

ABSTRACT

Title of Thesis: SOCIAL MEDIA INSTRUCTION IN JOURNALISM
AND MASS COMMUNICATIONS HIGHER
EDUCATION

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The purpose of this research is to examine how university-level journalism programs throughout the country are teaching, utilizing, and confronting the new and developing topic of social media. Examined in this research is how journalism programs incorporate social media instruction into their curriculum, how they put it to practice on their program's website, and how and if their tracks or sequences have changed in name and content to reflect an industry shift towards digital, interactive and social media.

The questions this thesis will answer are (1) how are journalism schools throughout the country are teaching social media, teaching with social media, and teaching about social media; (2) do social and new media have a place in journalism curricula; and (3) how do changes in the media industry and journalism school curricula coincide.

SOCIAL MEDIA INSTRUCTION IN JOURNALISM AND MASS
COMMUNICATIONS HIGHER EDUCATION

by

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INTRODUCTION

The purpose of this research is to examine how university-level journalism programs throughout the country are teaching, utilizing, and confronting the new and developing topic of social media. Examined in this research is how journalism programs incorporate social media instruction into their curriculum, how they put it to practice on their program's website, and how and if their tracks or sequences have changed in name and content to reflect an industry shift towards digital, interactive and social media.

Over the past two years as a master's student at the University of Maryland's Philip Merrill College of Journalism, I have encountered some instruction and classroom integration of social media. Social media refers to the countless mobile and Internet-based applications and platforms that encourage users to share, disseminate, and create information in a social and virtual environment. The myriad of existing platforms for social media vary in purpose, intended audience and popularity. Among them mentioned frequently in this study are Facebook, Twitter, LinkedIn, YouTube and Tumblr. For instance, a writing-focused course included a lecture on the importance of social media platforms, like Twitter. It was accompanied by an exercise where we were expected to write tweets in a breaking news style. In another course, the professor set up a Facebook page used to share videos as well as provide updates about the class. Being in classes and listening to panels and conferences that incorporated social media or that encouraged this kind of incorporation made me wonder how other schools approached the apparatus and how it was being integrated into their programs, curricula and online presence, if at all. I am also interested in social media as a branding mechanism, a means for interpersonal communication, as well as a journalistic tool.

The questions I hope to answer are (1) how are journalism schools throughout the country are teaching social media, teaching with social media, and teaching about social media; (2) do social and new media have a place in journalism curricula; and (3) how do changes in the media industry and journalism school curricula coincide. This chapter will describe some of the most prominent social media tools used by journalists or news organizations. It will also discuss perceived advantages and disadvantages of social media instruction. Chapter 2 will focus on the methodology used to conduct research essential to this study. Next, chapter 3 will deal with literature surrounding the advantages and disadvantages of social media education and social media use in the journalism industry. Chapter 4, "Findings," will present original research on schools and programs across the nation and combine those findings with scholarly literature and research. Also included in chapter 4 are examples of successful social media strategies within journalism education. The final chapter will focus on analyzing the original quantitative research as well as exploring best social media educational practices.

A 2009 Nielsen study reports, "social networks are a communication channel just like TV, newspapers, radio and the telephone. Therefore, social networks are just another vehicle by which any company with an offering, product or service can use to communicate, engage and connect with consumers" (p. 13). This research focuses on social media coursework; social media implementation through the use of various platforms, including Facebook, Twitter, YouTube, and blogs; as well as departmental changes that reflect the integration of social media. The ever-evolving concept and platforms of social media are being integrated, to a varying degree, in journalism

education; although some programs have chosen to ignore the trend or are simply slow to react to industry changes and necessities.

Mike Laurie, a digital and social media planner for Made By Many, a London agency working with companies to build digital and social presence, is also a contributing writer on Mashable.com. In his 2010 article, “How Social Media Has Changed Us,” he argues that social media has made a long-lasting and profound effect on society in general, but particularly in six areas. These six areas are:

- Child literacy. Laurie (2010) argues that children who read and write more are better at reading and writing; crafting blog posts, status updates, text and instant messages all motivate children to read and write (para. 3).
- Ambient intimacy. Modes of communication have saturated our lives so completely, that information becomes easily accessed and ambient around us and (Laurie, 2010, para. 5).
- Knowledge. Distribution of and access to information is made nearly effortless and instantaneous in the digital age that Laurie (2010) argues that knowledge and information is truly available for anyone who wishes to access it (para. 8).
- The reinvention of politics. Laurie (2010) suggests that Twitter’s recent impact on the Iran elections and Barack Obama’s election is due to young people’s interest in social media (para. 9). Both social media and politics are fast-paced, which links the two fundamentally (para. 10).
- Marketing flux. The marketing and advertising industries are shifting their focus to engagement and conversation through social media, which in turn, gives consumers more power and choice (Laurie, 2010, para. 12).
- News as cultural currency. Social media has forced the audience to become active participants in the news gathering process. Laurie (2010) argues that consumers now create information networks that tell others “what we’re interested in and what's important to us” (para. 13).

Most pertinent to this thesis, Laurie talks about the recent democratization of knowledge and a shift in media culture. He states “these days, Wikipedia and Google have democratized information to the point where anyone is able to acquire the knowledge

they may want” (Laurie, para. 6). Importantly, he also addresses the distribution of news as a profound effect of social media culture: “We’re no longer lazy consumers of passive messages. Instead we’re active participants. We now get news through the network *we’ve* created, and the news we pass to one another says something about us” (para. 13).

Overall, Laurie concludes that social media only makes consumers more social, saying that “We are more engaged with friends, we are more literate, more connected, more open to creating new relationships, and generally more interested in the world around us” (Laurie, para. 15). Inadvertently, social media has a profound effect on the role of traditional journalism, as well. In his article, “From TV to Twitter: How Ambient News Became Ambient Journalism,” Alfred Hermida (2010) writes that “non-linear, many-to-many digital communication technologies have transferred the means of media production and dissemination into the hands of the public, and are rewriting the relationship between the audience and journalists” (para. 11). Hermida suggests that professional and citizen journalists may, in fact, share jurisdiction over the news selection, distribution and interpretation processes (para. 2). Many public places display 24-hours news channels continuously, making news readily accessible, and therefore ambient, allowing people to remain aware as they continue their daily routines. (para. 5-6). In a shift towards ambient journalism, with Twitter as a catalyst, Hermida states “Twitter becomes part of an ambient media system where users receive a flow of information from both established media and from each other” (para. 23). He suggests also that the role of the traditional journalist changes in an ambient journalism environment: “the thousands of acts of journalism taking place on Twitter every day make it impossible for an individual journalist to identify the collective sum of knowledge contained in the micro-

fragments, and bring meaning to data” (para. 27). Rather – gathering, understanding and disseminating the news becomes a social and collective experience instead of a one-to-many form of communication (para. 11-12).

Similarly, Erik Qualman (2009), author of *Socialnomics* and an online marketing and e-business expert, says that “we no longer search for the news; rather, the news finds us (p. 9). The speed of news dissemination is also increasing and Qualman agrees we no longer need to wait until the next day to catch up on news because the increased speed of social media means we already are well informed (p. 10). Popular social platforms make keeping pace with favorite brands, TV shows, friends and family as well as local, national and international news from traditional media organizations all easy.

The sociability of media is not new, according to Hermida (2010), who says that media has always has always retained a social aspect, in his article, “Instruction in Social Media Essential in Journalism Education.” People have always discussed TV shows and clipped newspaper articles to send to friends; but, he argues, “there is something new about services such as Facebook, Flickr and Twitter that let people connect, create, share and mash-up media” (para. 4). Social media also consists of digital technologies that empower its users to interact, participate and collaborate in the making of media, rather than simply consuming it (Hermida, para. 6).

Facebook is perhaps the most well known social media tool. According to Facebook’s corporate Facebook page (n.d.), “Millions of people use Facebook everyday to keep up with friends, upload an unlimited number of photos, share links and videos, and learn more about the people they meet” (para 2). Collectively, Americans spend an average of 5 billion minutes per day on Facebook; every week, one billion pieces of

content (web links, news stories, blog posts, notes and photos) are shared on Facebook. All Facebook content can be “shared” on Facebook, which means taking content from someone else’s post and simply reposting it to your friends and/or subscribers. In essence, not all content is original, but by giving credit to the original user, information can be spread over a larger and more diverse audience.

Facebook has recently made its interface more user-friendly for journalists in particular. One thing Facebook has done to make their platform more appealing, especially to journalists and celebrities, is add a “subscribe” feature. By enabling the subscribe feature, journalists and media outlets can use personal Facebook pages to communicate with subscribers, by using discretion and making certain posts “public.” Before, the only way to communicate with others on Facebook was to be “friends” with them. Making a friend connection on Facebook allows users to access all personal information and posts made available by the other user. Now, journalists can share journalistic content, as well as link to articles, post videos, and simply communicate with their subscribers about current events, without sacrificing great amounts of privacy. Facebook has a “Facebook + Journalists” page that reminds journalists of the latest features that, it says, benefit media professional and highlights best practices for journalists using Facebook. If used effectively, Facebook can be a great tool for building relationships with audiences and potential sources, as well as for sharing content and gaining feedback.

Twitter continues to grow as a popular social platform and is utilized by many journalists and media corporations. Twitter markets itself as an information network. It allows its users 140 characters per post, or “tweet.” But it’s not just about text;

“connected to each Tweet is a rich details pane that provides additional information, deeper context and embedded media. You can tell your story within your Tweet, or you can think of a Tweet as the headline, and use the details pane to tell the rest with photos, videos and other media content” (Twitter.com, 2011, para. 2). Twitter continues to grow in popularity for businesses, personal use, and media outlets. It gives celebrities, and major brands another avenue to connect with their fans and followers. An average of 3 million tweets are posted on Twitter.com per day in the U.S. (Espresso, 2009, p. 20). Journalists and media organizations can use Twitter to report stories as they happen, distribute completed articles through links, attach pictures, link to video and connect with their audience. Twitter’s “retweet” feature allows users to repost a tweet originally produced by someone else. Media outlets and journalists can “retweet” other news organizations, followers, or other journalists in order to share stories over a broader audience. In order for Twitter to be effective, it must be used as a two-way communication tool. Journalists can use Twitter to reach potential sources, gauge what topics and issues are important to the general population, and expand their readership.

LinkedIn is a professional social network used by over 135 million people worldwide (LinkedIn.com, 2011, para. 2). It is used primarily to connect business professionals, companies, and job seekers to one another. As of June 2011, executives from all Fortune 500 companies were LinkedIn members; and more than 2 million companies held Company Pages on the site (LinkedIn.com, 2011, para. 4). Users post a quasi-resume on their profile with job experience, education, and personal interests. Users can also connect with groups and associations that have profiles on LinkedIn, as well as give and receive recommendations for and from other users. LinkedIn can be a

useful tool for journalists; journalists can discover employment and unemployment trends, find sources for stories by searching for experts within specific fields, share articles and journalistic work, and build and engage with a network of people. Media organizations can also establish Company Pages on LinkedIn; this is beneficial because journalists can connect with other media professionals, and LinkedIn users can “follow” media organizations in order to easily access their content and learn more about their company.

YouTube is a very visual and medium. YouTube (2011) describes itself as a venue for users “to discover, watch and share originally-created videos. YouTube provides a forum for people to connect, inform, and inspire others across the globe and acts as a distribution platform for original content creators and advertisers large and small” (para. 1). Within this community, approximately 100 million videos are viewed on YouTube per day (Espresso, 16). Videos displayed on YouTube can be professional music videos, clips from movies or shows, amateur videos, or educational tools like podcasts. Thirteen hours of video content are uploaded to YouTube every minute of every day (Espresso, 14). This platform enables multimedia journalists to share their videos, packages, interviews and slideshows with followers and Internet users. Some media organizations and journalists have YouTube channels so that followers can see new content once it is uploaded. Some media consumers prefer visual, audio, or multimedia reporting – and don’t want to go to an organizations website just to find video content; therefore, they may subscribe to multiple news organizations or journalists on YouTube to get the content they prefer. YouTube videos can also be shared on multiple other social platforms like Facebook and Twitter, making it a popular and widely used social entity.

Tumblr (2011) is a growing customized blogging platform. It allows its users to “post text, photos, quotes, links, music, videos, from [their] browser, phone, desktop, email or wherever [they] happen to be” (para. 1). According to Tumblr, its average user creates 14 original posts per month and reblogs three posts. To “reblog” a post, means taking another blog (or content or snippets from a blog) and reposting it to your own blog followers, while giving the original blogger credit. This is similar to the “share” feature on Facebook, or “retweet” feature on Twitter. To date, there are close to 32 million active blogs on Tumblr. The term “blog” itself is a new media term. WordPress (n.d.) writes that the word “blog” is simply the “abbreviated version of “weblog,” which is a term used to describe web sites that maintain an ongoing chronicle of information” (para.1). Blogs often focus on a particular topic of interest and can be maintained by an organization or an individual person. Blogs can be maintained in a variety of ways and focus on an array of topics. Many news organizations maintain blogs as an extension of their website presence. It allows reporters to post information and stories to the Web in a timely fashion. Many blogs also have a comment feature that allows immediate interaction between audience and reporter. Other bloggers can also reblog a story from a news organization that they find interesting or informative.

Some journalists use blogs as a way to communicate on a more casual level with their readers. They may blog about the behind-the-scenes of being a reporter as well as other interests they may have. Some journalists use blogs as a way to share and distribute pictures. Tumblr is not the only blogging platform available to Internet users: also popular are Blogger, Wordpress and LiveJournal.

Social media is becoming a branding tool across many professions. For journalists, creating social media presence establishes credibility, transparency and likeability. It is also allows them to reach a wide audience because they will presumably have a presence on several platforms. For news organizations, having a social media presence makes the organization look competent, up-to-date, and willing to reach out to their existing audiences.

The broader theme of social media is not easily defined because it exists on a variety of platforms and can be used for a range of purposes. Nielsen (2009) describes social networks as a global consumer phenomenon. Social media continues to grow, insofar that “two-thirds of the world’s Internet population visit a social network or blogging site and the sector now accounts for almost 10% of all Internet time” (Nielsen, 1).

Using social platforms as media tools is counterintuitive to the idea of traditional journalism and news organizations, which previously thrived on delivering the finished product. In the past, newspapers, electronic and online news organizations would simply deliver a story to their intended audience, but now, social media makes it possible for that story to be discussed and expanded upon after production. Journalists and news organizations now work within several social platforms, where reader concerns and questions can be fielded directly to and answered by the author. Social media instruction helps students to see journalism as a conversation rather than a channel on which to deliver the finished product (Hermida, para. 11).

James L. Stewart, editor for the ASJMC’s *Insights (2011)*, discusses a common complaint of local news media: “their younger employees do not understand the

implications of their postings to social media sites” (p. 6). This presents a deficiency in social media education that could potentially lead to a lack of social media consciousness throughout the journalism industry.

Yet, a debate remains over the need for social media instruction in journalism higher education at all. Some argue that the basic journalistic values of accuracy, brevity and clarity will continue to remain relevant, and therefore the curriculum need not address various changes in technology. Skeptics even argue that in a rush to embrace social media and new media technologies, journalism has suffered various consequences (Sheffer & Schultz, 2011, p. 12). The negative consequences may be a sacrificing of journalistic virtues like accuracy and unbiased reporting. When social media platforms like Twitter are used in reporting, an entire story may not be presented to the reader in one clean article. Breaking news may be presented in multiple small “tweets” which only contain small bits of information at a time and may fail to report the situation in an unbiased manner right away – rather; social media puts an emphasis on timeliness and brevity. Some believe that the “rush to get information on Twitter – to break the next big story – is leading media outlets to forsake good journalism. Stories that would have been debated and analyzed are now pushed into the public sphere with little or no thought” (Sheffer & Schultz, p. 12).

The interview process, which has been a major tenant of journalism and reporting, is seeing a fundamental shift as well. Qualman (2009) writes “in the past, interviews were mostly conducted in person or on the phone. Now, they are generally conducted by the reporter or writer sending a list of questions to the interviewee. The interviewee texts, e-mails, or instant messages back their responses” (p. 216). He also notes that handheld

cameras also have a profound effect on the interviewing process, making interviews available online and able to be disseminated on social media platforms within minutes (p. 215). While the new means of interviewing have advantages including: saving time on travel, eliminating the hassle of scheduling a time, giving the reporter a written record of the interview, and providing less chance for a reporter to misreport, there are also three main disadvantages as outlined by Qualman. These three disadvantages of new media interviewing are: lack of face-to-face interaction, missing an opportunity to gain information that the interviewee may divulge in person, and no ability to read body language – which often cues a reporter to probe further (Qualman, 2009, p. 216).

Other arguments simply suggest that new and social media are not necessary and simply create more work and professional-related stressors for faculty members and others charged with integrating social media content. Katy Culver (2011), a professor from the University of Wisconsin - Madison, says that adding social media to a growing journalism curriculum just makes more unnecessary work for professors like her: “Those of us who have taught journalism over the last decade have felt course prep work expand exponentially as online and social media tools change the world of reporting and audience engagement. We have all the same fundamentals of reporting, writing and ethics to address,” says Culver (para. 2).

