end result was a career option program designed to meet the needs of students who wished to transfer to four-year schools after receiving an associate of arts degree as well as those who who wished to find employment in the field of journalism upon graduating from Kirkwood Community College.

During the development of the journalism program at Kirkwood, a questionnaire was developed to determine the needs of media-related businesses in the area. The

directors of journalism departments at Iowa State University, the University of Iowa, the University of Northern Iowa and Drake University were contacted to determine how the journalism curriculum at Kirkwood could best coordinate with their programs.

Records show that the journalism program at Kirkwood was developed due to a growing interest in the field being expressed by students at the college. Students at Kirkwood take 60 out of 90 quarter hours in general education courses if they intend to complete an associate of arts degree. The other 30 hours may be taken in journalism and media courses.

Kodet noted that students attempting to transfer to Iowa State University's Department of Journalism and Mass Communication generally are granted elective credit for basic courses such as Reporting or Newswriting I, but they are forced to retake the courses.

There are ten full-time and part-time instructors teaching media courses at Kirkwood Community College. Of those, two have a master's degree in a field other than journalism, two have a master's degree in journalism, and three have a bachelor's degree in journalism.

All of the journalism staff members have worked as full-time or part-time employees of a daily or weekly newspaper, television or radio station. Only two of the

ten journalism staff members teach courses other than media.

Kirkwood was the only community college in Iowa offering a full curriculum in radio, television, the print media and photojournalism. It was the only Iowa community college offering a course in Legal and Ethical Issues in Communication.

Iowa Lakes Community College. The mission statement for the Journalism/Photography Program as presented in the Iowa Lakes Community College catalog is as follows: "The Journalism/Photography Program is a two-year program designed to prepare students for work on daily, weekly, monthly and quarterly publications. General education courses allow the student who wishes to transfer to do so with ease. Job tasks include reporting, layout, composition, photojournalism, advertising and PR work."

The current journalism program at Iowa Lakes Community College was designed by its director, Ken Nordstrom, who has a master's degree in education and more than 18 college hours of journalism courses. He has owned a small weekly newspaper and worked as an editor and reporter on small daily newspapers in Iowa.

No formal records of the development or progress of the journalism program at Iowa Lakes Community College

were available. Nordstrom noted that the first journalism courses were offered at Iowa Lakes Community College around 1973 and that they were taught by two part-time instructors, one of whom was employed by the local newspaper. The other instructor was a retired journalist.

Nordstrom was hired in 1980 and did not know what types of courses were offered during the first years journalism was taught at the school. The instructor explained that during the 1970s, Iowa Lakes Community College underwent a period of expansion, adding several career option programs including an expanded journalism curriculum, a criminal justice and legal assistance program.

The Journalism/Photography Program at Iowa Lakes is based on seven quarters during which students enroll simultaneously for general education courses, such as English and General Psychology, and courses in the journalism sequence.

Students are required to work in internship positions with area newspapers, television and radio stations before they receive their associate of science degree at Iowa Lakes. Journalism students are required to work for the school newspaper, the Spindrift, an eight-page tabloid that is believed to be the only weekly newspaper published at a community college in Iowa.

In addition to writing stories, the students set type, sell and build the ads, screen photos and paste up pages. They do receive academic credit toward graduation for working on the school newspaper. No yearbook is published at Iowa Lakes.

Nordstrom stated that he reorganized the curriculum to meet the needs of terminal students who sought to work in community journalism -- small weekly newspapers, radio and television stations -- after receiving their associate of science degree. He felt, however, that the curriculum also met the needs of those students wishing to transfer to four-year journalism programs.

He noted that the majority of students find employment upon graduation if they meet three criteria: 1) if they are willing to go where the jobs are rather than remain in their hometowns, 2) if they achieved competency in journalistic skills stressed in the courses offered, and 3) if they are willing to work for the salaries offered by the smaller newspapers.

Nordstrom's opinions about journalism and mass communication at the community college level were contrary to some of the points made in the literature on the subject of journalism education at two-year schools. He did not agree with researchers like Greb (1954) and Gothberg (1965) who felt a limited preparatory program

oriented to student publications was valid at the two-year level, but terminal programs were not.

Nordstrom felt strongly that community college journalism programs, with the proper funding and support from college administrators, could fulfill the employment needs of community journalism in Iowa and surrounding states. He noted that his students were being placed in jobs on small daily and weekly newspapers, not only in Iowa, but in Minnesota and Wisconsin.

The interviews with Nordstrom revealed information that confirmed, in very explicit ways, the research by Wilcox (1963) who concluded that for some students and for some publications, a terminal community college journalism program is useful and valid. Wilcox research showed that in many cases, the community college terminal program in journalism was a workable plan since many publications (weeklies, small trade journals, company publications) neither required a liberally-educated journalist nor were they able to provide the ultimate advancement that a four-year degree presupposes.

No records were kept on the number of journalism students from Iowa Lakes Community College who transferred to four-year journalism programs. Nordstrom was the only instructor for the 44 quarter hours of journalism credits

offered. The journalism program averaged around 25 students per quarter.

In addition to teaching the journalism courses, the instructor was responsible for recruiting journalism students and for serving as adviser to the school newspaper.

Nordstrom noted that at times, he has been asked by directors of journalism departments at four-year universities to present syllabi from his journalism courses so that evaluations could be made about which credits to accept or reject when students from the Iowa Lakes program attempted to transfer. He felt the transfer process was stressful for students because they were uncertain which journalism courses would transfer or how many courses they would have to retake at the four-year level.

Nordstrom favored organizing an Iowa Community College Journalism Association in the hope that it would provide a pool of resources to be shared by community college journalism instructors and would help in formulating policies to aid in the equitable transfer of journalism credits from the two-year to four-year schools in the state.

He noted that he knew of no four-year colleges or universities in Iowa offering a sequence in community

journalism that was as complete as the one at Iowa Lakes Community College. He felt strongly that his students, upon graduation, were qualified to transfer at least 12 hours of journalism credit to a four-year institution and that they should not be forced to retake courses in reporting and newswriting.

Des Moines Area Community College. There was no written mission statement or statement of objectives for the journalism courses being offered at Des Moines Area Community College, and no records had been kept about the development or progress of the journalism program, which was organized in 1972.

In order to determine what occurred during those early years, an interview was conducted with Tom Nelson, who was hired as director of the DMACC journalism program in 1974. He now is director of college relations for the school.

He noted that the program started with two journalism courses in basic and advanced reporting. During a period of expansion in 1974, courses in layout design, copy editing, feature writing and photography were added. It was designed as a career option program so that students would be prepared to take jobs in community journalism

after two years or transfer to a journalism program at a four-year institution.