Integration of new technologies has been cited as a leading stressor for faculty for years (Voakes, Beam & Ogan, 2003, p. 318). A 2003 study conducted by three Indiana University faculty members showed that only half of faculty members polled would be willing to teach courses that integrated new software (p. 324). Though data from the study published in 2003 was likely collected years before (potentially placing this

research out of date, even less than a decade later), one could argue that with the production of even more emerging technologies – it is possible that faculty and educators are experiencing the same pressures to learn and integrate new media platforms, even today.

However, the changing landscape of the media industry is evident and cannot be ignored in academia. There is a shift towards digital, interactive and new and social media; journalism schools ought to reflect that change and produce graduates who are competent in skills that are in high-demand throughout the industry. In order for graduates of journalism programs to be hired and retained as successful employees, they must understand the implications of social media and its effects on journalism.

At the very least, students and journalists should understand the basics of online media skills. In an article on Poynter.com, Amy Gahrn (2011) argues that journalists are paid to be curious and should be especially so about media developments that could have an affect on how journalists do their job (para. 3). She notes that very few journalism schools are teaching skills such as:

...online community participation and management, working with citizen journalists and contributed content, conversational media, mashups, feeds, blogging, online learning development, running virtual events, using collaboration tools, Creative Commons licensing, content management systems, wikis, single – and multi-user online game design (including virtual environments such as Second Life), or social media (such as del.icio.us or Flickr)...(para. 5).

Students who graduate with a degree in journalism should have a basic understanding of current technologies and should develop the critical thinking skills to explore and adapt

to new ones. The curriculum should reflect the changes occurring within the journalism industry that will ultimately affect new graduates when they apply for jobs and end up working in the field. Social media is becoming an integral part of the journalism profession and should therefore be embedded to the same degree in journalism education.

Soon journalism schools will have to offer social media instruction just to remain competitive and marketable to prospective students. Part of recruiting and retaining quality and forward-thinking students is maintaining social media and digital presence. It is becoming increasingly important for schools to engage in social media so that potential and current students can be assured they are part of a community that understands, utilizes and values the power of social networks.

Social media instruction throughout journalism programs is important for students' preparedness for the profession. Learning and using news technologies cultivates an open mind and strong critical thinking skills that will benefit students when challenged in the future to look at and assess a variety of technological advancements and innovations within the journalism field. By learning new media skills, journalism students will understand journalism as a conversation, be forced to adapt to changing technologies, and recognize how to make journalistic content innovative, collaborative, and interactive in order to sustain readership and/or viewership. I believe that journalism students should learn and refine social media skills as another area in which they are expected to be proficient upon graduation.

METHODS

I decided to focus my research on journalism programs at colleges and universities in the United States that are members of the Association of School of Journalism and Mass Communications, which includes both accredited and non-accredited departments of journalism and mass communications. I used the official directory of the Association for Education in Journalism and Mass Communication, 2009-2010 edition, Volume 27, to identify the 188 journalism departments in the country that belong to ASJMC. I researched all departments for the purposes of this study.

In order to gain insight on each department and institution, I closely examined the websites of all 188 journalism or mass communication departments. From this I recorded several things; location, college or department name, types of undergraduate degrees offered, undergraduate concentrations or sequences, undergraduate social or new media coursework, graduate degrees offered, graduate concentrations or sequences, graduate social or new media coursework, the department's use of social media, and other indications of social media implementation – such as blogs, centers or labs, and certifications, and the date the website and coinciding material was obtained from each website. The research on each individual school was recorded in an Excel spreadsheet between June and November of 2011.

On each individual site, I looked for buzzwords like “social media,” “digital media,” “emerging media,” “new media,” “Web,” “internet,” “blog,” “multimedia,” “Twitter,” “Facebook.” I also looked at any blogs attached to the departmental website as displays of student work. Course content was also a major research focus, if it was made available on the schools website. I looked at both course titles and course descriptions.

I chose to focus on the programs' websites, which I believe was the most useful and accurate way for me to see each school's use of social and new media within a context. By focusing on the website of each journalism school, department or program, I was able to understand how each publicly portrayed itself using online and digital media presence.

I also did a more intensive examination of the top ten journalism programs in the country. I conducted a Google search for "Top 10 Journalism Programs in the U.S.;" and I went with the most reliable source and one with a comprehensive listing of schools that are consistently known for being top journalism programs, which was Education-Portal.com. According to this site, which was current as of 2010, the top ten programs are, in no particular order Columbia University, New York, NY; Indiana University – Bloomington, Bloomington, IN; Northwestern University, Evanston, IL; Ohio University, Athens, OH; Syracuse University, Syracuse, NY; University of California – Berkeley, Berkeley, CA; University of Florida, Gainesville, FL; University of Maryland – College Park, College Park, MD; University of Missouri – Columbia, Columbia, MO; University of North Carolina at Chapel Hill, Chapel Hill, NC. I rechecked the information on the quantitative data named above on each of the top ten programs. I went into more depth and revisited their websites to better understand how these schools and programs are using, teaching and implementing social and new media. I also established best educational social media practices for journalism students by researching these top programs.

In searching for literature on social media in journalism education, my first resource was the Association for Education in Journalism and Mass Communication's

(AEJMC) quarterly publication, the *Journalism & Mass Communication Educator*. This had several contributions and essays dealing with the implementation of social and new media into journalism education. I also found several articles through the AEJMC website, the Poynter Institute, a school for journalists and media professionals, the Nielsen Company, ASJMC, and through independent companies focused on social media research, such as Mashable, a source for news on digital culture, social media and technology and Social Media Today, an online community for public relations, marketing and advertising professionals focused on understanding social media.

REVIEW OF THE LITERATURE

Gathering relevant literature and information was done in four main ways. First, I looked for literature on the history of journalism, journalism education, and the effects of technology and the Internet age on traditional reporting and journalism pedagogy. In particular, I looked through *Journalism and Mass Communication Educator*, published by the Association for Education in Journalism and Mass Communication, in order to understand how, over the past decade, academics have approached (or failed to approach) uses of Internet, and digital and social media in their classrooms and within the journalism profession. Equally as productive was searching through the Hot Topics section of AEJMC's website, paying close attention to their "Social Media in the Classroom" blog. Attending speeches by social media and journalism professionals on the changing nature of the journalism and mass communications industries, presented at the Journalism Interactive Conference, hosted by the University of Maryland's Philip Merrill College of Journalism in October 2011, gave me an understanding of how other schools are using social media in the classroom, in their curriculum, and in their Web presence. I also found articles and studies through the Poynter Institute, Mashable and Social Media Today, in Nielsen reports and blogs, as well as an issue of the Association of School of Journalism and Mass Communication *Insights*.

Here I will first examine the literature relevant to the impact of various technologies on the journalism profession. Then, I will examine the literature that discusses the implications and consequences of those changes and emerging technologies on journalism education.

TECHNOLOGICAL CHANGES & JOURNALISM INDUSTRY

The introduction of technological changes and advancements leading to subsequent demands in the journalism profession is not a new experience. Since the beginning of the journalism and mass communication industries, there has been a constant struggle in dealing with technological changes - be it the printing press, personal computers, Internet, smart phones or social media. The shift towards digital and social media as a journalistic tool is something that Lev Manovich (2001) includes in his thorough history of media and the evolution of new media, *The Language of New Media*. Manovich, a professor of Visual Arts at the University of California - San Diego, treats this shift towards digital media as just another change to the industry: "Just as the printing press in the fourteenth century and photography in the nineteenth century had a revolutionary impact on the development of modern society and culture, today we are in the middle of a new media revolution -- the shift of all of our culture to computer-mediated forms of production, distribution and communication" (p. 43). He does, however, argue that the latest revolution will have a much more profound impact than others in the past because it affects multiple stages of communication "including acquisition, manipulating, storage and distribution; it also affects all types of media -- text, still images, moving images, sound, and spatial constructions" (p. 43). He establishes a sturdy groundwork for the understanding of the evolution of media as well as a conversation about new social, and digital media. Stephen Quinn (2001), an Australian journalist and a senior lecturer in journalism studies at Deakin University, authored *Newsgathering on the Net*, a guidebook offering career advice on new media journalism and communications in the early years of the digital revolution, when the tools

of a “modern journalist” included word processors, databases, spreadsheets, presentation software, email, and Web browsers (p. 8). Now, just ten years later, these skills seem archaic, outdated, and skills that the average person could be expected to possess. Quinn’s book essentially offers a retrospective view of the journalism and technology horizon, suggesting best practices. While many of these skills (running a Website, learning hypertext, participating in online discussions and learning design skills) are still useful, he also encourages his readers to look forward, since many jobs in journalism and related media did not exist five years ago.

Published in 2009, “Global Faces and Networked Places: A Nielsen report on Social Networking’s New Global Footprint” offers statistics about how the social environment is changing media industries. Data for this report was gathered from Nielsen Online solutions, Nielsen Online’s Internet audience measurement service, which provides insights and analytics for websites. Examples are Netview, AdRelevance, BuzzMetrics and Digital Strategic Services, which are all media measurement applications and services (Nielsen-Online.com, 2011, para. 1). This media trends data includes social media use on various platforms - including Twitter, LinkedIn and Facebook. It also looks specifically at social media user demographics, platform growth, popularity of specific platforms and news media Twitter accounts in terms of interactivity and user following.

The report argues that social media user demographics have shifted and although during the rise of social media, young audiences dominated, now “as networks have become more mainstream with the passage of time, it isn’t surprising to see the audience becoming broader and older. This shift has been driven by Facebook, whose successful

formula opened up the possibilities of social networking to a much wider audience” (The Nielsen Company, 2009, p. 4). From December of 2007 to December of 2008, Facebook’s greatest growth globally came from users aged 35-49. The Nielsen report claims that “social networks offer the opportunity to promote content to a wider audience across the web. Traditional publishers are amongst the most popular fan pages on Facebook, some having hundreds of thousands of fans” (p. 13).

Facebook is an example of significant platform growth. The report notes “the global rise of social networks in 2008 has primarily been driven by Facebook, which overtook Myspace to become the world’s most popular social network” (The Nielsen Company, 2009, p. 8). From December 2007 to December of 2008, both Facebook and LinkedIn saw huge increases in global reach, 168 percent and 137 percent respectively. And although LinkedIn saw an increase in global audience, in 2008, Facebook was the most popular social network in Australia, Spain, Switzerland, France, the U.K., and Italy (p. 8).

Highlights of the report that are most pertinent to my research include: placing the growth of social networks in context, exploring factors that contribute to the Facebook phenomenon, and advising traditional “publishers” on how to embrace the world of social networking. The Nielsen report finds that time spent on social media and blogging platforms is growing at three times the overall rate of Internet growth. Between December 2007 and December 2008, time spent on Facebook globally increased by 566% in comparison to an 18% increase in time spent on the Internet. (The Nielsen Company, 2009, p. 3). It also reports that contributing to the Facebook phenomenon is the fact that Facebook is “focused on connecting as opposed to entertainment. It can be

used for multiple networking activities – reuniting old friends, business networking, dating, sharing photos, status updates” (The Nielsen Company, 2009, p. 9).

Nielsen finds that traditional publishers have an opportunity to increase their audience and engage fans, also adding that traditional publishers are some of the most popular fan pages on Facebook (The Nielsen Company, 2009, p. 13). News organizations are also popular on Twitter, according to the Nielsen report, with CNN and the *New York Times* leading the way in terms of followers on Twitter for news organizations (323,258 and 208,032 followers, respectively). Nielsen advises traditional publishers and news organizations to embrace social media, because it provides significant opportunities for their brand; “publishers can improve engagement with their own audiences – by tapping into consumers’ increasing desire to create content – and can use social media to syndicate their content beyond its traditional confines to a much wider audience” (The Nielsen Company, 2009, p. 14).

At the opening session on Social Media Best Practices of the 2011 Journalism Interactive Conference, Liz Heron, social media editor of the *New York Times*, described the use of social media as employing “traditional skills with new tools” (Heron, 2011). She explored how social media is changing the news industry: “Part of social media is lifting the curtain on our profession which is not fascinating to everyone, but some people like to see how the sausage is made and it makes us more human and they can see how much work goes into say – getting into Libya. Whereas they might have railed the *New York Times* for not covering it early enough, now we have a reporter who’s Tweeting the whole time, the whole the process and what it takes to get into Libya. And that’s a powerful idea” (Heron, 2011).

Also a part of the Social Media Best Practices panel, Jim Long, NBC News cameraman & founder of VergeNewMedia, said social media use is important for news organizations as a whole: “As a media business, you need to create awareness and relevance about your brand, and in some respects that's marketing” (Long, 2011).

J-EDUCATION & NEW MEDIA IMPLICATIONS

Wanda Brandon (2002), an assistant professor in the Department of Media, Journalism and Film at Southwest Missouri State University, wrote “Experiential Learning: A New Research Path to the Study of Journalism Education.” This history of journalism education emphasized friction between scholars about how journalism should be taught; a friction that is evident among scholars in today’s journalism higher education. The first journalism department in the United States was created in 1908 at the University of Missouri, and even in the early 1900s, scholars and educators struggled with what journalistic curricula should look like, wondering, “whether the programs should focus on journalism skills and related courses or should include a broad base in the liberal arts and sciences” (Brandon, pp. 59-60).

Though a rift in journalism pedagogy does exist to an extent, accepted standards for what should be taught in journalism programs exist, according to authors of *Journalists for the 21st Century*, Slavko Splichal and Colin Sparks: “It is worthwhile pointing out that there is considerable agreement among journalism educators about which areas journalism studies ought to include. The dominant areas usually considered by journalism (communications) scholars are: (a) training in skills/craft competencies or communication techniques; (b) theoretical knowledge on communication, particularly

mass communication and the media; (c) methodology; (d) background knowledge and specialization in specific areas of reporting, for example, politics, economics, arts” (2).

Yet, some scholars are apprehensive of teaching and integrating technology into academic settings. Seven journalism academics co-authored “Learning Reconsidered: Education in the Digital Age: Communications, Convergence and the Curriculum,” (Meyer, et. al. 2003), which emphasizes the long-standing gap between the journalism industry and journalism education; which creates a faction among journalism and communications scholars. Shyam Sundar, associate professor in the College of Communications at Penn State University, argues that no other profession integrates new technologies as readily as the fields of communication and journalism (Meyer, et. al. 2003, p. 297). He finds that “the primary focus of a good education in journalism and mass communication should be content rather than worrying about technology” (p. 298). To that end, he believes “our independent variables may be technological, related to specific features of the Web (such as interactivity and navigability), but our dependent variables will always have to do with message content” (p. 300).

Though Sundar opposes over-emphasizing technology, he does recognize that it has become an integral part of communication and journalism education. To teach technology effectively, Sundar says, “it’s far superior to integrate new media into traditional curricula rather than create a separate departmental structure for them” (p. 299). He criticizes programs that have established separate tracks or emphases based on digital technologies: “Several schools responded by treating it as a separate track in the undergraduate curriculum. This tendency reflects administrative divisions created for the study of previous media technologies (many schools have separate departments for the

study of print and broadcast journalism, for example), but incorrectly implies emphasis on the technology, rather than the content, of mass communication” (p. 298). He also finds this model to hinder student learning, because print journalism students won’t learn Web skills, and vice versa, under this construct (p. 299).

Some even consider the integration of technology to be part of the demise of journalism. In “Rethinking Journalism Through Technology,” Lokman Tsui argues: “While journalism seems to benefit from technological developments in news gathering (digital and smaller cameras, digital voice recorders, convergent technology), distribution (the internet, satellite), and exhibition (the world wide web, colour print, mobile phones), there is also a sense that technology is responsible, partially or wholly, for a devaluation of journalistic standards – amateur bloggers who do not adhere to practices of fact-checking, deadlines that become shorter or even continuous because the internet is “always on,” sloppier writing, and more inaccuracies” (53).

Still others beg for a balanced approach to journalism education. Brandon quotes from Tom Dickson’s book *Mass Media Education in Transition: Preparing for the 21st Century 2000*, which suggests that journalism and media education should have a balance of practical and theoretical coursework, promote analytical thinking, and improve media practice as well as media education in order to discover the previously unknown (p. 61). Practices in journalism have changed in recent years and therefore, those technological implications have changed journalism pedagogy and instruction.

Everette Dennis, when he was professor of Communication and Media Management at Fordham University, described the gap between education and industry standards: “there is little talk of educational innovation or curricular reform, let alone a

reconsideration of the question of who should teach and what those teachers and scholars should actually do. In such a time, it is useful to fully consider those aspects of the digital era that have forever changed our lives and that have profound meaning for higher education generally and communication/media education in particular” (Meyer, et. al. 2003, p. 293). Dennis does make mention of some changes in communication and journalism higher education; though the adaptation to the digital revolution was slow: “There were some curricular changes, especially in professional education in such practical applications as Website development as well as in the policy and research arenas” (Meyer, et. al 2003, p. 293).

Among scholars who welcome digital media instruction in journalism higher education, a major issue revolves around how to integrate social media skill sets and new media instruction into the curriculum, because they are proving necessary for journalism professionals. John Pavlik (2003), professor and chair of the Department of Journalism & Media Studies at Rutgers University, finds that “students have changed dramatically, in terms of who they are, how they use media and how they have been prepared prior to entering college or graduate school” (p. 315). He adds, “Society has changed dramatically in recent years, but how we teach journalism and media studies has changed relatively little” (p. 315). Changes in higher education often come slower than industry changes, which leaves journalism students and graduates, who may already be remedially familiar with new media, with a professional deficit. Pavlik also argues “technology is the catalyst for a changing world. It is a world increasingly shaped by interactive media, global systems of communication and instantaneous access to information.” (p. 315). He

finds that while there is clear evidence of a shift towards digital media – educators are slow to make curricular changes in order to keep pace with the digital revolution.

Many scholars, professionals, and contributing authors of the “Learning Reconsidered” article agree that fundamental journalistic skills will remain valuable in the future and will be essential in conjunction with a variety of new and emerging media. Everett M. Rogers (2003), then Regents’ professor in the Department of Communications and Journalism at the University of New Mexico-Albuquerque, agrees that journalism programs must keep up with changes in technologies that are being adopted by media institutions. He claims that “while the basic ability to write clearly is still a fundamental journalistic skill, the communication channels through which written messages flow today may be quite different from those of a few years ago” (p. 308).

The Spring 2011 edition of ASJMC’s *Insights* focused on new media and emerging technologies and their impacts on journalism education and instruction. Mary Lou Sheffer, a professor from the University of Southern Mississippi’s School of Communications and Journalism, along with Brad Schultz, a professor at the University of Mississippi’s School of Journalism and New Media, suggest that new media be adopted in journalism curriculum because “despite its many drawbacks, this new “New Journalism” is not going away anytime soon” (Sheffer & Schultz, 2011, p.12). Whether scholars and professionals like new media technologies or not, they will use them to some degree in their industry, and should therefore learn to use them effectively and responsibly. Sheffer and Schultz (2011) note that using social media platforms does add a greater element of responsibility to the role of the modern journalist, making the journalist a two-way communication tool; “It’s not just a matter of simply producing

more information – today’s journalists must also interact with audiences. Blogs, Twitter and the social media are global bullhorns that previously-ignored media consumers can use to make their voices heard” (p. 11). Advocating for journalism programs to focus on multi-media and multi-platform journalism, Sheffer and Schultz also find that exposing all journalism students (no matter their track or emphasis) to digital media is beneficial: “students could benefit from a capstone course in which they are required to produce all elements of a multi-platform story” (p. 13).

Journalism scholars, educators and professionals globally have discussed the importance of the curricular integration of new media at length. Robyn S. Goodman, professor of journalism at Alfred University and a founding executive committee member of the World Journalism Education Congress (WJEC), highlights findings from research teams including one that focused on social media, citizen journalism and media curators (Goodman, 2011, p. 18). This summary, by Mindy McAdams from the University of Florida and Julie Posetti from the University of Canberra in Australia and their team members, recognizes social media as a strong player in the journalism profession as well as in journalism education. This syndicate report outlines best practices for the “role and application of social media in global journalism education” (Goodman, p. 22). The six recommendations are as follows: (1) social media is global and therefore should be an essential component of all journalism training globally; (2) social media is always changing and therefore “journalism educators and trainers need to be at the knowledge cusp of radically changing journalism training” (Goodman, 2011, p. 22). Journalism educators should also facilitate open discussion surrounding the topic of social media. (3) Social media should not be taught as an isolated subject, but rather embedded into

traditional journalistic training. (4) Social media instruction should consist of dialogue about ethics and professionalism. (5) Educators should emphasize that social media is about building networks and gaining new audiences. (6) Social media should be used to connect students with their interests and encourage them to build and interact with local communities (Goodman, 2011, pp. 22-23).

Those who understand and value social media and its implications for the journalism industry have explored ways to best use, teach and integrate social media instruction into higher education. Though some scholars and professionals are still apprehensive to new media technologies – it is clear that the digital revolution has infiltrated the journalism industry and is likely to continue to do so in the future, and that, as a result, journalism education also needs to address this.

By reviewing this literature, it's apparent that technological changes throughout history have always had implications for the journalism industry. The latest digital revolution is having similar effects on the journalism industry and journalism education – yet how to implement new media technologies into journalism curriculum has scholars divided. All of the literature reviewed for the purposes of this research concludes that new media instruction has a place within journalism higher education – but with different views on executing that integration. Some scholars believe that the technology should dictate degrees and concentrations. Rather than basing areas of study around content– they argue for creating majors and degrees around methods of technology. Other scholars and educators simply argue that social media instruction has a place within journalism and communications education - but make no mention of how to integrate the technology and emerging technological changes into curriculum. Overwhelmingly, however,

scholars and educators believe that technology should be integrated seamlessly into journalism curriculum and courses – and that it should be taught in conjunction with traditional journalistic skills and values. That being said, consensus seems to be that social media should be integrated into journalism programs and curricula, not offered as isolated units, skills, or majors.

FINDINGS

I examined individual journalism programs in order to find out how they use social media, teach social media and talk about social media. Using the Association for Education in Journalism and Mass Communications 2009-2010 directory as a foundation for my research, I identified all 188 journalism and mass communications programs in the United States that are affiliated with Association of Schools of Journalism and Mass Communications. Twenty-four of the 188 programs are embedded in Schools/Colleges of Journalism. The other programs are embedded in Colleges of Communication, Colleges of Arts & Sciences, Colleges of Letters & Sciences, Colleges of Professional Studies & Fine Arts, as well as others that differ in nomenclature. In conducting my research on all ASJMC journalism programs in the country, I focused on several things as outlined in the methods section: (1) undergraduate curriculum – including digital, social and new media degrees, programs, concentrations and coursework; (2) graduate curriculum - including digital, social and new media degrees, programs, concentrations and coursework; (3) social media presence – including links to social media platforms like Facebook, Twitter, LinkedIn, Tumblr, Flickr and YouTube; (4) other areas of interest such student work, blogs, academic centers and certificate offerings.

Though the majority of this research was done between June and November of 2011, it is possible that some programs may be doing more in terms of social media than their websites show; their websites, as researched last summer, may not have been up-to-date, or they may be working on a social media strategy or curriculum. Social media, by nature, is fast-paced and constantly changing. The purpose of this study is to capture how journalism programs are integrating social media into their curriculum, are using social

media in the classroom, and are branding themselves online and on their websites using social media.

After presenting this data, I will explore the digital and social media practices of the top 10 journalism schools in the country. Completing this section will be an examination of some best practices from journalism programs that use social media well and are experimenting with different platforms and course development.

UNDERGRADUATE CURRICULUM:

Out of 187 journalism undergraduate programs, three programs offer digital or multimedia degrees: the University of Idaho in Moscow, Idaho offers a BA or BS in Digital Media; Duquesne University in Pittsburgh, Pennsylvania offers a BA in Multimedia Arts; and Point Park University in Pittsburgh, Pennsylvania offers a BA in Multimedia (see appendix 1). The University of Idaho is the only one of these three programs that is classified as a free-standing school, in this case, a School of Journalism and Mass Communications.

Although most schools do not have digital or new media degrees, 40 of the 187 (or roughly 21%) ASJMC schools have multimedia, digital, social, or new media concentrations or sequences (see appendix 2). Fourteen of programs offering new media concentrations are located on the East Coast, making up for 35% of all schools offering such concentrations. Nineteen programs located in western states offer new media concentrations, making up for 47% of schools offering concentrations. Out of 40 schools offering new media concentrations, only six programs are classified as schools or colleges of journalism.

I also paid close attention to undergraduate new media coursework. Out of the 187 programs, 151 offer at least one course in social, new or digital media; and of those only 119 programs offer two or more courses to their undergraduate students (see appendix 3). In addition, two programs classified as a School or College of Journalism offer to new media coursework, no multimedia or new media concentrations and no digital degrees. These schools include Florida A&M University's School of Journalism and Graphic Communication and the University of Lincoln-Nebraska's College of Journalism and Mass Communications.

GRADUATE CURRICULUM

Many of the ASJMC affiliated schools have graduate programs, as well. Of these programs, 124 also offer some kind of master's degrees, leaving 64 that do not. Only five (4%) graduate programs offer master's degrees specifically in multimedia or digital journalism (see appendix 4). These schools and their corresponding degrees are as follows: University of Denver, MA in Digital Media Studies; Southern Illinois University – Carbondale, MFA in Interdisciplinary Media Arts: Cinema, Photography, Sonic Arts & New Media; Syracuse University, MA in both Broadcast & Digital Journalism and Magazine, Newspaper & Online Journalism; Elon University, MA in Interactive Media; University of Oregon, MA or MS in Multimedia Journalism.

Of the 124 institutions offering master's degrees, 21 (16%) have new media concentrations or sequences (see appendix 5). Out of those 21 programs offering graduate concentrations, 9 of them are affiliated with schools or colleges of journalism. Eight of the 21 programs offering graduate concentrations in digital media are located in the

eastern part of the United States; with four programs each in the Western U.S., Southern U.S. and the Midwest.

With respect to social and new media coursework at the graduate level, 63%, or 79 out of the 124 programs offer social and new media coursework to their master's students (see appendix 6). Sixty-percent of those schools have two or more courses in social media, whereas the other 40% only offer a single course in social media to graduate students.

SOCIAL MEDIA PRESENCE:

Social media is becoming popular in higher education. In an introduction to *Internet and Higher Education*, a quarterly journal dedicated to contemporary issues in Internet technologies and their effect on education, the editors discuss social media's influence in settings of higher education: "Outside the classroom, institutions have harnessed the power of social media to disseminate information, network and offer support services. Social media has changed how offices such as admissions, alumni relations, athletics, libraries, marketing/communications, and student services operate" (Hrastinkski & Dennen, 2012, para. 2).

Although some schools have discovered the power of social media and are actively working to use it to their advantage, it seems many institutions and programs have ignored the push towards social media. Nearly half of the journalism schools and programs researched have no social media presence linked to their websites (see appendix 7). Out of the 188 journalism and mass communications programs researched

here, 91 have no social media presence visible on their websites. Of the schools maintaining a social media presence:

- 91% are on Facebook, making it the most popular platform among journalism and mass communication programs
- 86% are on Twitter
- 38% are connected on YouTube
- 21% use Flickr; a social photo-sharing site
- 16.5% are connected on LinkedIn.

Establishing a social media presence does not automatically render it useful, relevant, or well executed. Social media platforms require maintenance, a thoughtful addition of original content, and at least a nominal strategy. While half of the journalism and mass communication programs researched have an apparent social media presence, former University of Missouri journalism student, Jennifer Paull critiqued how journalism schools seem to monitor, maintain and use (or not use) their social media platforms. In the first of her articles, “Why the J-School Twitter Needs a Serious Makeover (Updated),” she examines the Twitter presence of several journalism programs throughout the country, including the one she was attending at the time. She writes, “Like any other typical college student, checking my Twitter and Facebook accounts is one of the first things I do when I sit down at my computer. And because we spend so many of our waking hours (and some of our non-waking ones) in the J-School, it’s only natural to expect more communication from it” (Paull, 2011a, para. 11).

She applauds programs like Columbia’s journalism school, the University of North Carolina’s School of Journalism and Mass Communications and the University of

Southern California's journalism school for their use of Twitter; noting that they use a conversational tone, keep the number of tweets and retweets consistent, remind their followers about workshops, speakers and provide links to student work (para. 12-14). Paull (2011) calls for links to relevant news stories and other content that students would find helpful and interesting. The J-School should be using social media not just as a mouthpiece for its own achievements, but also a learning tool for students" (para. 16).

Paull's article (2011b) "Many Journalism Schools Put Minimal Effort Into Facebook Pages" claimed that most programs, including the University of Missouri's, are weak and lack moderation and publication of original content (para. 10). Paull notes that as a journalism student, she learned about the importance of social media within the news media; and as a student in general, she found herself communicating extensively through social media – yet the journalism school did little to reach their core audience of future journalists and students (para. 1-4).

Some schools, however, have successfully made their Facebook presence both helpful and active. Some schools that lead the way for journalism programs within the realm of Facebook are: the Indiana University School of Journalism and the City University of New York's (CUNY) journalism school. The IU Facebook page "links to a variety of information, including press releases and event reminders. They also link to student and alumni work, and occasionally to relevant articles on IU's main website" (Paull, 2011, para. 11). CUNY's journalism school publishes content multiple times throughout the week and even created Facebook Events pages for upcoming events (Paull, 2011, para. 14).

Paull's research speaks to my argument that while half of the programs researched have a social media presence, those social media platforms aren't necessarily maintained, monitored or used by students, staff or faculty.

OTHER AREAS OF INTEREST – CENTERS/LABS & BLOGS

Seven journalism programs have labs or centers affiliated with them that are specifically dedicated to new media and multimedia research and work (see appendix 8), which equates to 10 centers or labs in total. All of the labs or centers focus on understanding social, new and emerging media platforms and utilizing them in the news media and reporting.

One of the most notable centers is the Knight Digital Media Center, a partnership between the University of Southern California Annenberg School of Communication and Journalism, and the University of California- Berkeley Graduate School of Journalism. The Center is “dedicated to helping good journalism and good journalists thrive in the digital now” (knightdigitalmediacenter.org, 2011). The Center's website highlights online resources for digital journalists. The Center also offer seminars regularly in the form of “super camps,” “boot camps,” and multimedia training. The Center also runs the Online Journalism Review (OJR), which is a series of contributor blogs about the digital media industry – highlighting events, studies, and notable changes to new and social media platforms.

Producing relevant publications and research in the realm of digital and convergence media is the Syracuse University Convergence Center. The Center's research focuses on several areas, including digital convergence and wireless

communications. Links to publications and reports on a variety of research areas are readily available. Though not all research is original to the Center, it also links to research in which the Center's members have been involved.

Taking a different approach, the New Media Innovation Lab at Arizona State University's Walter Cronkite School of Journalism and Mass Communications (2011) allows students to research and develop new media and multimedia projects to be used and implemented at media companies (para. 1). Notably, they have worked with Gannett Co. to research new consumption habits of young adults and developed subsequent applications to reach this audience. In addition, students have developed iPhone and Facebook applications for other media outlets (para. 2).

The program websites of many programs promote internal blogs (see appendix 9). These blogs exist at 22 of the researched programs and range in authorship and topic. Current journalism students, alumni, faculty, deans, graduate students, or some administrative omnipresent bloggers maintain some of the featured blogs. A number of the blogs were directed specifically at prospective students.

Many schools and journalism programs have embraced social media, or at least see its value in journalism curricula. In their ASJMC article, "New Media Creates Demand for New Approaches and More Skills," scholars Mary Lou Sheffer and Brad Schultz (2011) argue that "journalism curricula need to focus on the emerging world of multi-media, multi-platform journalism. To keep in stride with current journalistic trends, journalism professors could require their students to create and maintain a journalistic

blog that complements their traditional news assignments. These blog posts should include additional information, including hyperlinks to other news sources. Other assignments could focus on analyzing how reporters use Twitter to disseminate information” (p. 12). Students should learn various social media platforms in the classroom as well as have the opportunity to implement those skills through assignments and real reporting.

TOP 10 JOURNALISM PROGRAMS – SOCIAL/DIGITAL MEDIA PRACTICES

When looking for the best journalism programs in the country, I consulted Education-Portal.com. According to this site, which was current as of 2010, the top ten programs are, in no particular order Columbia University, New York, NY; Indiana University – Bloomington, Bloomington, IN; Northwestern University, Evanston, IL; Ohio University, Athens, OH; Syracuse University, Syracuse, NY; University of California – Berkeley, Berkeley, CA; University of Florida, Gainesville, FL; University of Maryland – College Park, College Park, MD; University of Missouri – Columbia, Columbia, MO; University of North Carolina at Chapel Hill, Chapel Hill, NC. In order to establish some best practices from these top programs, I rechecked the quantitative data for each of the top ten programs (see appendix 10). I separately conducted research on the University of California at Berkeley, since it is not affiliated with ASJMC. For the remaining nine programs, I went into more depth and revisited their websites to better understand how these schools and programs are using, teaching and implementing social and new media.

The Columbia University Journalism School, located in New York City, only offers graduate degree programs including a Master of Arts in Journalism, Master of Science in Journalism and PhD. in Communications. The MS in journalism degree has multiple emphases: newspaper, magazine, broadcast, investigative, digital media. Students who commit to a digital media concentration have access to courses including Digital Media Newsroom, Digital Media: Interactive Workshop, Digital Media: Visual Storytelling, Digital Media: Interactive Design and Digital Media: Multimedia Storytelling. Although the MA does not have a digital concentration, students in both masters programs can take classes including Managing Broadcast Newsrooms in the Digital Age, Social Media Skills for Journalists, Visual Storytelling: Making Graphics with Impact, and Social Media. The journalism school at Columbia University also offers continuing education in digital media training.

When looked at by the numbers and in comparison to the other top journalism programs in the country, Columbia's Journalism School leads the way in Facebook page likes, Twitter followers and YouTube channel views (see diagram 1.1 below). This data is important because looking at the number of likes, followers, views and group members on specific social media channels speaks to the reach and popularity of specific social networks. Although not the only way to research social media effectiveness, looking at the numbers is a valuable way to get an initial read on the success, popularity and audience of each social medium used. High numbers of likes, followers, views and group members may mean several things, including; (1) they have socially driven community members, (2) their social media content is innovative, interesting, original, and useful, (3) the program is dedicated to using social media as a communication and potential student

recruitment tool. Likewise, low numbers may mean the opposite of the afore mentioned list, or could be a simple indication that the program has yet to experiment with social media tools.