According to Nelson, who left the journalism program in 1980, the administration at DMACC no longer provided adequate funding or supported the teaching of journalism as a priority for the school. Those opinions were confirmed by Cynthia Cordes, chairperson of the Communications and Humanities Department at DMACC. Cordes is responsible for overseeing the journalism program, which offered 18 hours distributed among six courses.

Cordes noted that at one time, the DMACC newspaper had been staffed by journalism students and had won numerous national awards. But in recent years, due to a lack of interest on the part of both the administration and students, the newspaper decreased in size to four pages and was being published sporadically. Cordes noted that there was no leadership either by faculty or students and that the editing, reporting and writing in the newspaper became substandard.

When Cordes became department chairperson in 1984, the newspaper did not have a sponsor and only a part-time instructor was teaching journalism courses. Today, a small staff of journalism students produces the school paper on a monthly basis. Cordes felt that the quality of the reporting and writing had improved even though the

newspaper still did not have an adviser to work with the students.

According to Cordes, journalism still is not a priority among administrators at the school, and no effort has been made to increase the number of journalism courses or to hire a full-time journalism staff. She noted, however, that as soon as funding could be obtained her goal was to hire a full-time journalism instructor who also would serve as adviser to the school's newspaper as part of the job description.

Cordes did not foresee development of a pre-journalism program at DMACC that would emphasize preparing students for transfer to four-year journalism programs. At present, no records were kept of students who did attempt to transfer.

Cordes stated that her staff had been instructed to warn students at DMACC that the journalism courses they take at the community college level might only transfer as electives to four-year journalism programs and that they most likely would be forced to retake such courses as Advanced Reporting or Layout and Design.

Cordes felt that it was the responsibility of the community college to send literate, inquisitive students to the four-year institutions, rather than to prepare them for any one professional field, such as journalism.

She noted: "We need to send the universities students who are good readers and good writers. We need to send them students who have developed a thirst for knowledge through the work they did here. The four-year journalism programs have the Ph.D.s, the libraries, the resources to teach them the fine points of the profession. Our library only has four or five books on the subject."

CHAPTER V.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In summation, the literature review for this study has indicated that debate over journalism practices in community colleges date back to the 1930s when Campbell concluded from his research that there was considerable variation in objectives, methods and content in journalism offered at two-year schools. That variation and lack of consistency has persisted over the years, causing administrators of four-year journalism programs to question the quality of journalism instruction at community colleges.

The dichotomy between what a student can take in journalism in a community college and what is being accepted by the four-year journalism schools toward the journalism major is great, primarily due to a lack of agreement between the two types of institutions on which courses are best left to the four-year schools. Some solutions are explored in the recommendations part of this chapter.

Part of this study's purpose, which was to describe as accurately and objectively as possible, current journalism education practices in Iowa's fifteen community

colleges, was suggested by the statement of objectives for the "Guidelines for Two-Year Journalism Courses and Programs," devised by the Community College Journalism Association (CCJA).

The CCJA's statement of objectives, noted that "Heretofore, many four-year college journalism program administrators have been adverse to accepting two-year college journalism units toward the journalism degree, fearing inferior journalism instruction at that level.

"These guidelines include an informal evaluation plan whereby community college journalism programs can secure assistance in meeting the desired standards."

The CCJA guidelines, as noted in the statement of objectives, were created to foster higher standards of two-year college journalism education and to encourage the equitable transfer of two-year college journalism credits to upper division schools through an evaluation and certification process. The organization also sought to link community college journalism instructors with each other nationally and to operate through the AEJMC to coordinate course offerings with university-level journalism programs (Bortolussi, 1984).

An examination of institutional catalogs and a census study of Iowa's community colleges was conducted for this dissertation in order to gather data on the caliber of

journalism instructors employed by these schools in Iowa and to determine what types of journalism courses were being offered at the community college level.

Case studies of journalism and mass communication programs at Iowa Lakes Community College in Estherville, Des Moines Area Community College in Ankeny and Kirkwood Community College in Cedar Rapids were conducted to provide detailed insight into how community college journalism educators viewed their role in relationship to upper division journalism programs in the state.

A review of the literature revealed that as early as 1930, researchers were debating whether or not journalism should be taught at two-year schools. The debate appeared to center on three key points: Was there a need for journalism curriculum in community colleges? If so, what should be the objectives of such a program? What courses should be included?

Studies found during the literature search indicated that as the enrollment of two-year colleges increased in the 1930s and 1940s, so did the number of journalism courses being offered at these schools. Studies by Campbell (1932) and Redford (1934) documented debates going on at the time over whether two-year colleges should consider journalism as a profession to be carried on in the university after two years of general education or

whether they were to accept the theory of journalism as a vocation aimed at producing newspaper workers after two years of school.

Mason (1941) documented the growth in the number of journalism students at two-year colleges and began addressing some of the same types of transferability issues that continue to be debated today. Mason documented the fact that some two-year schools already were offering a terminal programs to train students for immediate employment in journalism. McCormac (1941), after his studies on journalism education practices in two-year schools, concluded that journalism at this level should not be terminal, especially since so many of the instructors who were teaching journalism courses lacked professional experience in the field.

The debate of the types of journalism courses, such as basic reporting and news writing, that can be transferred and counted toward a journalism major at a four-year institution persist today just as it did during Mason and McCormac's time.

Articulation efforts in other states, such as California and Florida were explored and analyzed in this study as possible solutions to the problems Iowa students face when they attempt to transfer journalism credits from community colleges toward a journalism major at four-year

schools. These agreements are reviewed in the conclusion section of this chapter.

Seven of Iowa's fifteen community colleges offered from six to forty-six hours of journalism credits. (Iowa Lakes Community College offered up to ten quarter hours for Journalism Activity, which was described as credit granted for working the weekly school newspaper.) Five of the seven community colleges that offered journalism reported that they published a school newspaper, but only one published a yearbook.

The newspaper was reported as a project of the journalism classes in two of the five community colleges that published a newspaper. All of the community colleges publishing a newspaper permitted students not enrolled in journalism to be members of the newspaper staff.

Four of the five community colleges that published a school newspaper said that students could receive credit that would be counted toward graduation for working on that publication. One of the community colleges said that only editors on the newspaper staff could receive credit toward graduation.

Three Iowa community colleges indicated that their objectives for offering journalism courses were stated in writing, but only two published such objectives in their catalogs. Three of the Iowa community colleges that

offered journalism courses rated "preparing students to fill newspaper jobs when they finished community college" as the most important objective on a scale of one to five. Preparing students to produce a good community college newspaper seemed to be the least important of the objectives as stated on the questionnaire.