Journalism Program	Facebook Likes	Twitter Followers	YouTube Channel Views	LinkedIn Group Members
Columbia University t: @columbiajourn y: CUJS	6,162	9,213	14,331	1,689
Indiana University – Bloomington t: @iujournalism	1,595	891	-	895
Northwestern University t: @medillschool y: NUMedill	1,945	4,071	6,266	30
Ohio University t: @scrippsjschool y: Scrippsjschool	943	2,163	8,030	-
Syracuse University t: y: Newhouse School	3,510	5,027	10,416	4,210
University of California – Berkeley t: @ucbsoj y: ucbsjschool	1,367	1,685	7,477	-
University of Florida t: @ufjschool y: ufjournalism	2,872	2,690	4,241	1,504
University of Maryland t: @merrillcollege y: umdjournalism	833	269	79	453
University of Missouri – Columbia t: @mojonews y: missourijournalists	1,780	1,174	4,413	2,679
University of North Carolina – Chapel Hill t: @uncjschool y: uncjschool	2,340	3,949	5,987	650

**Diagram 1.1: Original data collected Dec.11, 2011*

Aside from using social media platforms like YouTube, LinkedIn, Facebook and Twitter, the office of the Dean of Students at the journalism school maintains a blog called “The Daily Plan-it.” The purpose of the blog is to improve communication and cut down on e-mails being sent out by the administration (The Daily Plan-it, FAQ, 2005, para. 1). The blog has a calendar of events at the journalism school, content introducing upcoming speakers and events, and curriculum and degree requirement reminders. The blog is well maintained and monitored and publishes content a couple times per week.

The Columbia Journalism School is home to the Tow Center for Digital Journalism. The Tow Center, in conjunction with Columbia faculty members and PhD. candidates, has produced two main research publications focusing on social and digital media, including: “The Story So Far What We Know About the Business of Digital Journalism,” and “Confusion Online: Faulty Metrics & the Future of Digital Journalism.”

The University of Indiana – Bloomington has multiple degree programs: Bachelor of Arts in Journalism, Master of Arts in Journalism, and a PhD. in Mass Communications. The undergraduate program in journalism does not offer digital degrees or concentrations, but does have some relevant coursework, including courses such as Online Journalism, Multimedia Storytelling and Infographics. The MA in journalism programs offers a digital journalism concentration; and graduate coursework open to all graduate students includes a seminar in visual communications, a practicum in digital journalism and courses such as Issues in New Communication Technologies and The Media in the Twentieth Century. IU is connected on Facebook, Twitter and LinkedIn but has no channel established on YouTube.

Faculty members at the University of Indiana – Bloomington are producing original research surrounding social and digital media journalism. Professor Emily Metzgar helped research social media use in the 2008 presidential elections, in a 2009 publication.

IU Doctoral students, Anas Alahmed and Emily Ehmer have also contributed considerably to social and digital media research. They produced and presented papers in 2011 on “Cyberactivism and the Challenges of Social and Political Change: The Case of Saudi Arabia” and “Revolution in Egypt: A Feminist Analysis of Social Media Use and Mainstream Mass Media Coverage,” respectively.

Northwestern University’s Medill School of Journalism, located in Evanston, Illinois offers a Bachelor of Science in Journalism as well as a Master of Science in Journalism. The undergraduate catalog only lists one digital course available to students: Multimedia Storytelling. The graduate program has concentrations in Magazine Writing & Editing, Reporting, Interactive Publishing, and Videography/Broadcasting – and boasts a handful of multimedia courses. Courses include Digital Storytelling, Collaborative Innovation in Journalism & Technology, Blogging for Journalism and Using Web Publishing. The Medill School of Journalism has the third most Twitter followers of the top 10 journalism schools in the country; however, their LinkedIn following is weak.

Rich Gordon, associate professor and director of the new media program at Medill, has done extensive research on digital media and online journalism. He is a contributing author to the 2003 book, *Digital Journalism: Emerging Media and the Changing Horizons of Journalism*, wherein he authored a chapter entitled, “The Definitions and Meanings of Convergence.” He is also the sole author of a guidebook for

news organizations, *Online Community Cookbook: Recipes for Building Audience Interaction at Newspaper Web Sites*.

The E.W. Scripps School of Journalism at the University of Ohio offers a Bachelor of Science in Journalism with a possible concentration in online journalism. They also boast of seven multimedia courses available to undergraduates including courses in online journalism and web editing and management. Their two graduate degrees, a MS in Journalism and a PhD in Mass Communications have no digital concentrations, but some coursework is offered including online journalism and electronic publishing. The School of Journalism also has dozens of links to student, faculty and administrators, and alumni blogs. They also have video interviews with featured alumni and current students. Their website is very socially driven and community oriented – however, they have yet to establish a presence on LinkedIn for students and alumni – although they are using other platforms like Facebook, Twitter and YouTube.

Assistant professor, Hans Meyer is visible in both the blogging and digital media research sphere. His blog, “Give the ‘Net Credit,” is a regularly updated “research blog that examines the role of Internet in journalism and in our lives” (Meyer, 2011, para. 1).

Second only to Columbia University in social media presence is the S.I. Newhouse School of Public Communication at Syracuse University. Syracuse offers several digital degrees including a Bachelor of Science in both Broadcast & Digital Journalism and Newspaper & Online Journalism. As expected, several course offerings have digital and multimedia emphases, including courses in Web Journalism and Innovation, Multimedia Storytelling and News in a Multimedia World. Two of their

master's degrees are also digitally focused. Both a MS in Broadcast & Digital Journalism and a MA in Magazine, Newspaper & Online Journalism are offered. Some of their graduate coursework includes courses in Designing Interactivity and Public Communication in the Digital Era.

The Newhouse School of Public Communication is the second most popular journalism program on Facebook, Twitter and YouTube. However, Syracuse University's LinkedIn group "Newhouse Alumni Network" has the most members when compared to the other top journalism programs. Newhouse is also home to both the Center for Digital Literacy and the Convergence Center, the latter of which produces significant research on digital media. In addition, Larry Elin, associate professor at Newhouse, teaches courses in multimedia and Web-based journalism and has written a textbook, *Designing and Developing Multimedia: A Practical Guide for the Producer, Director & Writer*, published in 2000.

Also offering only a graduate degree is the School of Journalism at the University of California at Berkeley. Students in the Master of Journalism program can choose from concentrations, one being labeled "new media." With this concentration comes a plethora of new media coursework like a Multimedia Bootcamp, Introduction to Data Visualization and Flash Programming. The website for the Graduate School of Journalism links to their Facebook, Twitter and YouTube pages. The UCBJ School channel on YouTube has the third highest number of channel views in comparison to the other top 10 journalism programs in the country. However, there is no group on LinkedIn dedicated to UCB's journalism students or alumni.

Also readily available on their website are links to webcasts of events held at the journalism school. The events are live-streamed and then archived. Podcasts were also available. Berkeley is also home to the Knight Digital Media Center, which is dedicated to exploring new and emerging media.

The College of Journalism and Communication at the University of Florida in Gainesville, Florida has no digital degrees or concentrations, but has social media coursework. Offering a Bachelor of Science in Journalism, Florida has coursework for undergraduates such as Technology, Change and Communications and Advanced Online Media Production. Graduate students pursuing a MA or PhD. in Mass Communications have one social media course to choose from: New Media and a Democratic Society. The University of Florida is active on all the popular social networking sites like Facebook, Twitter, YouTube and LinkedIn. Florida is also home to the Interactive Media Lab and the Center of Media Innovation and Research. Executive director for the Center of Media Innovation and Research, David E. Carlson, has contributed chapters to two separate publications on both the birth and history of online journalism, in 2004 and 2001 respectively.

Offering new media concentrations is the Philip Merrill College of Journalism at the University of Maryland, College Park. Undergraduates in the Bachelor of Arts program can choose among a broadcast, news/editorial, or online track. This program also offers digital coursework including New Media and Media Use of New Technologies. Maryland also has a graduate program – with students able to earn a Master of Arts in Journalism, Master of Journalism or a PhD. in Journalism. Master's students can choose a

multi-platform concentration, which corresponds with some courses in online journalism and media.

The University of Maryland's College of Journalism, although present on social media sites, is not excelling by the numbers. Compared to the other top journalism schools, the Philip Merrill College of Journalism has the lowest number of Facebook page likes, Twitter followers, and YouTube channel views. Although a low number of likes, followers, and channel views does not indicate that a program is not using social media effectively, it does, however, speak to the amount of fan engagement on social media platforms. It may simply mean that links to their social media channels are not visible on their website or it could mean that the content on their social media platforms is not useful, original, or engaging; and therefore, the number of likes, followers, channel views, and group members may be low. Though there are other metrics by which to measure social media engagement (tracking changes in numbers across weeks, months, etc., viewing analytics and impressions), looking purely at the numbers is an easy way for outside researchers to gauge how effective social media platforms are and are valuable when calculating reach.

Dedicated to new media studies is Ronald Yaros, a professor at the Philip Merrill College of Journalism teaches an interdisciplinary, or I-series course, called Information 3.0. The goal of the course is to focus research on understanding user engagement with technologies, apply psychological processes of learning from technology and measure users understanding of content (Information 3.0, n.d., para. 1). Yaros has done research independent of the Information 3.0 Lab including an article in the *American Journalism Review*, entitled "Mastering Multimedia" and a chapter of a book called *Social Media:*

Usage and Impact, wherein his chapter is entitled “Social Media and Education: Do Personalization and Interactivity Facilitate Learning?”

Also invested in social and digital media research are Leslie Walker, visiting professor of digital innovation, and assistant professor Kalyani Chadha, both of the Philip Merrill College of Journalism. Walker, formerly of *washingtonpost.com*, has focused her research and interests on digital media economics and how digital technologies are changing the media industry and society as a whole. Chadha is currently researching international communications and emerging media and their effects on society. Several currently PhD. candidates at the Philip Merrill College of Journalism are also interested in and researching social and digital media use in journalism.

The University of Missouri, Columbia School of Journalism offers a Bachelor’s degree in Journalism. With two digital concentrations in convergence journalism and print & digital news, Missouri boasts nearly a dozen undergraduate social media courses. Undergraduate course offerings include: Fundamentals of Multimedia Journalism, New Media Basics and Participatory Journalism. The graduate program, a MA in journalism, also offers a concentration in convergence journalism. Graduate coursework includes study of convergences editing and producing as well as online journalism. Missouri also offers a PhD. in journalism. Though connected on Twitter, Facebook and YouTube, Missouri is excelling on LinkedIn by the numbers. The Missouri School of Journalism alumni network on LinkedIn is one of the highest in membership among the top programs.

The University of North Carolina, Chapel Hill’s School of Journalism and Mass Communication has the most undergraduate multimedia coursework of all the top programs, with 12 classes focused on digital and new media. Some courses include:

Blogging, Interactive Multimedia Narratives and Digital News Production. UNC offers a BA in journalism with a number of concentrations to choose from – including one in multimedia.

UNC Chapel Hill also has three graduate degrees. The MA in Mass Communications offers a specialization in visual communication, editing and multimedia. Coursework for MA students ranges from classes in New Media and Society to Global Impact of New Communication Technologies. Also offered is an MA in Technology and Communication (MATC), which also presents opportunities for students to learn about new media technologies in courses like Usability and Multimedia Design and Information Visualization. A PhD. in Mass Communication is also offered at UNC, which also allows students to take new media courses.

Along with being connected on platforms like Facebook, Twitter, LinkedIn and YouTube, the website for UNC's School of Journalism and Mass Communication also links to several blogs affiliated with the program.

Also visible on the website are links to faculty research initiatives. Associate professor, Debashis "Deb" Aikat presented a paper at a conference in 2009 entitled, "Of Wikis, Blogs, and Social Networks: The Role of Online Communities in Disseminating News, Entertainment, and Information." Penny Abernathy, the Knight Chair in Journalism and Digital Media Economics at UNC is currently researching how news organizations can survive in the digital age; she collaborated with a faculty fellow from Yale University on a paper, "The News Landscape in 2014: Transformed or Diminished? Formulating a Game Plan for Survival in the Digital Age" (UNC School of Mass Communication and Journalism, n.d., para. 1). Assistant professor Laura Ruel is

researching how users interact with multimedia reports; including studying eye movements. She is also a co-founder and research team member at the Digital Storytelling Effects Lab, or DiSEL (UNC School of Mass Communication and Journalism, n.d. para. 4).

BEST PRACTICES FOR JOURNALISM EDUCATION

The World Journalism Education Congress, held in 2010, discussed social media in the context of journalism education and decided on best practices for global journalism training. Mindy McAdams from the University of Florida and Julie Posetti from the University of Canberra in Australia led the group tasked with addressing social media. The group came up with six recommendations that focus on the role and application of social media in global journalism education: (1) social media is global and therefore should be an essential component of all journalism training globally; (2) social media is always changing and therefore “journalism educators and trainers need to be at the knowledge cusp of radically changing journalism training” (Goodman, 2011, p. 22). Journalism educators should also facilitate open discussion surrounding the topic of social media. (3) Social media should not be taught as an isolated subject, but rather embedded into traditional journalistic training. (4) Social media instruction should consist of dialogue about ethics and professionalism. (5) Educators should emphasize that social media is about building networks and gaining new audiences. (6) Social media should be used to connect students with their interests and encourage them to build and interact with local communities. (Goodman, 2011, pp. 22-23).

Making use of social media platforms in higher education and in the classroom is often not enough. Advertising professional and adjunct professor at Temple University, Keith Quesenberry, understands the importance of strategy implementation, maintenance and moderation of social media platforms: “Many a professor or department has started a blog or a Facebook page with high hopes only to have disappointingly low participation. Starting is important, but there is nothing social about a class blog without comments or class Facebook page with no fans or friends. Simply encouraging students to use digital media is not enough. A social network needs interaction and in teaching it needs a purpose” (Quesenberry, 2010, para. 3). He adds that educators “either make social media yet another tool for disseminating information (lectures and links) or [they] turn it into a collaborative learning environment” (Quesenberry, 2010, para. 4).

While some programs and professors are unsuccessful in implementing and conveying the importance of social media, some are excelling in classroom integration of social media. Quesenberry himself utilizes blogs in order to teach traditional material. Quesenberry poses a question weekly, wherein his students must respond via a blog post; “they must use all the standard practices of bloggers including pictures, videos and links” (Quesenberry, 2010, para. 7). Citing Molli Crie’s 2006 article “Using Blogs to Integrate Technology in the Classroom” Quesenberry notes that as an added bonus “class blogs/networks present, organize, and protect student work as digital portfolios. As older entries are archived, analyzing progress is convenient. Students are more motivated to produce better writing and/or projects knowing it will be published” (Crie qtd. in Quesenberry, 2010, para. 17).

Suzy Smith and Terry Heifetz from Ball State University found ways to facilitate learning by using Skype. Skype is a video chat platform, though it includes instant messaging features as well. Smith and Heifetz saw Skype as an opportunity to teach and practice live reporting. They write, “Using Skype we gave students the chance to produce and perform live reports for the nightly student produced newscast. Without a live truck students at Ball State University were never able to practice a craft that is so prevalent in today’s broadcast news industry, by using Skype they now could (Smith & Heifetz, 2010, para. 5). In addition to using Skype for live reporting purposes, Smith and Heifetz also found that Skype connected their classrooms with journalism professionals throughout the world. Professionals in the field “shared their expertise with students via Skype, even offering advice on how live shot reporting changes when using a broadband based social media tool. It also opened up the discussion to other ways in which social media could be used in the news business” (Smith & Heifetz, 2010, para. 5). The Ball State University professors also consider YouTube an effective teaching tool; “primarily showing student examples of good live reporting work, and of course more often examples of very poor work” (Smith & Heifetz, 2010, para. 8).

Twitter is one of the most popular and widely used social media platforms, and while students may be familiar with it, it is important for journalism students to understand how to use it effectively and professionally. Leslie-Jean Thornton (2010), assistant professor at Arizona State University, believes so strongly in the effectiveness of social media that she has “no wish to teach without such tools, no matter the subject” (para. 1). Thornton’s students are responsible for maintaining a Twitter presence and completing assignments that teach them to be purposeful when using social media. Some

assignments include: Compiling a list influential of people to follow, tweeting links to news stories, retweeting valuable tweets from interesting sources, tweeting well-crafted messages that drive traffic to the students blog or a colleagues blog, and live-tweeting events (para. 5-6). By giving students assignments that need to be completed via a social media platform, Thornton teaches students how to be purposeful when acting in the online sphere; and again demonstrating that having a social media presence is not enough – it must be maintained strategically and thoughtfully.

Having a social presence requires that users be responsible in the social sphere if they wish to be perceived as credible and reliable sources. Cindy Royal (2010), assistant professor at Texas State University, has students consider their “personal brand” and challenges students to view their social media use as a branding mechanism (para. 2). In her classes, students “create a WordPress blog, learn how to embed a photo slideshow from Flickr and video from YouTube” (para. 2). Most interestingly, Royal has her students complete a social media strategy paper for their final project wherein they can choose to develop a brand strategy for themselves or for a company or organization of their choosing (para. 5). By teaching students about using social media as an ongoing resume and branding mechanism, Royal is teaches students that social media is important, influential and can be a powerful personal and professional marketing tool.