None of the Iowa community colleges that offered journalism courses conducted organized follow-up studies on their students. Returned questionnaires indicated that only Kirkwood Community College transferred a high number of journalism students to four-year institutions and that a majority of students at some schools, such as Iowa Lakes Community College, obtained employment in related fields immediately upon graduation.

One Iowa community college that offered journalism courses had 10 full-time and part-time instructors who taught journalism. But, it was more common for one faculty member to have responsibility for the journalism courses and student publications. Fifteen Iowa community college journalism instructors had a master's degree, one had a Ph.D., six had bachelor's degrees in journalism, and four had 18 hours of journalism courses beyond the bachelor's degree.

Five Iowa community college instructors who taught journalism courses had no experience working on a daily or

weekly newspaper. At one college, all four of the instructors who taught journalism courses had experience in print media. The majority of the Iowa community college journalism instructors were responsible for duties other than teaching journalism courses. These other duties included publications' adviser, college recruiting for journalism, photography, and teaching in other subject areas.

Library holdings within the field of journalism and mass media at Iowa's community colleges varied greatly, from a low of one to twenty-five books at one school to over 250 at another.

Enrollments in Iowa community college journalism courses appeared to be relatively stable. One school showed an enormous jump in enrollment from the beginning of the journalism program in 1980.

Journalism programs and practices in Iowa's community colleges varied so greatly from one institution to another that few generalizations could be made. Data were presented on each community college journalism program in Chapter IV so that those who read this study can form their own comparisons and evaluations.

Conclusions

If community colleges journalism courses in Iowa, or in any other state, are to be coordinated with those offered at upper division colleges and universities, several changes must occur.

One of the biggest problems in Iowa appeared to be the community college practice of granting academic credit toward graduation for work on school publications. The literature review found concern over this practice being voiced repeatedly by faculty members and administrators of journalism programs in upper division schools. Yet, the two-year schools persist in the practice, claiming that the school newspaper serves as a laboratory for journalism students.

If coordination between the two-year and four-year journalism programs is to occur, a set of standards for community college journalism must be established in cooperation with the four-year schools. Research showed that no organized attempt has been made at this in Iowa.

Because community college journalism students and faculty often are responsible for the production of the college newspaper, community college journalism courses appear to be geared toward the technical and the practical aspect of the profession rather than the theoretical.

Since community colleges are by definition two-year schools, there is a high turnover of the publications' staffs. Many community college journalism students are plunged into the production of copy and photographs during their very first journalism courses.

Many researchers on journalism curricula at the community college level agreed that the courses should be limited to survey courses, such as Introduction to Mass Media, and should be general in nature with a limited amount of instruction in the practical, technical and professional aspects of the field. More specialized courses, such as advanced reporting and copy editing should be left to journalism programs in four-year schools.

The literature review, however, showed that this notion ran contrary to the way many students at community colleges felt about their journalism training. One study reported that around fifty percent of the community college students surveyed said they enrolled in community college journalism courses in order to develop technical and practical journalistic skills. Gothberg (1965) noted that both community college journalism students and journalism faculty believed this emphasis on the technical and practical resulted from the responsibility and desire to produce a student newspaper.

This presents a conflict between what journalism administrators and faculty at four-year departments of journalism would like to see being taught at the community college level and what journalism faculty and students at the two-year schools actually desire to be taught.

There is no doubt that if community colleges are to have school newspapers that are projects of the journalism class, beginning students must learn reporting, editing, photography, and other technical skills that often are left to the upper-class or advanced students at four-year institutions.

This runs contrary to upper division schools, where departments of journalism which often are not responsible for student publications. Most Iowa community colleges grant at least some credit toward graduation for work on the student newspaper. This can vary from allowing credit to students who are not even enrolled in journalism courses to granting credit to editors who oversee production of the school newspaper.

In an effort to uphold the high standards that upper division journalism programs expect, the CCJA guidelines specify that in all courses to be considered for transfer in the subject matter involved rather than as journalism elective hours, the instructor or a college faculty member

shall be present and in charge of all course contact hours -- that included laboratory work on the school newspaper.

It is this practice of granting academic credit for working on the school newspaper that is the most controversial issue in community college journalism. The literature search indicated that this practice presents the single greatest barrier to the transfer of journalism credits from community colleges to four-year schools of journalism.

No where in the literature was there a challenge to the notion that writing, editing and producing stories and photographs was an incentive to students and provided practical experience in the profession. But most researchers concluded that offering a community college journalism class solely to provide a staff for the school newspaper was not an acceptable objective.

The literature review of community college journalism practices indicated that as many as two out of three community college journalism courses served, in one way or another, as laboratories for school publications, and that some community college allowed students to compile as many as 10 quarter hours of credit for working on the school newspaper.

Recommendations

In Iowa, the programs at two of the seven community colleges offering journalism already appear to meet most of the CCJA guidelines, and with some modifications, one other might qualify. Yet, none of the seven schools that offered journalism courses had ever sought a review by a CCJA Consultant Board.

CCJA, founded in 1968, is the only national professional organization for journalism instructors in community colleges. It is an affiliate of the Association for Education in Journalism and Mass Communication (AEJMC) and meets in an annual convention each year with this parent organization.

During its history, the organization has worked closely with AEJMC and other national journalism organizations to eliminate problems for community college journalism students wishing to transfer to four-year college journalism programs. The CCJA evaluation and certification process was developed to aid the transfer process. It involves a self-study, a visit from a three-member evaluation team and recommendation from that group.

But, beyond the CCJA, solutions might be found in such articulation techniques as common course numbering as utilized by the Florida system of higher education, or

through the use of regional course catalogs as utilized by California's two-year and four-year schools.

The term articulation/transfer as used in this study refers to interinstitutional or intersegmental relationships as expressed by guidelines or policies, and the procedures developed to transfer credits.

The three Regent Universities in Iowa accept all degree credit courses designed for transfer offered by area community colleges. Course applications to major requirements, however, are determined by the specific university department.

There is a need in Iowa for statewide guidelines and follow-up coordination in journalism education at the two-year and four-year level. This investigator believes that articulation/transfer should continue to be a voluntary business because success of an agreement depends primarily on institutional relationships. Professional educators in journalism are best able to determine the details of a proposed contract.

Some researchers are confident that the answer lies with a competency-based curriculum philosophy, that is, student placement and graduation should be based on evaluation of a series of demonstrated accomplishments in journalism. Advanced placement testing is increasingly

being utilized as an option to requiring the completion of prerequisite courses.

New articulation agreements in Maryland and Nevada contain stipulations outlining appeal systems allowing denied transfer applicants to be heard by appropriate appeal boards. The state of Florida was the first to reach a statewide agreement that programs, such as journalism and mass communications, stipulate what courses would be uniformly transferred among the state institutions.

In California, a regional subject matter catalog has been developed that informs students of exact transfer requirements in such fields as journalism. A permanent journalism articulation committee was formed to oversee evaluation of courses to be included in the regional catalog.

The investigator believes that a number of measures could be undertaken immediately by journalism instructors in Iowa's community colleges to help improve the standards of journalism education in the two-year schools. Any attempt to improve standards would likely help to overcome the poor reputation that two-year journalism programs appear to have with some journalism school administrators and faculty in upper-division schools.

They should stop allowing separate academic credit for work on student newspapers and instead, make those publications part of the over-all laboratory work for regular journalism classes.

Solutions also include adhering to the standards set forth in the Community College Journalism Association's "Guidelines for Two-Year Journalism Courses and Programs." Those guidelines are listed in Appendix II.

Close articulation and cooperation between community colleges and their state and regional four-year institutions is a prime necessity at a time when increasing numbers of students are initiating their education at a two-year college.

Each community college journalism program in Iowa should strive to improve communications with the four-year schools and departments of journalism. Every effort should be made to inform the directors of these four-year programs exactly what is being offered in the journalism programs of each community college offering courses in that discipline.

The four-year schools and departments of journalism should be contacted regularly and provided with up-to-date syllabi of each community college journalism course. Each community college offering journalism should seek the cooperation of four-year schools in mutually working out

agreeable solutions to transfer problems so that students will not lose time, money and college credit when they attempt to transfer from the two-year to four-year journalism programs.

Each community college journalism instructor should become a member of the Community College Journalism Association, which provides members with two quarterly publications, The Community College Journalist and the CCJA Newsletter. These two publications regularly publish practical advice on how to develop journalism curricula and structure journalism courses.

In spring, 1980, the Community College Journalist published an article by Janace Ponder, an instructor of journalism at Amarillo (Texas) Community College, entitled, "From a Nine-hour Curriculum, We Move to Offering 19 Hours." Ponder examined in detail how she discovered answers to the questions that community college journalism educators often ask: What makes a solid foundation for a program? What allows a program to grow?

Ponder constructed three recommended sequences in journalism from which a student chose 12 cores hours for transfer. All courses offered were approved by the Coordinating Board of the Texas Colleges and University system.

In summer, 1977, The Community College Journalist published an article by Esther Davis, administrative assistant to the president of La Verne (California) College, entitled "Build a Better Program and Students Will Break Down the Door." Davis noted that a top priority for a viable community college journalism program is to hire outstanding faculty. She noted that the college organized a Journalism Advisory Board, composed of professional journalists, four-year and two-year journalism instructors, and a member of the college's administration.

Davis proposed that realistic course sequences, based on researched curricula, kept current through speakers, panels, and workshops by journalists from within the industry would help to raise standards of community college journalism programs.

Persons in Iowa's community colleges who are designated to create journalism programs or journalism courses should follow the example of Kirkwood Community College in Cedar Rapids. Kirkwood set up a journalism advisory committee consisting of area media professionals and journalism faculty members from two-year and four-year schools to add with the organization of their two-year program.

Course content should be established with the help of this advisory committee and a questionnaire survey should be developed to determine the needs of the media-related businesses in the area. The directors of journalism departments at Iowa State University, the University of Iowa, the University of Northern Iowa and Drake University should be contacted to determine how the journalism curriculum being created would fit in with their programs.

The investigator believes that Iowa community colleges with existing journalism programs would benefit from the formation of such an advisory committee and from membership in CCJA, which provides all members with updated sample course outlines for Introduction to Mass Communications, Reporting I and II, Basic Editing, Photojournalism and Principles of Advertising.

The CCJA has as an objective that appears to supersede all others: "Our purpose is to raise the standards of community college journalism where mutually beneficial and to make it possible for senior institutions to accept those journalism units proposed for transfer from community college journalism programs."

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APPENDIX I: JOURNALISM COURSE DESCRIPTIONS FROM IOWA
COMMUNITY COLLEGES

COURSE DESCRIPTIONS

Des Moines Area Community College.

JNAD120-3 Introduction to Mass Communication

A non-technical introduction to mass media. Special emphasis on print media, with radio and television included; new trends in the media, freedom of press and media principles.

JNAD121-3 Basic Reporting Principles

Designed to provide students with experiences in gathering, organizing and writing selected types of news stories.

JNAD122-3 Advanced Reporting

Study of various story types, including consumer, feature, review/editorial, investigative. Further development of news elements, interviewing techniques, and legal and ethical considerations in journalism.
Prerequisite: JNAD121

JNAD123-3 Publications Production

Special work in journalism. Students will produce DMACC newspaper, the Campus Chronicle, and will gain experience in writing, copy-editing, layout and design. May be repeated for three additional semesters.

JNAD124-3 Layout and Design

Design and production of publications, understanding and critical awareness of contemporary practices in print media for advertising and journalism. Design-oriented assignments.

JNAD125-3 Principles of Advertising

Course explores advertising as a tool and socio-economic force.

Hawkeye Institute of Technology

PHT091-2 History of Photography

The beginnings of photography, the people, countries and processes which developed into the present state of the art will be studied.

PHT066-6 Advanced Photojournalism

Evolving magazine and newspaper photographic assignments. The course includes layout work, writing and participation in statewide press competition. The techniques and working style of outstanding photojournalists are presented in multi-image programs.

PHT067-3 Photography and the Law

This course encompasses the fundamental principles of libel, the right to privacy, copyrights, and other legal problems as they apply to photographers and writers.

PHT069-6 Production Photojournalism

Advanced photojournalist work to prepare the student to find employment with newspapers and/or magazines.

PHT075-3 Reproduction

This course will study the processes involved in the reproduction field with emphasis on the requirements of a photograph for reproduction. The types of presses, their uses and qualities will be discussed along with the graphic art processes of line and halftone negatives, photograph qualities, printing paper, halftone dot and post press qualities.

COM019-3 Advanced Writing

This course is designed to sharpen the journalistic skills of photography students. Emphasis is placed on writing captions, short features and on the design of the picture story.

PHT090-2-3 Photo Seminar

A course which allows the student to pursue a topic of their choice applicable to their field of study. A

panel of instructors approve the topic and an advisor is assigned to monitor the student's progress.