Though these best practices are not comprehensive, they demonstrate how educators are experimenting with social media in the classroom, with successful outcomes. Social media is a powerful and integral tool in the journalism industry and should be approached as such in journalism education.

CONCLUSIONS

Social and new media instruction in journalism higher education is a very new area of academic research due to the emerging nature of social and new media technologies. By gathering scholarship on both journalism education and new and social media technologies conducted by industry and educational experts, I hope this thesis brings social media pedagogy into the realm of academic research.

According to a 2009 Nielsen study, social networks are another method by which a company with an offering, product or service can communicate with consumers (p. 13). Social media allows for greater engagement, communication and connection between the user and companies, organizations, and other users. Many media organizations and journalists are using social media as a branding tool, marketing schema, and perhaps most importantly – a means to connect with readers, potential sources and consumers in an engaging and meaningful way.

A significant part of this report is the original research compiled from the each of the 188 journalism and mass communications programs throughout the country that are members of the Association of Schools of Journalism and Mass Communication. When researching these schools, I looked for social and new media integration into curriculum and subsequent changes in the naming of degrees, tracks and sequences within journalism programs. I was also interested in the program's social media presence and innovative and interactive uses of their websites.

Though research and scholarly works have been dedicated to new and social media instruction prior to my research, I recognized a need for a wealth of this research to be brought together in one comprehensive report and paired with real statistics and

data from journalism programs in the United States. I also brought to the forefront a disconnect between journalism education and journalism in practice. Through my experiences and observations as a journalism graduate student and future media employee, I have noted that media organizations expect new hires to have social media skills – and be familiar with a wide range of social media platforms - yet many journalism programs are lacking in the instruction of these new and social media skills; therefore, leaving students at a disadvantage. In some cases, relevant skills are not being taught to students and future journalists entering the industry.

This thesis presents several main findings regarding social media, much of which was derived from the original research, conducted between June and November of 2011. This research largely concludes that many journalism programs are lacking in social media instruction, use, and implementation. Main findings are categorized by curriculum changes at the undergraduate and graduate levels, social media presence of journalism programs throughout the country, top ten journalism programs and their instruction and utilization of social media, and best educational practices in social media.

Graduate/Undergraduate Social Media Curriculum:

- Of the 187 undergraduate journalism and mass communications degree programs researched, only 3 offer degrees in social or new media.
- Only 41 of the 187 undergraduate programs researched have sequences or tracks in new media or multimedia studies.
- At least one course in new media is offered at 151 of the 187 undergraduate journalism and mass communications programs.

- Of the 124 graduate programs in journalism and mass communications affiliated with the ASJMC –five programs offer degrees in new or social media.
- Of those 124 programs, 21 programs (or 16%) offer sequences or tracks in new media.
- At least one course in new media is offered at 79 of the 124 graduate programs in journalism and mass communications.

Social Media Presence:

- Nearly half of the programs, or 91 out of the 188 programs, have no link on their website to social media sites.
- Facebook and Twitter are the most popular platforms among programs that use social media.

Top Ten Journalism Programs in the Country:

- The top ten programs according to Education-Portal.com, current as of 2010 are, as follows: Columbia University, New York, NY; Indiana University – Bloomington, Bloomington, IN; Northwestern University, Evanston, IL; Ohio University, Athens, OH; Syracuse University, Syracuse, NY; University of California – Berkeley, Berkeley, CA; University of Florida, Gainesville, FL; University of Maryland – College Park, College Park, MD; University of Missouri – Columbia, Columbia, MO; University of North Carolina at Chapel Hill, Chapel Hill, NC.
- Though these programs are regarded as the top ten journalism programs in the country, they are not necessarily leading in social media instruction,

use, and curriculum. Some of the top programs are, however, using social media well and nearly all ten programs are using social media platforms such as Facebook, Twitter, YouTube and LinkedIn.

- A number of the top programs have affiliated centers and labs that are involved in innovative social and new media research.

Best Practices

Curriculum:

- Many journalism programs and professors are using social media technologies in the classroom, much to the benefit of their students. As discussed in the Findings section of this research, professors across the country are integrating social media instruction into their classes, coursework and curriculum. Keith Quesenberry (2010) from Temple University uses and maintains a blog in conjunction with his students in order to teach class content (para. 7). Citing Mollie Crie, he finds that students become more motivated to produce good work knowing the blog will be published and made public (Crie, qtd. in Quesenberry, para. 17). Educators Suzy Smith and Terry Heifetz (2010) from Ball State University use Skype to teach live reporting in their courses (para. 5). They also use it as a way to connect their students with professional journalists from around the country and the world (para. 5).

From Arizona State University, assistant professor Leslie-Jean Thornton has students create and maintain a Twitter presence as part of their coursework (para. 5-6). They must complete assigns on their Twitter

account as assigned. Assistant professor at Texas State University, Cindy Royal, also integrated Twitter into her classroom by asking student to consider their personal brand using social media platforms (para. 2). Students in her course must also maintain a WordPress blog, where they learn to embed videos and photos. At the end of the semester, students must create a social media brand strategy for a company or for themselves (para. 5).

- Social and new media skills should be integrated seamlessly into the classroom by offering students real-life experiences.

Policy:

- Journalism faculty should allow students to experiment with social media strategy and branding that will benefit their journalistic careers. Students should also be exposed constantly to new media skills and a variety of social media platforms and technologies.
- An open dialogue should be sustained between student and teacher about social and new media policies, instruction and integration. A dialogue should also exist between faculty and working journalism professors, which will lead to a subsequent dialogue between faculty and administration and program curriculum policy-makers.

Innovative Programs:

- A pilot program, ‘Visiting Professors in Social Media’ was launched in 2011 by the Howard Scripps Foundation, in conjunction with the Association for Education in Journalism and Mass Communication, which

granted ‘externships’ to faculty members to explore how media organizations are utilizing social media (Scripps, p. 3). The professors that were chosen were then expected to bring social media skills, strategies and insights back to their universities, classrooms and students. Professors from Utah, Pennsylvania, and West Virginia spent part of the summer at participating news organizations – the *Chicago Tribune*, WCPO-TV in Cincinnati, Ohio and *The Oregonian*. In the second phase of the program, media professionals from those media organizations will visit the participating professor’s university to provide training in social media. Scripps hopes to expand the Visiting Professors in Social Media program during summer of 2012 to allow more faculty members to participate (p. 3).

- More fellowships, grants, and programs similar to the AEJMC-Scripps partnership should be created in order to bridge the gap between journalism education and the journalism profession. Creating these innovative programs allows the two communities to collaborate, learn from one another, and make social media strategies and instruction more powerful, meaningful, and effective.

This research is not comprehensive in nature but is meant to shed light on the disconnect between journalism academia and the ever-changing journalism industry in terms of new and social media. Going forward, as social media and new media

technologies become more seamlessly integrated in journalism education, I think programs should continue their focus and dedication to new media technologies and skills.

Appendix 1: Undergraduate Digital Degrees

University	College	Department	Degrees
Idaho, University of	School of Journalism and Mass Communications		BA/BS Journalism, Broadcasting and Digital Media, PR, Advertising
Duquesne University	McAnulty College & Graduate School of Liberal Arts	Department of Journalism & Multimedia Arts	BA Journalism & Multimedia Arts
Point Park University	School of Communication		BA Advertising, Broadcast, Journalism, Mass Communications, Multimedia, Photojournalism, PR. BFA photography. BS Integrated Marketing Communications

Appendix 2: Undergraduate Digital Concentrations/Tracks/Sequences

University	College	Department	Degrees	UG Concentrations/Sequences
Arizona State University	The Walter Cronkite School of Journalism & Mass Communication		BA, MMC, PhD	Digital Media
Harding University	College of Communication	Department of Communication, Division of Mass Communication	BA, BS	Electronic Media Production, Web Design and Interactive Media
California Polytechnic State University	College of Liberal Arts	Journalism Department	BS	Multimedia
California State University, Long Beach	College of Liberal Arts	Department of Journalism and Mass Communications	BA	Online and New Media
Southern California, University of	Annenburg School for Communication & Journalism	School of Journalism	BA	Print and Digital Journalism, or Broadcast and Digital Journalism
Denver, University of	Arts, Humanities and Social Sciences	Department of Media, Film & Journalism Studies	BA	Digital Media Studies
Miami, University of	School of Communication		BS Journalism	Digital News
Eastern Illinois University	College of Arts and Humanities	Department of Journalism	BA Journalism	New & Emerging media
Southern Illinois University, Carbondale	College of Mass Communication and Media Arts	School of Journalism	BS Journalism	New Media Producer Specialization
Louisiana at Monroe, University of	College of Arts & Sciences	Department of Communication	BA Mass Communications	Journalism (Print, Broadcast, Online), Media Production (Print Design, Photo Communication, Audio/Radio, Video/Television, or Online)
Maryland, University of	Phillip Merrill College of Journalism		BA Journalism	Online

Emerson College		Department of Journalism	BS Journalism	Multimedia Journalism
Northeastern University	College of Arts, Media & Design	School of Journalism	BA Journalism	Online
Minnesota State University, Moorhead	College of Business and Industry	Department of Mass Communications	BA BA Mass Communication	Multimedia Journalism
Jackson State University	College of Liberal Arts	School of Communications	BS Mass Communication	Multimedia Journalism
Missouri, University of	School of Journalism		BJ	Convergence Journalism, Print & Digital News
Missouri State University	College of Arts & Letters	Department of Media, Journalism & Film	BS Journalism	Internet
Creighton University	College of Arts & Sciences	Journalism, Media & Computing Department in the Applied & Professional Division	BA BS Journalism, Media & Computing	Video & New Media
Nebraska at Omaha, The University of	College of Communication, Fine Arts & Media	School of Communication	BA BS Communication	Broadcasting (Broadcast News, New Media sequence)
Rowan University	College of Communication	Department of Communication, Journalism & Philosophy	BA Communication	Online
Marist College	School of Communication & the Arts	Department of Communication	BA Communication	Interactive Media/Game Studies
Syracuse University	S.I. Newhouse School of Public Communication		BS Public Communication/Journalism?	Broadcast & Digital Journalism, Newspaper & Online Journalism,
Elon University	School of Communication		BA Communication	Broadcast & New Media
North Carolina, University of	School of Journalism and Mass Communications		BA Journalism	Multimedia

North Dakota, University of	College of Arts And Sciences	Department of Communication	BA Communication	Digital Media
North Dakota State University	College of Arts, Humanities, and Social Sciences	Department of Journalism, Broadcasting and Mass Communication Technologies	BA BS Communication	New Media & Web Design
Ohio State University	College of Arts And Sciences	School of Communication	BA Communication, BA Journalism	New Media & Communication Technology
Ohio University	Scripps College of Communication	E.W. Scripps School of Journalism	BS Journalism	Online Journalism
Cabrini College	Department of Communications		BA Communication	Digital Convergence
Duquesne University	McAnulty College & Graduate School of Liberal Arts	Department of Journalism & Multimedia Arts	BA Journalism & Multimedia Arts	Digital Media Arts (Multimedia Development or Web Development)
Point Park University	School of Communication		BA Advertising, Broadcast, Journalism, Mass Communication, Multimedia, Photojournalism, PR. BFA Photography. BS Integrated Marketing Communication	Interactive Communication (Broadcast Production & Programming, Multimedia, Photography)
Memphis, University of	College of Communication and Fine Arts	Department of Journalism	BA Journalism	Internet Journalism
Middle Tennessee State University	College of Mass Communications	School of Journalism	BS Mass Communication	Electronic Media (Digital Media Communication, Digital Animation, Digital Imaging)
Midwestern State University	College of Fine Arts	Department of Mass Communications	BA Mass Communication	Digital Media
Texas at Austin, University of	College of Communication	Department of Journalism	BJ	Multimedia
Texas Christian University	College of Communication	Shieffer School of Journalism	BA Journalism	Division of News - Convergence

St. Michael's College		Department of Media Studies, Journalism and Digital Arts	BA Journalism & Mass Comm	Digital Media Arts: Digital Photography, Digital Film, Animation, Interactive Web Design
Radford University	College of Humanities and Behavioral Sciences	School of Communication		Media Production, Web Design
Bethany College		Communications and Media Arts Department	BA Communication & Media Arts	Digital Media and Journalism, Graphics
Marshall University	School of Journalism & Mass Comm		BA	Online Journalism

Appendix 3: Undergraduate Social Media Course Work

University	Degrees	UG Concentrations/Sequences	UG Social Media Coursework?
Jacksonville State University	BA	Print Journalism, Broadcast, Journalism, PR	COM 375: Internet Production, deals with "new media"
Arizona, University of	BA, MA	International, Broadcast, Print, Online, Accelerated Masters Program	"News in a Digital Age", "Principles of Multimedia", "Ethics and New Media"
Arizona State University	BA, MMC, PhD	Business Journalism, Latino Specialization, Public Relations, Print Journalism, Broadcast, Digital Media	JMC 494 New Media Innovation Lab, JMC 494 Digital Media Entrepreneurship, JMC 494 Advanced Digital Media Entrepreneurship
Arkansas Tech University	BA	Broadcast, Print, PR	JOUR 2163 Introduction to Multimedia
Harding University	BA, BS	Advertising, Broadcast Journalism, Electronic Media Production, Journalism, PR, Web Design and Interactive Media	COMM 335 - Multimedia Storytelling, COMM 195 - Introduction Web Design - Interactive Media, COMM 420 - Project Development in Digital Media, COMM 316. Sports Writing & Reporting
California State University, Northridge	BA	Journalism - Broadcast, Magazine, Newspaper, Photojournalism, PR	J498 Public Relations in the Age of New Media,
San Diego State University	BA	Journalism, emphasis Advertising, PR, Media Studies	JMS 300. Principles of Journalism, JMS 470. Multimedia News Writing, JMS 200. Mediated Communication in the Information Age, JMS 461. Advertising Creative Development
San Jose State University	BS	Advertising, Journalism, PR. Sequences in Reporting/Editing, Photojournalism, Magazine Journalism and Broadcast Journalism.	ADV 121: Consumer Advertising, ADV 123: Broadcasting and New Media Advertising, JOUR 132C: Magazine Reporting, APSC 63: New Media, JOUR 61: Writing for Print, Electronic and Online Media

Southern California, University of	BA	Print and Digital Journalism, or Broadcast and Digital Journalism, PR	JOUR 309 Introduction to Online Media, JOUR 501 News writing: Print, Broadcast, Online, JOUR 502 Production: Print, Broadcast, Online, JOUR 536 Digital, Social and Mass Media Public Relations Strategies
Stanford University	BA	Communications	Communication 117: Digital Journalism, Communication 120: Digital Media in Society, Communication 140: New Media Entrepreneurship
Colorado, University of	BS Journalism	Advertising, Broadcast News, Broadcast Production, Media Studies, News-Editorial	JOUR 5333 (3). IMC Media Strategy.
Colorado State University	BA in Journalism and Tech Comm	Computer Mediated Communications, News-Editorial, Public Relations, Specialized & Technical Communications, TV News & Video Communications	JTC 413 New Communication Technology and Society
Denver, University of	BA	Digital Media Studies, Film Studies & Production, Journalism Studies, Media Studies, Strategic Communication	MFJS 2200 Critical Approaches Digital Media, MFJS 2290 Innovations in Media, MFJS 3208 Feature, Editorial, & Blogs, MFJS 3230 Interaction and Collaboration,
The George Washington University	BA	Political Communication, Journalism & Mass Communications	180 Convergence and the Future of Journalism
Howard University	BA Journalism	Advertising, Broadcast News, PR, Print/Online	JOUR 100. Multimedia Technology: Interactive Writing
Central Florida, University of	BA Journalism	Advertising/PR, Journalism, Radio - Television, Interpersonal/Org Comm. JOUR Specializations: Editing, News writing, Visual Communication	JOU 4342C Converged Journalism, JOU 4340C Online Journalism
Florida, University of	BS Journalism,	Advertising, Journalism, PR, Telecommunication	JOU 4341 - Reporting and Writing for Online Media, MMC 2265 - Technology, Change and Communications, MMC 4341L - Advanced Online Media Production