PHT036-3 Basic Video Production

An introduction to the production techniques and operation of television equipment. Students will participate in the production of TV presentations. Emphasis is placed on the planning and development process.

PHT096-3 Advanced Video Production

This advanced TV course emphasizes producing and directing a program. Advanced topics of editing, client relations and advanced production techniques are discussed.

PHT042-4 Basic Photojournalism

This beginning survey of photojournalism as a profession leads to publishable photographs through practical assignments, using small and medium format cameras.

Indian Hills Community College.

HU706T-3 Mass Media I

Mass Media I will cover the journalistic aspects of mass media such as newspapers, magazines, radio, and television. It will explore how communication is accomplished through these media as well as some of the problems -- legal, social, and ethical -- involved in such communication. Recommended for journalism and sociology majors, as well as English majors.

HU716T-3 Mass Media II

Mass Media II will cover the entertainment and cultural aspects of mass media, concentrating on film and television, but covering radio (popular music, included), magazines and newspapers as well. It will explore how each medium works, how each may be evaluated and some of the problems with each.

HU732T-3 Journalism

Journalism is an introductory course in fundamental writing principles. It also includes some historical overviews covering all phases of the media.

Iowa Lakes Community College.

COMM1583-3 Mass Media

A general education introductory course providing an overview of various media and their impact upon society.

COMM1613-3 Journalism I

Basics of information gathering, newswriting format, leads. Heavy dose of AP style and grammar review (quotes within quotes, tough possessives, correct pronoun usage).

COMM1623-3 Journalism II

Specific types of stories. Weddings, obits, accident reports, press release rewrites, speeches, meetings, news interviews, sports, features.

COMM1633-3 Journalism III

Beats in the community. Each week the student must produce one "major" story (two typed pages minimum) and two "briefs" from his or her assigned beat for the week. Beats include city hall, courthouse, police/fire, business, religion/service clubs, agriculture, education. Some years we include personality profile, a column and an editorial.

COMM1614-3 Journalism Seminar

Could better be titled "How to get and keep a job." Resumes, clip book, interviewing skills, practice interviews, discussions of job keeping skills.

FA1563-3 Photography I

Begins by assuming students know nothing about photography. Three weeks are devoted to general camera basics (types of cameras, film sizes, focusing systems, lenses), followed by three more weeks on 35 mm SLR camera specifics (f/stops, shutter speeds, depth of field, focal

length, camera parts). The rest of the quarter is spent shooting, processing and printing. At the end of the quarter all students should be able to put black-and-white film into a 35 mm SLR, expose it properly, develop the negatives and make a print of acceptable quality.

FA1573-3 Photography II

Creative darkroom techniques. Students shoot and develop more negatives which they convert to sabattiers, vignettes, texture prints. They also work with color basics and mount and/or mat photos.

FA1583-3 Photography III

News photography. Guidelines and practice at shooting interesting, dynamic news photos of various types (sports, portraits, group shots, feature photos, photo essays). Students also do some studio work and experiment with graphic arts camera work (PMTS and halftones).

COMM1653-3 Typography

This actually is a course in newspaper production. We study type faces and point sizes, typesetting techniques, printing processes, sizing art and photos, ad layout and page design and layout.

COMM1602-10 Journalism Activity

Work on the college newspaper, the Spindrifft. It's generally an eight-age tabloid. It is the only weekly published at a community college in Iowa. Students handle all aspects up to platemaking and printing. In addition to writing stories, they set type, sell and build ads, screen photos and paste up pages.

Iowa Valley Community College District

34:19.9 Variable credit Co-Op (Journalism)

Work experience gained on-the-job with cooperating newspapers, radio stations, television stations or other media under the supervision of college personnel. Prerequisite: 34:21, 34:30 and instructor's approval.

34:21-3 Mass Communication

Discussion of the mass communication process, the characteristics and responsibilities of the mass media and the relationship of the mass media to society.

34:22-3 Fundamentals of Graphic Arts

Survey of printing processes, basic typography, typesetting methods and photoengraving, copy fitting, scaling of photographs and layout principles.

34:23-1 Individual Projects in Photography

Topics in photography of special interest to students who have successfully completed Basic Photography.

34:30-3 Reporting I

News values and concepts, news gathering and interviewing techniques, news writing for the mass media.
Prerequisite: Typewriting speed of 30 wpm.

34:31-3 Reporting II

Interpretive reporting, advanced feature writing, editorials and the legal responsibility of the press.
Prerequisite: 34:30 or instructor's approval.

34:35-1 Advertising Sales and Promotion

Supervised editorial work on college publications.

34:36-1 Practical Reporting and Editing I

Supervised editorial work on college publications.

34:37-1 Reporting and Editing II

Supervised editorial work on college publications.

34:38-1 Reporting and Editing III

Supervised editorial work on college publications.

34:39-1 Reporting and Editing IV

Supervised editorial work on college publications.

34:40-3 Basic Photography

Black and white picture taking, developing and printing. Evaluation of photography, including lighting, composition and subject matter.

34:41-3 Photojournalism

Use of photographs with news, features, ads, documentary photography; picture editing and layout, copy and captions; free lance photography; photography ethics, development of color slides, printing color photos from slides. Prerequisite: 34:40 or instructor's approval.

34:54-3 Advertising

Principles of advertising as marketing communication; social, economic and legal aspects, basic appeals and marketing research application. Basic principles for constructing ads for various mass media.

Iowa Western Community College.

123:121-2 Journalism I

This course stresses the fundamental principles of news gathering and writing, copy reading, proofreading, editing, and newspaper makeup.

023:122-2 Journalism II

A course which provides further study in journalism with practical experience in school publications.

023:123 Applied Journalism

An opportunity is provided for advanced study in journalism with responsibility for school publications. Prerequisite: Journalism II or consent of instructor.

Kirkwood Community College.

J0101T-4 Introduction to Communication Media

Presents a broad, yet incisive, picture of communications media. Print media, radio and television, advertising and public relations are examined from both

historical and contemporary perspectives. Use of educational media is also discussed.

J0102T-1 or 2 Practical Reporting

A laboratory for basic reporting and newswriting. Combines weekly meetings and independent work on college publications. May be taken twice.

J0103T-3 Introduction to Photography

Introduces students to the 35mm camera and to techniques of shooting, processing and printing black and white photographs.

J0104T-3 Photojournalism

Covers the use of photography in newspapers, magazines and brochures. Includes the study of the image and its layout. Emphasizes black and white photography with some examination of color.

J0105T-4 Newswriting and Reporting I

Involves an in-depth study of objective news reporting and advocacy journalism as well as training in writing the news story, writing headlines, layout, copyright and editing. Prerequisite: CM101T

J0108T-3 Newswriting and Reporting II

Emphasis is on advanced reporting and writing. Students cover topics ranging from government and the courts to business, economic and social issues. Prerequisite: J0105T

J0106T-3 Promotion and Public Relations

Designed to teach students how to plan an effective promotions campaign by identifying target audiences, understanding the effect of mass communication media, and preparing materials for media campaigns. Students are involved with campaign projects.

J0107T-3 Principles of Design and Layout

Includes work with typography and two-dimensional design. Production-oriented assignments result in dummy

sheets and actual paste-ups for newspaper, magazine,
brochure and advertising formats. Prerequisite: CM214T.

APPENDIX II: COMMUNITY COLLEGE JOURNALISM ASSOCIATION
GUIDELINES FOR TWO-YEAR JOURNALISM COURSES
AND PROGRAMS

GUIDELINES EXACTLY AS WRITTEN BY CCJA

Statement of Objectives. The guidelines for evaluations of community college journalism courses have been undertaken by the Community College Journalism Association in cooperation with the Association for Education in Journalism and with the assistance of many interested associations, including the American Society of Newspaper Editors and others. Their purpose is to raise the standards of two-year college journalism where mutually beneficial and to make it possible for senior institutions to accept those journalism units proposed for transfer from community college journalism programs.

Heretofore, many four-year college journalism program administrators have been adverse to accepting two-year college journalism units toward the journalism degree, fearing inferior journalism instruction at that level.

These guidelines include an informal evaluation plan whereby community college journalism programs can secure assistance in meeting the desired standards. It is CCJA's belief that the four-year journalism administrators, so assured, will be more willing to accept those journalism units that a transfer student brings with him.

At the same time, by establishing guidelines for adequate instruction, curriculum and resources, two-year

college journalism programs will be strengthened, and a goal will be provided which may be conveyed to two-year administrators and which may be used by journalism teachers in their planning.

Thus, the major objectives of this program are:

- a. to foster high standards of two-year college journalism education;
- b. to encourage equitable transfer of two-year college journalism credits;
- c. to enhance the general compatibility of two- and four-year colleges in journalism education.

These guidelines encompass:

- a. two-year college journalism programs and objectives;
- b. courses and their content;
- c. instructor qualifications;
- d. instructional facilities.

Consultation Program. One of the primary emphases of the guidelines is a localized Consultant Board which will act in consultative/evaluative capacity to the two-year college journalism program.

This one-day visit of the Consultant Board is by invitation of the two-year college journalism instructor and his administration only and is no cost to the college.

It should be stressed that the standards of these guidelines are based on qualitative performance, not on the size of the two-year program.

The input received as a result of these communications from the Consultant Board to the two-year college administrators and instructor can be immensely profitable to both the new and the established journalism program.

Most importantly, the guidelines provide a standard of measurement. In this context, the broader, more experienced journalism program can receive assurance that its credits can be transferable to four-year institutions throughout the nation and not just in its locality because of a local agreement between two and four-year educators who know one another. The smaller or newer journalism program can also utilize the guidelines as a standard, even for one course, and establish goals for upgrading and improving its offerings, or putting in a new program.

The Consultant Board. The Consultant Board would be made up of three members from the local area of the two-year college as follows:

- a. a representative of a four-year journalism school to be recommended by a state four-year college journalism association or the AEJ working through the CCJA

Articulation Committee and the Teaching Standards Committee;

b. a representative of a two-year journalism program recommended by a state or regional two-year college journalism association in consultation with the Articulation Committee of CCJA, or in areas where no such state association exists, the CCJA Articulation Committee will make the recommendation;

c. a representative of the professional press from the area of the two-year college to be recommended by the CCJA Articulation Committee following consultation with Sigma Delta Chi or other professional press associations.

The college to be visited may have the option of asking for a replacement for any of the members of the Board when they have been selected.

A two-year college administrator or journalism faculty member desiring the services of a Consultant Board would contact the CCJA Articulation Committee through the CCJA executive secretary. This Committee would then provide the necessary arrangements for the two-year college. CCJA recognizes state or regional consultation or certification where it exists and this process would, as noted above, involve these state and regional two and four-year journalism organizations. Regional considerations as well as the guidelines here included

would be considered by the Consultant Board. Concurrent with this, CCJA encourages two-year journalism instructors to set up such organizations in their state.

There would be no cost to the college desiring this service, since it involves only one day at the college and utilizes local professionals for the Board members. The college would make arrangements for meals, etc., at its own discretion.

Consultant Board Report. Before its visit, the Consultant Board would be provided with information about the college and the journalism program. Guidelines for this would be provided by CCJA. Since the ultimate objective of the evaluation/consultation visit is a positive one for the two-year college, leading to growth for its program and benefits for its graduates, reactions and recommendations of the Consultant Board will go to the journalism instructor and his administration only.

In the event of a changeover in journalism instructor following the visit, especially in a two-year college where there is only one journalism instructor, the college would be encouraged to invite the Consultant Board back during the first year of the new instructor's tenure.

Instruction. Basic to quality journalism instruction at the two-year level are certain standards for those teaching the courses.

The Consultant Board will take all factors into consideration with regard to instructor qualifications. Thus, if an instructor has some educational qualifications (but not the minimum), combined, this experience might qualify the instructor highly. In addition, proven competence in teaching journalism would be an over-riding factor in making up for deficiencies in any area.

Two sets of standards for two-year journalism instructors may be considered by the Consultant Board: First, for the person who completes the university program, and, second, for the person who comes to education from professional media experience.

Again, it should be noted that these standards are not retroactive, but for those who do not meet the standards of either sequence, it is recommended that they secure either additional journalism courses or professional media experience.

As a minimum standard, an instructor should secure 18 hours of college journalism courses and the equivalent of a minimum of one year of full-time paid employment in the professional media.

Course/degree qualifications include:

a. one degree (B.A. or M.A. or Ph.D.) should be in journalism or mass communications; if not

b. the minor should be in journalism and the instructor should have a minimum of one year full-time media experience in the field in which the major teaching effort is located (reporting, editing, photography, etc.).

c. in addition, course work should have been complete in journalism ethics, communication law and the history of journalism.

Media experience qualifications should include:

a. a minimum of two years full-time employment in the media;

b. courses completed on the university level in the major teaching field of the instructor (reporting, editing, etc.), preferably a minimum of 12 units;

c. course work completed in journalism ethics, communication law and the history of journalism.