Florida International University	BS in Mass Communications	Journalism, PR, Advertising	RTV 360 Multimedia Production, MMC4609 Integrated Communication Research Strategy, MMC 4410 Integrated Communications Campaign, JOU 4341C Senior Multimedia Project
Miami, University of	BS Journalism	News, Magazine/Features, Global Journalism, Digital News, Customized Track	CVJ 106 Multimedia Design, CNJ 445 In-Depth Reporting in a Convergent Media Environment, CNJ 515 Reporting and the Internet, CNJ 442 Online Journalism, CVJ 341 Web Design, CNJ 419 Interactive Storytelling, CVJ 422 Programming for Interactivity
South Florida, University of	BA Mass Communications	Magazine Journalism, Newspaper (Editorial), Public Relations, Telecommunications (News), Telecommunications (Production), Zimmerman Advertising Program	ADV 4310 Digital Media
South Florida St. Petersburg, University of	BA in Mass Comm with a journalism concentration		MMC 4125 Media Convergence, MMC 3141 Web Publishing
Clark Atlanta University	BA in Mass Media Arts	Journalism... maybe more?	CMMA 203 Multimedia Writing, Reporting and Storytelling,
Georgia College & State University	BA Mass Communications	Advertising, Print Journalism, PR, Broadcast and Electronic Media	check back for PDF
Georgia, University of	BA Journalism	Magazine Journalism, Public Affairs Journalism, Publication Management or Visual Journalism	JOUR 5850/7850 - Information/Explanation Graphics
Kennesaw State University	BS Communication	Journalism and Citizen Media, Media Studies, PR, Organizational Communication	Multi-Media Visions of Community Capstone, IS 2101 Informatics: Computers and Your World, COMM 3340 Digital Media Production, COM 4440/4450 Advanced Digital Audio/Video Production
Hawaii-Manoa, University of	BA Journalism		JOUR 302 Journalism Tools & Platforms
Hawaii Pacific University	BA Journalism		MULT 3475 Introduction to Multimedia, JOUR 3600 Electronic Journalism

Idaho, University of	BA/BS Journalism, Broadcasting and Digital Media, PR, Advertising		JAMM 475 Digital Media Thesis Production, JAMM 440 Critical Issues in Mass Media
Bradley University	BA or BS Communications	Advertising, Electronic Media, Journalism, Organizational Communication, Public Relations, Sports Communications, TV Arts	COM 345 - Photojournalism and Documentary Photography, COM 360 - Digital Journalism, COM 399 - Communication in Computer-Mediated Environments,
Eastern Illinois University	BA Journalism	Writing & Reporting, Editing, Design, Photojournalism, Public Relations, Broadcast News, New & Emerging Media	JOU 3002 - Introduction to Multimedia Journalism, JOU 3703 - Online Journalism, JOU 4761 - Advanced New Media Design, JOU 4762 - Interactive Reporting and Design,
Illinois, University of	BS Journalism,	Broadcast, News/Editorial	JOUR 410 - Multimedia Reporting, JOUR 480 - Advanced Reporting Topics (ie: Digital Reporting, Multimedia Journalism, Online Publishing)
Illinois State University	BA BS	Broadcast, News & Editorial, Visual Communication	COM 218.0 Communication Technologies and Impacts
Loyola University College	BA Journalism	Electronic & Broadcast News, Digital and Visual Journalism, Print	COMM 208. Technology for Journalists, COMM 275 Web Design & Usability,
Northern Illinois University	BA, BS Journalism	Print Journalism (Visual Communication, Photojournalism, Desktop Publishing), Public Relations and Broadcast News	COMS 469 - Interactive Media Production II
Northwestern University	BS Journalism	Certificate in Integrated Marketing Communications	Multimedia Storytelling
Southern Illinois University, Carbondale	BS Journalism	Advertising, New Media Producer Specialization, News-Editorial Specialization, Photojournalism Specialization, Sports Media	202-3 Creativity Across Platforms, 01-3 Writing Across Platforms, 426-3 Online Journalism, 36-3 Multimedia Publication Design
Southern Illinois University Edwardsville		Print and Electronic Journalism, Media Advertising, Television/Radio, Corporate and Institutional Media	MC 441 Multimedia Use in Mass Media, MC 327 Designing/Writing for the World Wide Web, MC 332 Electronic Media News, MC 342 Digital Imagery

Evansville, University of	BA BS Communications	Advertising & PR, Journalism, Multimedia Production, Organization Communication	COMM-251 Basic Web Production, COMM-352 Advanced Web and Multimedia Production,
Indiana State University	BA BS Communication	Electronic Media, Human Communication, Journalism, Public Relations	COMM 373 - The World Wide Web: Cognition, Research, and Presentation, Comm 300 Advanced Electronic Media Practicum,
Indiana University	BA Journalism	Journalism, PR, Sports Journalism	Multi-Media Sports Journalism
Indiana University	BA Journalism		J303 Online Journalism, J362 Journalism Multimedia Storytelling, J464 Infographics
Southern Indiana, University of	BA BS Journalism	Comm Studies, Journalism (Visual, Design & Copyediting Sequence, Reporting, Writing & Editing Sequence), PR & Advertising, Radio & Television	JRN 388-Online Journalism, JRN 488-Digital Storytelling
Drake University	BA in Journalism and Mass Communication	Advertising, Electronic Media (Broadcast News or Radio-Television), Magazines, News-Internet, PR	JMC 105 Web Page Design, JMC 102 Multimedia Journalism
Iowa, University of	BA BS in Journalism and Mass Communication	Broadcast, PR, Visual Journalism, News Journalism. Must have a concentration outside the School of JMC	Reporting and Multimedia Storytelling, Online Journalism
Iowa State University of Science and Technology	BA BS	Advertising, Journalism & Mass Communication	Jl MC 206 Reporting and Writing for Electronic Media, Jl MC 306 Electronic Media Production, Jl MC 308 Electronic News Gathering and Production, Jl MC 315 Multimedia Production, Jl MC 354 Advanced Electronic Media Production, Jl MC 474 Communication Technology and Social Change, Jl MC 390F The Digital Newsroom
Northern Iowa, University of	BA Communication	Communication, Theatre Teaching, Electronic Media, Public Relations, Political Communication	48C:025 - Interactive Digital Communication, 48E: 112 - Multimedia Production, 48E: 161g - Communication Technologies, 48J:174 - Online Journalism,

Kansas, University of	BS Journalism	News and Information Track, Strategic Communication Track,	JOUR 445: Multimedia Writing and Production, JOUR 512: Principles of Broadcasting, Cable, and New Technologies, JOUR 527: Online Journalism, JOUR 694: Online Writing, Design, and Production - Advanced Media, JOUR 699: Reporting and Editing for Print and Online-Advanced Media
Kansas State University	BA BS in Journalism and Mass Communication	Advertising, Print & Electronic Journalism, PR	MC 251 Digital News, MC 580 Convergence Reporting
Wichita State University	BA Communication	Integrated Marketing Communications, Strategic Communication, Print journalism, Broadcast Journalism, Electronic Media	332. Writing for Electronic Media, 609. Interactive Media Production
Murray State University	BA BS	Advertising, Graphic Communications Management, Journalism (Electronic or Print), PR, TV Production	JMC 168 Contemporary Mass Media, JMC 390 World Wide Web as Mass Medium,
Western Kentucky University	BA Journalism	Advertising, Broadcasting, Film, Mass Communication, Photojournalism, Print Journalism and Public Relations	JOUR 154 New Media Literacy: Explorations in Participatory Culture, JOUR 261 Introduction to Multimedia, JOUR 348 Introduction to Interactive Ad Design, JOUR 495 Collaborative Journalism
Louisiana State University	BA Mass Communications	Advertising, Journalism, Political Communication, PR	7019 Media Systems: Policy and Technology, 7020 Electronic Media Systems, 4270 News Production for the Internet
Louisiana at Lafayette, University of	BA Mass Communications	Advertising, Broadcasting, Journalism, Org Communication, Public Relations	CMCN 469: Digital Media Convergence, 350: Principles of Electronic Media, 415G: Multimedia Journalism,
Louisiana at Monroe, University of	BA Mass Communications	Journalism (Print, Broadcast, Online), Media Management and Marketing, Media Production (Print Design, Photo Communication, Audio/Radio, Video/Television, or Online) PR	MCOM 355. Interactive Media Publishing, MCOM 433. Electronic News Gathering, MCOM 454. Advanced Electronic Media Design
Loyola University New Orleans	BA in Mass communications	Advertising, Journalism, PR	CMMN A201 Digital Communication

Southeastern Louisiana University	BA Communication	PR, Speech Communication, Org Communication, Mass Communication, Electronic Media	421. Writing for Special Interest Publications and New Media, 631. New Technologies and Organizational Communication, 417/517. Web Page Communication and Design
Maine, University of	BA in Journalism		CMJ 481 Digital Journalism, CMJ 237 Journalism Across Platforms, CMJ 351 Multimedia Production
Maryland, University of	BA Journalism	Broadcast, News/Editorial, Online	JOUR 203 New Media, JOUR 352 Online Journalism, JOUR 353 Advanced Online Journalism, JOUR 458M Media Use of New Technologies, JOUR 467 Technology and the Media
Boston University	BS Journalism	News/Editorial, Photojournalism, Magazine, Broadcast Journalism	COM JO 549: Online Journalism, COM JO 550: Advanced Online Journalism
Emerson College	BS Journalism	Broadcast, Print & Multimedia Journalism	JR 103 The Digital Journalist, JR 220 Interactive News, JR 368 Topics in Advanced Multimedia, JR 495 Multimedia Journalism Practicum (summer only), JR 490 Online Publishing
Northeastern University	BA Journalism	Print, Broadcast, Online & PR	JRNL 3525 - Online Journalism, JRNL 2202 - Multimedia Tools for Journalists, JRNL 5340 - Reinventing the News: The Journalism of the Web
Michigan State University	BA Journalism	Business Reporting, Editorial Reporting, Electronic News, Environmental Reporting, International Reporting, Journalism History, Media Marketing, Public Affairs Reporting, Sports Reporting, Visual Communication	JRN 436 (3) Creating Online Environments, JRN 400 Reporting for Online News, JRN 438: Online Publishing: Design for the Web
Minnesota State University Mankato	BA BS Mass Media		MASS 330 (04) Writing for online multimedia, MASS 351 (04) Digital imaging for mass media, MASS 360 (04) Digital design for mass media

Minnesota, University of	BA Journalism	Professional Journalism, Professional Strategic Communication, Mass Communication	JOUR 3451: Electronic News Writing and Reporting, JOUR 3102: Convergence Journalism, JOUR 4272: Interactive Advertising, JOUR 3551: Economics of New Media, JOUR 4551: New Media Culture,
Minnesota State University, Moorhead	BA BA Mass Comm	Advertising, broadcast journalism, documentary journalism, photojournalism, multimedia journalism, public relations, integrated advertising and public relations, sports information	MC 405 Writing for the Web, MC 420 Digital Storytelling, MC 492 Online Journalism Workshop,
St. Cloud State University	BS Mass Comm	Advertising, broadcasting (TV journalism, TV production, radio), news editorial (journalism and photojournalism) and public relations	COMM 241. Modern Journalism: Cardinal Principles and New Media, COMM 378. Television Journalism in the Digital Age, COMM 404/504. Mass Communications Convergence, COMM 479/579. Public Affairs Reporting in the Digital Age, COMM 480/580. New Media Theory and Practices for Advertising
St. Thomas, University of	BS Communication & Journalism	Advertising, journalism and public relations	COJO 251 Multimedia Reporting, COJO 258 Writing and Designing for the Web, COJO 260 Electronic Media Production, COJO 451 Advanced Multimedia Reporting
Winona State University	BA Mass Communication	Broadcasting, Journalism, PR, Photojournalism, Advertising	205 Principles of Internet Communication, 326 Mass Communication Multimedia Applications, 120 Electronic Media,
Jackson State University	BS Mass Comm	Multimedia Journalism, Media Production, Integrated Marketing Communications	MC 310 Multimedia Production, MC 320 Online Journalism, MC 409 Multimedia Reporting
Mississippi, The University of	BA Journalism, BS in Integrated Marketing Communications	BA- Editorial Journalism, Broadcast Journalism, Magazine Service Journalism & PR. BS- Media Sales & Management, Magazine Publishing & Management, New Media	102. INTRODUCTION TO MULTIMEDIA WRITING, 205. WRITING FOR INTEGRATED MARKETING COMM, 500. JOURNALISM INNOVATION,

Southern Mississippi, University of	BA Journalism	Broadcast, News Editorial, Photojournalism, PR	300. Multimedia Storytelling, 400. Multimedia Producing, 401. International Multimedia Storytelling, 451. The Internet: The Online Electronic Medium
Missouri, University of	BJ	Convergence Journalism, Magazine Journalism, Photojournalism, Print & Digital News, Radio-Television Journalism, Strategic Communications	JOURN 2150 Fundamentals of Multimedia Journalism, JOURN 4804 Convergence Reporting, JOURN 4812 Online Audience Development, JOURN 4806 Convergence Editing and Producing, JOURN 4992 Reporting, Editing & Marketing of Converged Media, JOURN 4502 Multimedia Planning and Design, JOURN 4301 Visual Editing for Multimedia, JOURN 4974 Internet Applications, JOURN 4301 Visual Editing in New Media, JOURN 4120 New Media Basics, JOURN 4700 Participatory Journalism
Missouri-Kansas City, University of	BA Communication Studies	Interpersonal & Public Communication, Journalism & Mass Media, Film & Media Arts	COMM-ST 265 Media Photo Imaging, COMM-ST 378 Computer-Mediated Communication, COMM-ST 466 Electronic Journalism Performance
Missouri State University	BS Journalism	Broadcast, Print & Internet	MED 355 Social Media, JRN 378 Multimedia Journalism, MED 130 Fundamentals of Media Convergence, MED 390 Website Design and Construction, MED 290 Fundamentals of Multimedia Design, MED 490 Advanced Interactivity Multimedia Design
Saint Louis University	BA Communication	Journalism & Media Studies, Leadership, Communication & Organizing, Advertising & PR, communication & culture, Communication Studies	310 Multiplatform Journalism, 381 Digital Storytelling
Southeast Missouri State University	BA BS Mass Communication	Advertising, television/film, journalism, PR, radio	MC367 Converging Media Systems,

Montana, The University of	BA Journalism	Radio/Television Production, Broadcast, Photojournalism, Print	UG 461 New Media, UG 400 Online News
Creighton University	BA BS Journalism, Media & Computing	Advertising, News, Photojournalism, PR, Video & New Media	JRM 327 Social Media, GDE 423 Interactive Multimedia Design,
Nebraska at Omaha, The University of	BA BS Communication	Broadcasting (broadcast news, new media sequence), journalism (news-editorial, media studies, PR/Advertising), speech	SPCH 4190 Computer-Mediated Comm.
Nevada, Las Vegas, University of	BA Journalism & Media Studies	Journalism, integrated marketing communication (IMC) and media studies.	JOUR 202 – Electronic Media Production I, JOUR 333 – Introduction to Interactive Media Design, JOUR 450 – Media Technologies and Society,
Nevada-Reno, University of	BA Journalism	Print, Broadcast, PR, Advertising	Journalism 107 Multimedia News Reporting & Writing I, Journalism 207 Multimedia News Reporting & Writing II, Journalism 451 Interactive Media, 453/653 Online Reporting and Editing, 723 Interactive Publishing, 656 Fundamentals of Interactive Narrative Journalism
Keene State College of the University System of New Hampshire	BA Journalism	Communication, Philosophy, Print & Broadcast minors	JRN 255 DIGITAL JOURNALISM
Rowan University	BA Communication	Print, Broadcast, Online, Editing & Publishing	JRN 02210 Journalistic Writing, JRN 02321 Online Journalism I, JRN 02325 Online Journalism II
Rutgers University	BA Journalism		04:567:330 Exploring New Media, 04:567:326 Multimedia Reporting, 04:567:347 Information Design for Web Journalists
Williams Paterson University	BA Communication	Interpersonal Comm, Journalism/PR (Broadcast Journalism, Print Journalism, PR), Media Studies & Media Production, Theatre & Comedy	COMM 1880 News Literacy

New Mexico State University	BA Journalism & Mass Communications	News-Editorial, Broadcast, Advertising, PR, photojournalism	JOUR 330, Electronic News Gathering, JOUR 482, Electronic Media Regulations and Management, JOUR 422, Visual Convergence, JOUR 427, Multimedia Publishing
Hofstra University	BA Journalism, BA PR, BA Mass Media Studies	Journalism (print, broadcast, information graphics), PR, mass media studies	JRNL 57 - Web and Publication Design for Journalists, JRNL 80 - Online Journalism,
Iona College	BA Mass Communication	Advertising, Journalism, PR, Television/Radio	MCO 389 Online Journalism
Ithaca College	BA Journalism		JOUR 48000 Multimedia Journalism, JOUR 21100 - Visual Journalism,
Marist College	BA Communication	Advertising, Communication Studies, Interactive Media/Game Studies, Journalism, PR/Org Communication, Sports Communication, Radio/TV/Film	COM 103 Digital Toolbox, COM 230 Digital Video for Interactive Applications, COM 255 Communicating on the Internet, COM 355 Interactive Media I, COM 356 Interactive Media II,
Niagra University	BA Communication Studies		CMS 105 Media Literacy for the Digital Age, CMS 222 - Writing for the Web,
St. Bonaventure University	BA Journalism/Mass Communication		JMC 370. Web Communication, JMC 379. Basics of Web Design
Syracuse University	BS Public Communication/Journalism?	Advertising, Broadcast & Digital Journalism, Graphic Design, Magazine, Newspaper & Online Journalism, Photography, PR, Television-Radio-Film	BDJ 204 News in a Multimedia World, BDJ 311 Broadcast and Digital News Writing, COM 117 Multimedia Storytelling, PHO 301 Introduction to Photography for Multimedia, ICC 505 Web Journalism and Innovation, PRL 214 Writing for News and Public Relations in a Digital Age, PRL 21 Advanced Public Relations Writing in a Digital World
Elon University	BA Communication	Journalism, Strategic Communications, Broadcast & New Media, Cinema, Communication Science, Sport & Event Management	COM 220. Digital Media Convergence, COM 230. Media History, Media Today, COM 314. Writing for Broadcast and New Media, COM 350. Web Publishing, COM 360. Interactive Media, COM 450. Multimedia Journalism