The instructor should also give evidence of current continuing professional growth in his field. Such evidence may include:

a. membership in professional organizations or participation in professional conferences within the past three years;

b. additional employment in the media subsequent to the assumption of teaching duties;

c. recent free-lance contributions to the media or publications in scholarly journals;

d. enrollment for additional course work related to the instructor's teaching assignment.

Workload. Establishment of the workload of the two-year college journalism faculty member should be made with full consideration of publication sponsorship duties.

Advisership to any regularly issued publication should be equated in terms of released time from teaching. Size and frequency of publication should determine the number of released credit hours; but even for the small, less frequent publication, the minimum released time should be three semester hours or the equivalent in quarter hours per instructor advising. The total workload of the two-year college journalism faculty member should not exceed the prevailing average teaching load among teachers in other disciplines.

Since it is considered a conflict of interest, journalism instructors should not be required to do institutional public relations in addition to their regular journalism teaching duties.

Curriculum. The two-year college seeking to transfer its journalism courses toward the journalism major and senior institutions should seek to establish strong standards for the courses offered.

The range of courses that are recommended for transfer to senior colleges toward the required journalism

curriculum may represent 33 percent of the sequence of journalism courses required by the senior institution for the journalism major, or 12 transferable credit hours (or equivalent in quarter hours).

The 12 transferable credit hours may be selected from the following: Introductory mass communications (survey course), reporting I, reporting II, basic editing, photojournalism, basic advertising, introduction to public relations, supervising publications works, introduction to broadcasting, or others, depending upon local needs, the meeting of guideline standards, and regional or state agreements.

In all of the courses to be considered for transfer in the subject matter involved rather than as journalism elective hours, the instructor or a college faculty member shall be present and in charge of all course contact hours.

Model courses of study are available for most of these courses from CCJA.

All evaluation and recommendations with regard to courses taught will be made upon the appropriateness of course objectives and whether and how well they are being met. It would be desirable that statistics be available where possible as to the success of students who graduate from the journalism program at the two-year college.

Instructional Recommendations. The college administration should provide sufficient support for the journalism program and adequately staff classes to meet student demand, providing space, secretarial support, released time for publication supervision.

The student-faculty ratio in the journalism program for writing, editing and other production-oriented classes should not exceed 25:1.

Other areas to be considered in the consulting process are: Number of full-time journalism faculty, number of full-time equivalent instructors, number of journalism/communications majors and minors, number of non-majors taking journalism courses, and the number of non-majors working on publications.

Liberal Arts Recommendations. Community college journalism students should be advised to take the broadest scope possible of liberal arts courses, preferably with 75 percent of their courses falling into this category. The necessity of a broad liberal arts base for journalism students is well-recognized.

Resources and Facilities. The Consultant Board will use its own judgment as to the recommendations for equipment in a two-year college journalism program, considering the rate of equipment increase, the equipment

base and basic reference and resources available to the journalism program from other areas of the institution.

Minimum suggested guidelines include:

- a. a phone in the newsroom (reporting/editing lab) for checking on story facts;
- b. one typewriter per student in each laboratory or newsroom reporting situation;
- c. basic references including dictionary, stylebook, thesaurus, campus directory, phone directory, atlas, quotation source book. These references should be located in the area of the reporting/editing lab;
- d. representative newspapers for study and comparison;
- e. in the event that copyreading and headline writing are offered, wire copy should be available for student use; if photography is offered, cameras and enlargers should be available for weekly use by each student enrolled;
- f. basic requirements would also include a publication outlet for student-produced news copy.

The following are guide questions (and statements) in areas of importance against which the journalism program can measure its program prior to the visit of the Consultant Board:

Use of Professional Resources.

1. How many times in the past semester (or quarter) have you had professionals as guests in the newswriting, editing and mass media courses?
2. How many times during the past semester (or quarter) have you had other faculty members speak?
3. List the speakers and their areas of expertise.
4. Have you used the editor-in-residence or other special programs in the past year?

Physical Facilities

1. There is a typewriter for each student in the newswriting classes.
2. Photo lab facilities are adequate to provide each student in a photo course access to the facilities for at least three hours weekly.
3. Adequate classroom space is available for lecture and/or seminar type courses.
4. Production facilities are available and sufficient for students in publication production courses.
5. The instructors have adequate office space.
6. Publication laboratories have sufficient office and production equipment for the publications staff (i.e., telephone, desks, typewriters, etc.).

Availability of Resource Material.

1. There is a variety of audio-visual equipment available, including slide projectors, tape recorders, overhead projectors, opaque projectors, and movie projectors.

2. There is a variety of audio-visual materials available, including movies, slides, tapes, etc.

3. Materials that are available are up-to-date.

4. Give examples and titles and frequency of use of A-V materials last semester (or quarter).

5. How many journalism books are available on campus for student and instructor use?

6. Media-related professional journals, such as Journalism Quarterly, Quill, Editor and Publisher, Columbia Journalism Review, etc., are available for student and faculty use.

7. Several local and national newspapers and magazines are available for student and faculty use.

Publications.

1. Is the campus newspaper published on campus -- as part of a journalism laboratory?

2. Are other campus publications produced in journalism laboratory classes?

3. Do student publications staff members receive academic credit for their laboratory experience in producing the publication (s)?

4. How are the student publications governed?

5. Publication information regarding frequency of publication, type, financing, etc., should be readily available.

6. Is funding sufficient to publish a good quality publication regularly?

7. Do student editors receive compensation for their work, in form of salaries, grants, scholarships, etc.?

Evaluation Report. The journalism program will be provided with a questionnaire prior to the consultation visit. The answers will be made available to the Consultant Board before their arrival on campus and this will serve as a basis for their visit. Written comments will be given to the journalism program and its administrators following the consultation.

APPENDIX III: FORMS

January 14, 1986

Michael Mullin
Journalism Instructor
Indian Hills Community College
Grandview and Elm Streets
Ottumwa, Iowa 52501

Dear Mr. Mullin:

As a doctoral candidate at Iowa State University in Ames, I am doing research for my dissertation on journalism education in Iowa's Community Colleges.

If you will pass the enclosed questionnaire on to the member of your staff best able to complete it, your cooperation will contribute to the success of the project.

I hope the study will contribute to more equitable transfer of credit for community college journalism courses when students choose to move on to four-year institutions.

Since the sample is necessarily small, it is important that the study include every public community college in Iowa. The questionnaire can be completed in about 10 minutes and a stamped, self-addressed envelop is enclosed for your convenience.

I am grateful for your help with this.

Sincerely,

Sherry Ricchiardi

Dr. Daniel C. Robinson
Asst. to the Vice President
for Student Affairs

(Example of letter mailed with questionnaire.)

January 29, 1986

Michael Mullin
Journalism Instructor
Indian Hills Community College
Grandview and Elm Streets
Ottumwa, Iowa 52501

Dear Mr. Mullin:

About two weeks ago, I sent you a copy of the enclosed questionnaire and asked you to pass it on to the member of your staff best able to complete it.

The questionnaire is part of the research for my dissertation on journalism education in Iowa's community colleges which I am conducting while working on my doctorate at Iowa State University.

The questionnaire was sent to all public community colleges in Iowa and to date, I have had it returned from all but two of the colleges. Perhaps you overlooked passing it on because of your demanding schedule or perhaps the person to whom you referred it has lost it.

Since there are only 15 public community colleges in Iowa, it is extremely important that each be represented in the study. Even if your college offers no journalism courses, please inform me of that fact.

The questionnaire can be completed in about 10 minutes. It is hoped that the study will contribute to more equitable transfer of credit for community college journalism courses when students transfer to four-year institutions.

Thank you for your cooperation.

Sincerely,

Sherry Ricchiardi

(Example of letter mailed with questionnaire for follow-up mailing.)

JOURNALISM EDUCATION IN IOWA'S COMMUNITY COLLEGES
A SURVEY

Instructions:

1. Please provide the basic data requested below.

Name of Community College _____

City _____

Fall 1985 Enrollment _____

Number of students enrolled in journalism courses
during fall 1985 _____

Survey filled out by _____

Job title _____

Phone number _____

2. If your community college DOES NOT offer journalism courses, please provide the basic data and return this questionnaire.
3. Please complete the the questionnaire by January 23, 1986 and mail it in the stamped, addressed envelope to:

Sherry Ricchiardi
5507 Grand Avenue
Des Moines, Iowa 50312

Thank you for your cooperation.

(Questionnaire used for this study.)

Journalism Faculty:

Please circle the letter which refers to the correct answer:

1. The number of instructors teaching journalism courses -- either full-time or part-time -- is:
 - a. None
 - b. One
 - c. Two
 - d. Three
 - e. Four
 - f. Five
 - g. Six
 - h. Seven or more

2. The total number of staff members who teach journalism courses that have worked as a full-time or part-time employee of a daily or weekly newspaper is:
 - a. None
 - b. One
 - c. Two
 - d. Three
 - e. Four
 - f. Five or more

For questions 3, 4, and 5 INSERT the correct number in each blank:

3. The total number of staff who teach journalism courses and have each of the following is:
 - _____ a. Have a master's degree in any field
 - _____ b. Have a master's degree in journalism
 - _____ c. Have a bachelor's degree in journalism
 - _____ d. Have a doctor's degree
 - _____ e. Have a total of 18 semester hours or more in journalism credits

4. The total number of journalism teachers who have each of the following numbers of SEMESTER hours BEYOND their highest degree is (include hours in all subjects):

_____ a. none
_____ b. 1-3
_____ c. 4-6
_____ d. 7-9
_____ e. 10-12
_____ f. 13-15
_____ g. 16-18
_____ h. 19 or more

5. The total number of instructors who teach journalism courses and are also responsible for each of these other duties is:

_____ a. teaching courses other than journalism courses
_____ b. preparing institutional publications such as the college catalog and promotional brochures
_____ c. responsible for preparing college news releases for local mass media
_____ d. acting as advisor for student publications such as the school newspaper and yearbook
_____ e. teaching college photography
_____ f. other, specify:

Journalism Courses:

In this series, please circle the correct answer.

6. Is the college newspaper a project of the journalism classes?
- a. yes
b. no
c. no newspaper

7. Is the college yearbook a project of the journalism classes?
 - a. yes
 - b. no
 - c. no yearbook

8. Are journalism students required to work for the college newspaper even though it may not be part of their regular class work?
 - a. yes
 - b. no

9. Are journalism students required to work for the college yearbook even though it may not be part of their regular class work?
 - a. yes
 - b. no

10. Are students not enrolled in journalism classes permitted to work on the school newspaper?
 - a. yes
 - b. no

11. Are students not enrolled in journalism classes permitted to work on the yearbook?
 - a. yes
 - b. no

12. Can a student receive credit that counts toward graduation from your community college for work on the newspaper/yearbook?
 - a. yes
 - b. no

13. The number of students currently enrolled for journalism courses and who plan to transfer to a four-year institution to major in journalism is approximately:

- a. None
- b. 1-3
- c. 4-6
- d. 7-9
- e. 10-12
- f. 13-15
- g. 16-18
- h. 19 or more

14. The total number of students enrolled for journalism courses each of the following years has been:

_____ 1980-81
_____ 1981-82
_____ 1982-83
_____ 1983-84
_____ 1984-85

15. The number of students who took journalism courses during the past five years and transferred to a four-year institution to become journalism majors is approximately:

- a. None
- b. 1-2
- c. 3-4
- d. 5-6
- e. 7-8
- f. 9-10
- g. 11-12
- h. More than 12

16. The number of students who took journalism courses during the past five years and who obtained employment in journalism or a related field before attending a four-year institution is approximately:
- a. None
 - b. 1-2
 - c. 3-4
 - d. 5-6
 - e. 7-8
 - f. 9-10
 - g. 11-12
 - h. More than 12
 - i. Information not available
17. Of the total hours of contact time between instructor and students in reporting, editing and photography courses, the proportion spent on laboratory work -- such activities as actually writing and editing a story and making photographs other than for the college newspaper or yearbook -- is approximately:
- a. None
 - b. 1-10%
 - c. 11-20%
 - d. 21-30%
 - e. 31-40%
 - f. 41-50%
 - g. More than 50%
18. The number of books available in the college library relating to the field of journalism and/or mass communications is approximately:
- a. None
 - b. 1-25
 - c. 26-51
 - d. 51-99
 - e. 100-200
 - f. 201-350
 - h. More than 350

Journalism Objectives:

19. Rank the purposes of teaching journalism or mass communication courses in the order of importance at your community college on a scale from one to five with one being most important:

- _____ a. Preparing students to produce a good community college newspaper
- _____ b. Preparing students to fill newspaper jobs when they finish community college
- _____ c. Helping students to develop effectiveness in written communication
- _____ d. Preparing students to major in journalism at four- year institutions
- _____ e. Preparing students to be responsible consumers of newspapers and other mass media

20. Are the objectives of offering journalism courses at your community college stated in writing?

- a. yes
- b. no

If answer is yes, please enclose a copy with the completed questionnaire.

Also, please enclose a list of texts, references and other books used for assignments in journalism courses. If you have syllabi for journalism courses, please enclose them. If the syllabi includes the above information, a separate listing is not necessary.