North Carolina, University of	BA Journalism	Editing, graphic design, electronic communication (tv and radio broadcasting), multimedia, photojournalism, reporting, advertising, public relations, strategic communications, business journalism	Writing for the Electronic Media, Introduction to Multimedia, Electronic Journalism, Electronic Media Regulation and Policy, Blogging, Smart Mobs, and We the Media, Newsdesk: Digital News Production, New Media Technologies: Digital Media Economics and Behavior, Multimedia Design, Interactive Multimedia Narratives, Multimedia Programming and Production, Intermediate Multimedia
North Carolina A&T State University	BS Journalism and Mass Communications	Broadcast production, Electronic Media & Journalism, Media Management, Print Journalism, PR	JOMC 309. Introduction to Converged Media Production, JOMC 470. Converged Media Projects,
Winston-Salem State University	BA Mass Communication	Journalism, Electronic Media	MCM 2341 Digital Convergence, MCM 3325 Media Writing, MCM 4371 Electronic Media Practicum
North Dakota, University of	BA Communication	Advertising, Broadcasting, Visual Communication, PR, Print Journalism, Media Studies, Digital Media, Communication & Public Discourse, Org Communication	Comm 353 Writing for the Electronic Media, Comm 354 Electronic Field Production, 442 Advanced Graphic Design & Print Production, 407 – Communication Technologies & the Future, 493 Workshop (Multimedia Production)
North Dakota State University	BA BS Communication	Agricultural Communication, Health Communication, Journalism, Management Communication, New Media & Web Design, Public Relations & Advertising	COMM 260 - Principles of Internet Web-Based Design, COMM 261 - Introduction to Web Development, COMM 363 - Advanced Web Design, COMM 442 - Digital Media and Society, COMM 465 - Convergence Media
Bowling Green State University	BS Journalism	Print journalism, broadcast, PR	JOUR 1500. Multimedia Reporting Skills, JOUR 4600. Online Journalism
John Carroll University	BA Communications, BA in classics	Political Communication	410. Editing and Design, 355. Multimedia, 456. Advanced Multimedia

Kent State University	BS Broadcast Journalism, Magazine Journalism, Newspaper Journalism, Electronic Media Management, Electronic Media Production, Advertising, PR, Information Design, Photojournalism		JMC 22006 Multimedia Techniques, JMC 40012 Online Journalism, JMC 40095 ST: Cybermedia Design, JMC 34050 Promotions for Electronic Media, JMC 30004 Writing for Electronic Media, JMC 48003 Public Relations Online Tactics,
Ohio State University	BA Communication, BA Journalism	Communication Analysis & Practice, New Media & Communication Technology, Public Affairs Journalism, Strategic Communication	COM638 Communication and e-Health, COM654 Social Implications of Technology, DESIGN320 Electronic Media for the Designer, DESIGN 573 Fundamentals of Multimedia Design, COM 653 Political Communication and e-Democracy, COM 611 User-Centered Web Design, COM426 Multimedia Journalism, 240 Introduction to Communication Technology, 341 Introduction to Telecommunications and Electronic Media Theories and Policies, 611 Effective Communication for the Web, 711 Advanced Design Applications in Human-Computer Interaction
Ohio University	BS Journalism	Advertising, Broadcast News, Magazine Journalism, News Writing & Editing, Online Journalism, PR. *Special sections: business journalism, international journalism, sports journalism	JOUR 314 - Fundamentals of Online Journalism, JOUR 325 - Photojournalism, JOUR 326 - Advanced Photojournalism, JOUR 407 - Electronic Publishing, JOUR 415 - Online Journalism Practice, JOUR 416 - Seminar in Online Journalism, JOUR 418 - Web Editing and Management,
Oklahoma, University of	BA Journalism	Advertising, Broadcast & Electronic Media, Journalism, Professional Writing, PR	2623 Electronic Media Writing, 2683 Survey of Electronic Media, 4683 Multimedia Content Management, 4783 Adv. Interactive Multimedia Des., 2033 Writing for Mass Media, 4223 Interactive Advertising, 3003 Multimedia Journalism, 3013 Multimedia News Gathering, 3683 Interactive Multimedia, 4183 Advanced Multimedia

			Journalism, 3753 Electronic Media Criticism,
Oklahoma State University	BA/BS Advertising, BA/BS Broadcasting, BA/BS News Editorial, BA/BS PR		JB 3153 Fundamentals of Audio and Video Production, JB 3623 Internet Communications, JB 4393 Computer-Assisted Journalism, JB 4653 E*Media Advertising,
Oregon, University of	BA/BS Journalism	Advertising, Communication Studies, Electronic Media, Magazine, News/Editorial, PR	J333 Writing for Multimedia, J432 Reporting for Electronic Media, J465 Cyberjournalism,
Duquesne University	BA Journalism & Multimedia Arts	Journalism (Broadcast or Print), Media Management and Production, PR & Advertising, Digital Media Arts (Multimedia Development or Web Development)	JMA260 New Media Production,
Elizabethtown College	BA Communication	Corporate Communications, Mass Communications	COM 235 - Multimedia Application for Corporate Communication, COM 310 - Digital Media Convergence and Design,
Pennsylvania State University, The	BA Advertising/PR, BA Film-Video, BA Journalism (Broadcast, Print, Visual Communication), BA Media Studies (Film/TV, International Comm, Media Effects, Society & Culture), BA Telecommunications		COMM 497A Social Media for Public Relations, COMM 481 Advanced Multimedia Production, COMM 180 Survey of Electronic Media and Telecommunications, ART 415 Integrating Media: Convergence in Practice, S T S 297B New Media Culture and Ethics

Point Park University	BA advertising, broadcast, journalism, mass communication, multimedia, photojournalism, PR. BFA photography. BS integrated marketing communication	Journalism (broadcast reporting, journalism, photojournalism), Visual & Interactive communication (broadcast production & programming, multimedia, photography), PR & Advertising (advertising, integrated marketing communications, PR), Mass communication	JOUR 306 Social Media, JOUR 326 Integrated Marketing Communications Planning, JOUR 220 Writing for Multimedia and the Web, JOUR 280 Introduction to Multimedia, JOUR 472 Media Planning and Buying, IMC 320 Web Publishing, JOUR 365 Web Publishing and Editing
Shippensburg University	BA Communication/Journalism	Print media, electronic media, PR	COM224 Electronic Media Writing, COM481 Interactive Media Design, COM482 Internet Communication, COM526 Emerging Mass Media Technologies,
Temple University	BA Journalism	Broadcast, Photojournalism, Magazine, Public Affairs, News Management/Entrepreneurship, Journalism Studies, International, Arts & Music, Sports, Visual, News Editing, Long-form	JOUR 3601 Multimedia Storytelling
South Carolina, University of	BAJMC ... --->	Advertising, PR, Broadcast Journalism, Journalism, Visual Communications	JOUR 434 - Electronic Journalism, JOUR 452 - Electronic Mass Media Writing, JOUR 364 - Introduction to Visual Communications, JOUR 564 - Advanced Visual Communications
Winthrop University	BA Mass Communication, BS Integrated Marketing Communication	Broadcast or Journalism (newspaper, magazine, PR, advertising, business journalism)	Mass Media and the Information Age
South Dakota State University	BA/BS in Journalism and Mass Communication	Advertising, Broadcast Journalism, Media Production, News Editorial Journalism	MCOM 220: Introduction to Digital Media, MCOM 225: Introduction to Digital Production, MCOM 330-330L - Writing for Electronic Media and Lab (COM)
Memphis, University of	BA Journalism	Advertising, Broadcast News, Internet Journalism, Newspaper-Magazine, PR	4500 Web Publishing I, 4900 Multimedia Mass Communication, 4998 Multimedia News Lab, 4560 Interactive News/Flash, 4550 Web Publishing II, JOUR 3500. Survey of Internet Journalism

Tennessee, University of	BS Communication	Advertising, Communication Studies, Journalism & Electronic Media, PR	JREM 422 - Web Journalism, JREM 460 - Electronic News Operations, CCI 150 - Communication in an Information Age
Baylor University	BA Jour & Media Arts, Bachelor of Business Administration in Business Journalism	News-Editorial, PR	JOU 4340 Writing and Editing for On-Line Media,
Houston, University of	BA Communication	Advertising, Corporate Communications, Health Communications, Interpersonal Communications, Journalism, Media Production, Media Studies, and Public Relations	COMM 2310: Writing for Print and Digital Media, COMM 2320: Fundamentals of Media Production, COMM 3311: Editing for Print and Digital Media, COMM 3316: Electronic News, COMM 3323: Multimedia Production I, COMM 3353: Information and Communication Technologies I, COMM 3379: Popular Culture and the Mass Media, COMM 4316: Advanced Electronic News, COMM 4323: Multimedia Production II, COMM 4378: The Social Impact of New Information Technology
Houston Baptist University	BA Journalism and Mass Communication	Journalism, or broadcast production	JOUR 3324 Multimedia Production, COM 4343 New Communication Technologies and Society
Midwestern State University	BA Mass Communication	Broadcasting, digital media, journalism, mass communication, PR Advertising	MCOM 4423 Multimedia Design, MCOM 2523 The Internet and Society
North Texas, University of	BA Journalism	News (Broadcast News News Writing & Editorial Photojournalism Sports Journalism Certificate Teacher Certification) and Strategic Communication (Advertising and PR)	JOUR 2200. Computer Applications for Journalists., JOUR 2310 (COMM 2311). Introduction to Media Writing. JOUR 2340. News Writing for Broadcast and Web. JOUR 3333. Visual News Storytelling. JOUR 3340. Online Journalism. JOUR 4012. Direct and Interactive Response. JOUR 4720. Multimedia Storytelling for News.

Sam Houston State University	BA Mass Communication	Broadcast Journalism, Video Production, Print Journalism, Public Relations, and Media Sales and Management	MCM 132 <MCOM 1332> Writing for Mass Media. MCM 332 <MCOM 3332> Analysis of Electronic Media. MCM 465 <MCOM 4365> Online Journalism.
Texas A&M University	BA Communications, BA/BS Telecommunication Media Studies	Rhetoric & Public Affairs, Organizational Communication, Telecommunication Media Studies, and Health Communication	230. Communication Technology Skills. 415. New Media and Civil Society:
Texas A&M University	BS Agricultural Communications and Journalism	No	AGCJ 303.Agricultural Media Writing II. AGCJ 307.Electronic Media Production in Agricultural Communications.
Texas at Arlington, University of	BA Communication	Advertising, Broadcast, Communication Studies, Communication Theory, Journalism, PR	COMM 3300 - Communication Technology, BCMN 3340 - Electronic News, CTEC 2350 - Introduction to Communication Technology, CTEC 3350 - Website Communication, CTEC 3320 - Visual Communications & the Internet
Texas at Austin, University of	BJ	Print (Newspaper, Magazine, Copy Editing & Design), Broadcast, Multimedia, Photojournalism, Sports Journalism	J 334 Multimedia Journalism, J 349T Topics in Journalism, Alternative Media
Texas Christian University	BA Journalism	Division of Strategic Communication and the Division of News. Broadcast, convergence or news-editorial	JOUR 40983 Multi-platform Capstone, JOUR 30543 Multimedia Reporting, JOUR 20453 Interactive Communication Design
Texas State University- San Marcos	BA Mass Communication	Advertising, Electronic Media, Mass Communication, Journalism, PR	3306 Writing for the Electronic Media, 4356H Multimedia Journalism, 4382M Introduction to Multimedia

Texas Tech University	BA	Advertising, Electronic media & communications, Journalism, PR	3315. Digital News Packaging, 4350. Multiplatform News Delivery, 3100. Electronic Media Activities, 3300. Electronic Media and Society, 3315. Principles of Digital Media Production, 3333. Multimedia Development, 3310. Introduction to Electronic Media and Communications, 3358. International Electronic Media, 3370. Writing for Electronic Media, 3380. Advertising for Electronic Media, 4320. Electronic Media Operations, 4380. Features and Documentaries for Electronic Media, 3340. Internet and New Media Advertising,
Trinity University	BA Communication	Media studies, media messages, media management	COMM 3328 Media, Culture, and Technology, COMM 3344 Interactive Multimedia Communication
Brigham Young University	BA Communications	Advertising, Broadcast Journalism, Communication Studies, Print Journalism, PR	COMM 487 Multimedia Journalism
Utah State University	BA BS Journalism	Broadcast & Electronic Media, Print Journalism, PR/Corporate Communications	JCOM 2010: Media Smarts: Making Sense of the Information Age, Writing for Electronic Media becomes --> JCOM 3200, JCOM 4530: Special Topics—Multimedia Boot Camp
St. Michael's College	BA Journalism & Mass Communication	Media: Research, Production & Analysis, Digital Media Arts: Digital Photography, Digital Film, Animation, Interactive Web Design, Journalism: Writing, Reporting, Informed Citizenry, Global Media & Cross-Cultural Focus	JO 110 - New Media I, JO 311 - New Media II: Advanced Digital Design
Norfolk State	BA Journalism, BS Mass Communication		MCM 491, Web Design (3cr)

Radford University		Advertising, Communication Study, Journalism, Media Production, PR, Web Design	COMS 226. Digital Imaging, COMS 326. Web Production, ITEC 110. Principles of Information Technology, COMS 427. Advanced Web and Multimedia Production
Virginia Commonwealth University	BS Mass Communication	Advertising, Journalism, PR	MASC 303 Reporting for Print and Web, MASC 496 Multimedia Journalism*, MASC 431 Digital Public Relations
Washington and Lee University	BA Journalism and Mass Communication	Business Journalism, Journalism, and Mass Communications	JOUR 202 - Introduction to Digital Journalism, JOUR 263 - Reporting for Electronic Media, JOUR 351 - Editing for Print and Online Media, JOUR 362 - Producing for Broadcast and Online Media
Washington State University	BA Communications	Advertising, Applied Intercultural, Broadcast News, Broadcasting Production, Journalism, Organizational Communication, PR	420 New Communication Technologies
Western Washington University	BA Journalism	News-Editorial, Public Relations, Visual Journalism or Environmental Journalism	370 Online Journalism
Bethany College	BA Communication & Media Arts	Advertising, Digital Media and Journalism, Graphics, Public Relations, Sports Media and Information	COMM 105 Digital Skills and Information Gathering, COMM 200 Digital Media and Digital Culture, COMM 208 Principles of Broadcasting and New Media, COMM 250 Multimedia Sports Production, COMM 310 Digital Reporting, COMM 388 Electronic Media Skills for the Liberal Arts Student, COMM 395 Interactive Multimedia Production, COMM 422 Digital Service Learning
Marshall University	BA ?	Advertising, Broadcast Journalism, Online Journalism, Print Journalism, PR, Radio/TV Production & Management, Sports Journalism	JMC 360 Digital Imaging, 461 Web Strategies, JMC 465 Multimedia Reporting,

West Virginia University	BS Advertising, BS Journalism, BS PR	Advertising, journalism and public relations	JRL 215. Media Writing, JRL 459. Multimedia Bureau Reporting, JRL 559. Multimedia Bureau Reporting, VISJ 210. Visual Journalism and New Media, VISJ 431. Multimedia Reporting, VISJ 440. Visual Storytelling For Media
Marquette University		Advertising, Broadcast & Electronic Communication, Communication Studies, Corporate Communication, Journalism, PR, Performing Arts	ADPR 2100 Digital Communication Design, ADPR 4300. Emerging and Social Media in a Dynamic Marketplace, CMST 4260. New Communication Technologies in the Workplace, BREC 2445. Multimedia News, BREC 4855. Communication and Social Issues of the Internet., JOUR 1100. Digital Journalism 1: Journalism Bootcamp. JOUR 1550. Digital Journalism 2: Reporting and News Design. JOUR 2100. Digital Journalism 3: Community Reporting. JOUR 4520. Online Editing and Design
Wisconsin-Eau Claire, University of	BA BS in Communication, Mass Communication, or Journalism	Communication (Organizational, Public), Journalism (Broadcast, Print), Mass Communication (Advertising, PR)	CJ 105 Communication in the Information Age
Wisconsin-Madison, University of	BA BS Journalism	Journalism/Reporting, Strategic Communication	411: Multimedia Graphics, 419: Electronic News for Web and Broadcast,
Wisconsin-Madison, University of	B.S. in Natural Sciences, Agricultural Sciences (production systems, business, social sciences), Natural Resources, or International Agriculture and Natural Resources	<----	Communication Skills and Technology Concentration, L Sc Com 332 Print and Electronic Media Design
Wisconsin-Milwaukee, University of	BA Journalism, Advertising, Media Studies	Advertising/PR, Journalism/Documentary, Media Studies, Strategic Communications	JAMS 604 Advanced Integrated Reporting for Journalism and Documentary, JAMS 204: Integrated, JAMS 204 News Writing and Technology, 113 (effective 09/06/2011) Internet Culture, 320 (effective 09/06/2011) Print and Online News

Wisconsin-Oshkosh, University of	BA BS Journalism	Writing/Editing, PR, Advertising, Visual Journalism, Media Studies	J 221 Writing For The Media, J451 Online Publishing,
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Appendix 4: Graduate Digital Degrees

University	College	Department	Grad Degrees
Denver, University of	Arts, Humanities and Social Sciences	Department of Media, Film & Journalism Studies	<i>MA - Digital Media Studies</i> ; MA Media, Film & Journalism (Student-Designed Emphasis or Video Production Emphasis)
Southern Illinois University, Carbondale	College of Mass Communication and Media Arts	School of Journalism	MS Professional Media & Management Studies, MA Media Theory and Research, <i>MFA Interdisciplinary Media Arts: Cinema, Photography, Sonic Arts, New Media</i> , PhD Mass Communication & Media Arts
Syracuse University	S.I. Newhouse School of Public Communication		MA Advertising, Arts Journalism, <i>Broadcast & Digital Journalism</i> , Documentary Film & History, <i>Magazine Newspaper & Online Journalism</i> , Media Management, Media Studies, Photography, Public Diplomacy, PR, Television-Radio-Film, MS Communications Management
Elon University	School of Communication		MA Interactive Media
Oregon, University of	School of Journalism and Communication		PhD - Communication & Society, MA/MS - Communication & Society, Journalism, Literary Non-Fiction, <i>Multimedia Journalism</i> , Strategic Communication

Appendix 5: Graduate Digital Concentrations

University	College	Department	Grad Degrees	Grad Concentrations/Sequences
Arkansas Tech University	College of Arts and Humanities	Department of Speech, Theatre & Journalism	MA	Multi-Media Journalism
Southern California, University of	Annenburg School for Communication & Journalism	School of Journalism	MA	Online Journalism.
Colorado State University	College of Liberal Arts	Department of Journalism and Technical Communications	MS Public Communication and Technology	New Communication Technologies
American University	School of Communication	Department of Journalism	MA Journalism & Public Affairs	Interactive Journalism.
Florida International University	School of Journalism and Mass Communications		MS Mass Communication	Spanish-language Journalism (The Spanish-language journalism and multimedia track, Spanish-English Language journalism track, Latin American & Caribbean Studies Track)
Miami, University of	School of Communication		MA Journalism	Multimedia Journalism (Communication for Social Change Track)
South Florida, University of	College of Arts and Sciences	Department of Mass Communications	MA Mass Communications	Multimedia Journalism
Northwestern University	Medill School of Journalism		MS Journalism	Interactive Publishing
Southern Illinois University, Carbondale	College of Mass Communication and Media Arts	School of Journalism	MS Professional Media & Management Studies, MA Media Theory and Research, MFA Interdisciplinary Media Arts: Cinema, Photography, Sonic Arts, New Media, PhD Mass Comm & Media Arts	Digital Communications

Indiana University	IU School of Journalism - Bloomington		MA in Journalism. PhD in Mass Communications	MA - Digital Journalism
Maryland, University of	Phillip Merrill College of Journalism		MA Journalism, MJ (non-thesis)	Multi-platform
Emerson College		Department of Journalism	MA Journalism	Multimedia Journalism
Missouri, University of	School of Journalism		MA Journalism	Convergence Journalism
Nebraska at Omaha, The University of	College of Communication, Fine Arts & Media	School of Communication	MA Communications	Broadcasting (broadcast news or new media sequence)
Nevada-Reno, University of	Reynolds School of Journalism		MA Journalism	Interactive Environmental Journalism
Rutgers University	School of Communication & Information	Department of Journalism and Media Studies	MCIS - Communication and Information Sciences	Digital Media
Columbia University	School of Journalism		MA MS Journalism, PhD Comm	MS emphasis: newspaper, magazine, broadcast, investigative or digital media.
North Carolina, University of	School of Journalism and Mass Communications		MA Mass Comm, MA Technology & Communication (MATC)	MA Mass Comm tracks: strategic communication and visual communication/editing/multimedia
Kent State University	College of Communication and Information	School of Journalism and Mass Communications	MA	Reporting & Editing (Broadcast, Convergence, Journalism Educators, Magazine, Newspaper)
Duquesne University	McAnulty College & Graduate School of Liberal Arts	Department of Journalism & Multimedia Arts	MS Media Arts & Technology	Multimedia Management, Creative Media Practices, Web Design & Development
Texas State University- San Marcos	College of Fine Arts & Communication	School of Journalism and Mass Communications	MA Mass Communication	New Media
Virginia Commonwealth University	School of mass Communication		MS Mass Communications, PhD - Media, Art & Text	Multimedia Journalism

Appendix 6: Graduate Social Media Coursework

University	Grad Degrees	Grad Concentrations/Sequences	Grad Social Media Course Work?
Arizona State University	MMC	MMC - Masters in Mass Communications, PhD in journalism and mass comm.	Digital Media Entrepreneurship, 21st Century Media Organizations and Entrepreneurship.”
Arkansas Tech University	MA	Multi-Media Journalism	JOUR 5023 Social Media, JOUR 6023 Video Production for New Media, JOUR 6133 Multi-Media Publishing, JOUR 6193 Journalistic Writing for Multi-Media, JOUR 5083 New Communication Technology
San Jose State University	MS	Mass Communications	MCOM 285: New Media Technologies
Southern California, University of	MA	Print, Broadcast or Online Journalism. Specialized Journalism	New Media Core Courses
Stanford University	MA Journalism		Digital Media Entrepreneurship, Multimedia Storytelling, Virtual Communities and Social Networking, Data Visualization
Denver, University of	MA - Digital Media Studies; MA Media, Film & Journalism (Student-Designed Emphasis or Video Production Emphasis)		MFJS 4200 Critical Approaches to Digital Media,
Quinnipiac University	MS Journalism	No	JRN 538 - Reporting for the Web
American University	MA Journalism & Public Affairs	Public Policy Journalism, International Journalism, Economic Communication (each taken in either the print or broadcast journalism track) and Interactive Journalism.	COMM-522: Writing for Converged Media, COMM-535: Digital Storytelling
Florida, University of	MA Mass Comm., Advertising Management, PhD Mass Comm.	Journalism, PR, Telecommunication, International Communication, Science Health Comm., Political Comm.	MMC 6612 - New Media and a Democratic Society
Florida A&M University	MS Journalism	Academic and professional tracks (newspaper, broadcast, copy editing)	JOU 5341 Changing Technologies in Journalism,

Florida International University	MS Mass Communication	Global Strategic Communications, Spanish-language Journalism (The Spanish-language journalism and multimedia track, Spanish-English Language journalism track, Latin American & Caribbean Studies Track)	JOU 6107 New Media Techniques, VIC 6005 Web Design for Journalists, JOU 6118 Advanced New Media Techniques
Miami, University of	MA Journalism	Print Journalism, Multimedia Journalism (Communication for Social Change Track), Periodismo, Latin American Studies & Journalism (Spanish Language Journalism)	CEM 605 News Technologies, CEM 606 Writing and Reporting Across Platforms, CNJ 515 Reporting and the Internet, CEM 609 Internship in Electronic Media Journalism, CVJ 519 Interactive Storytelling
South Florida, University of	MA Mass Communications	Media Studies, Strategic Communications Management, Multimedia Journalism	JOU 5344: Multimedia Journalism, JOUR 6006: Digital Media and Democracy, JOUR 6349: Advanced Multimedia Journalism, JOUR 6360: Digital Media Technology
Georgia, University of	MA Journalism and Mass Communication, and grad certificate in media industry research	Advertising, journalism, health and medical journalism, mass media studies, public relations, and telecommunications	PDF check back
Kennesaw State University	MA in Integrated Global Communication - Fall of 2011		COM 7600 Communication and Technology Seminar
Hawaii Pacific University	MA Communications	No	COM 6510 Web Design
Northern Illinois University	MA In Communication Studies	Communication theory, media studies, rhetorical studies, and journalism	652. Seminar in Media Convergence
Northwestern University	MS Journalism	Magazine Writing & Editing, Reporting, Interactive Publishing, Videography/Broadcasting	JOUR 405 Graduate Journalism Courses: Techniques - Digital Storytelling, JOUR 490 Graduate Journalism Courses: Collaborative Innovation in Journalism & Technology, JOUR 490 Graduate Journalism Courses: Blogging for Journalism, JOUR 461 Graduate Journalism Courses: How 21st Century Media Work, JOUR 472 Graduate Journalism Courses: Using Web Technologies, JOUR 407 Graduate Journalism Courses: Techniques - Interactive Producing

Southern Illinois University, Carbondale	MS Professional Media & Management Studies, MA Media Theory and Research, MFA Interdisciplinary Media Arts: Cinema, Photography, Sonic Arts, New Media, PhD Mass Comm. & Media Arts	Advertising/Integrated Marketing Communications, Broadcast News, Cinema Studies & Production, Digital Communications, Electronic Media Marketing & Management, News-Editorial Journalism, Fine Art & Applied Photography, Photojournalism, Radio/Audio Production, Television/Video Production	MCMA 503 Media & Technology, MCMA 512 Graduate Web Design, RT 461 Multimedia, JRNL 436 Multimedia Pub. Design, MCMA 555 Alternative Media
Indiana University	MA PR and Sports Journalism, Sports PR, PR in health care and life sciences		Advanced Online Sports Journalism
Indiana University	MA in Journalism. PhD in Mass Communications	MA - Global journalism, digital journalism, science & health journalism, political journalism, professional, research & teaching.	J520 Seminar in Visual Communication, J530 Issues in New Communication Technology, J653 The Media in the Twentieth Century
Drake University	Masters of Communication Leadership		MCL 206: Emerging Media Strategies
Iowa State University of Science and Technology	MS in Journalism & Mass Communications	Comm. as Social Science and Comm. as Professional Field	J1 MC 598.Seminars in Mass Communication (i.e.: Communication Technology, Computer Mediated Communication), J1 MC 574 Communication Technologies and Social Change
Kansas, University of	MS Journalism	News & Information, Strategic Communications, Marketing Communications	JOUR 694 Online Writing, Design, and Production--Advanced Media, JOUR 696 Newspaper and Online Editing--Advanced Media, JOUR 699 Reporting and Editing for Print and Online--Advanced Media
Wichita State University	MA Communications		609. Interactive Media Production.
Murray State University	MA or MS in Mass Communication	No	JMC 558 New Media Technologies
Louisiana State University	MMC (Masters in Mass Comm.) and PhD in Media and Public Affairs	Advertising, Journalism, Political Communication, PR	4270 News Production for the Internet

Louisiana at Lafayette, University of	MS Communication	Media Advertising, Org Comm., Mass Communication: Journalism (print & electronic), PR	584 Communication and Technologies Policy
Louisiana at Monroe, University of	MA Communications	Interpersonal & Org Comm., Strategic Comm., Journalism & Media Production	MCOM 433. Electronic News Gathering, MCOM 454. Advanced Electronic Media Design, MCOM 585. Emerging Technologies
Maryland, University of	MA Journalism, MJ (non-thesis)	multi-platform, broadcast, returning journalist	JOUR 467 Technology and the Media, JOUR 652 Online Journalism
Boston University	MS Journalism	journalism (general assignment, International reporting, political reporting, magazine, sports reporting), broadcast journalism, business and economics journalism, photojournalism, and science journalism	COM JO 540 Online Journalism
Emerson College	MA Journalism	Broadcast, Print & Multimedia Journalism	JR 608 Interactive News, JR 610 Advanced Print and Multimedia Reporting, JR 595 Multimedia Journalism Practicum, JR 590 Online Publishing, JR 693 Cross-Media Journalism Capstone
Northeastern University	MA Journalism	Professional, Journalism in Public Policy, and Research.	JRNL 5340 - Reinventing the News: The Journalism of the Web
Minnesota, University of	MA Mass Comm.	Strategic Communication Research, Journalism Research	JOUR 4272 - Interactive Advertising, JOUR 4551 - New Media and Culture
St. Cloud State University	MS Mass Communications	Thesis or Non./ General or Advertising & PR track	COMM. 404/504. Mass Communications Convergence, COMM. 479/579. Public Affairs Reporting in the Digital Age, COMM. 480/580. New Media Theory and Practices for Advertising
Jackson State University	MS Mass Communication	News Editorial, PR, Advertising, Broadcast (Production on Journalism), Urban Communications	MC 553 Workshop in Journalism

Mississippi, The University of	MA Journalism	Concentration from another department	Jour 500. Journalism Innovation
Missouri, University of	MA Journalism	Advertising, Strategic Communication, Convergence Journalism, magazine, news, photojournalism, TV/Radio emphasis, investigative reporting, environmental, public policy journalism	JOURN 7804 Convergence Reporting, JOURN 7806 Convergence Editing and Producing, JOURN 7700 Online Journalism, JOURN 7566 Electronic Photojournalism
Montana, The University of	MA Environmental Science and Natural Resource Journalism (new in 2010)		UG 461 New Media, UG 400 Online News
Nebraska-Lincoln, University of	MA Journalism & Mass Communications	Advertising, Broadcasting, News-editorial, Marketing, Communication & Advertising, Professional Journalism	JGRD 902 Multi-platform journalism
Nebraska at Omaha, The University of	MA Communications	Broadcasting (broadcast news, new media sequence), journalism (news-editorial, media studies, PR/Advertising), speech	SPCH 8196 Computer-Mediated Communication, JOUR 8396 Electronic Media Management
Nevada-Reno, University of	MA Journalism	Interactive Environmental Journalism	Jour 756: Fundamentals of Interactive Narrative Journalism, Jour 755: Fundamentals of Participatory Journalism, Jour 723: Interactive Publishing, Jour 651: Interactive Narrative
Rutgers University	MCIS - Communication and Information Sciences	General Track, Strategic Organizational Communication, Digital Media, Health Comm.	Media Studies: Theory and Practice
Williams Paterson University	MA Professional Communication	Corporate & Strategic Communication, New Media & Professional Writing	Integrated Communication (5100), Writing for Digital Media (6100), Digital Communication Applications, Applications for Website Creation (6130), Technology & Integrated Communication (7150)
Columbia University	MA MS Journalism, PhD Comm.	MS emphasis: newspaper, magazine, broadcast, investigative or digital media. MA emphasis: arts& culture, health & science, business & econ, politics. PhD Emphasis: Journalism & Public Life, Social Impact of Media, Economic, Legal & Policy aspects of comm.	Digital Media: Interactive Workshop, Digital Media: Visual Storytelling, Digital Media: Interactive Design, Digital Media: Multimedia Storytelling, Interactive Narrative: A Visual Survey, Managing Broadcast Newsrooms in the Digital Age

Hofstra University	MA Journalism	Business journalism, science and medical journalism or sports journalism	JRNL 215 - Journalism on the Web,
Iona College	MA PR		PR 629 Converged Technologies for Public Relations, PR 622 Electronic Graphics and Publication Design
Ithaca College	MS Communication		COMM. 51000/51100 Contemporary Topics
St. Bonaventure University	MA Integrated Marketing Communications		IMC 560 New Media: Digital Communication for IMC
Syracuse University	MA Advertising, Arts Journalism, Broadcast & Digital Journalism, Documentary Film & History, Magazine Newspaper & Online Journalism, Media Management, Media Studies, Photography, Public Diplomacy, PR, Television-Radio-Film, MS Communications Management		ADV/ICC 523 Interactive Advertising and e-branding, BDJ 611 Writing for Broadcast and Digital News, ICC 565 Designing Interactivity, PHO 625 Picture and Multimedia Editing, IRP 709 Public Communication in the Digital Era: Bridging Public Affairs and Institution Building
Elon University	MA Interactive Media		COM 520. Digital Media Workshop, COM 530. Theory and Audience Analysis in an Interactive Age, COM 540. Interactive Writing and Design, COM 550. Producing Interactive Media, COM 560. Interactive Media Strategies, COM 570. Interactive Project for the Public Good, COM 590. Interactive Media Capstone, COM 562. Multimedia Storytelling, COM 564. Public Opinion through New Media, COM 566. Interactive Media Management & Economics, COM 568. Special Topics in Interactivity

North Carolina, University of	MA Mass Comm., MA Technology & Communication (MATC)	MA Mass Comm. tracks: professional, mass communication, interdisciplinary health communication. Specializations: medical and science journalism, business and media, electronic communication, reporting, strategic communication and visual communication/editing/multimedia	715 New Media and Society, 718 Media Law for the Digital Age, 782 Multimedia Storytelling, 711.956 Writing for Digital Media, 713.956 Global Impacts of New Communication Technologies. MATC: Writing for Digital Media - JOMC 711, New Media and Society - JOMC 715, Information Visualization - JOMC 717, Media Law for the Digital Age - JOMC 718, Leadership in Digital Media Economics - JOMC 719, Usability and Multimedia Design - JOMC 721
North Dakota, University of	MA Communication, PhD Communication (theory & professional tracks)		Comm. 507. Communication, Technology, and Media. Communication 407. Communication, Technology and the Future
John Carroll University	MA Communication Management	PR Management, Media Management, Theatre Management	Seminar in Electronic Media Management, Advanced Media Production
Kent State University	MA	Media Management, Public Relations, Reporting & Editing (Broadcast, Convergence, Journalism educators, Magazine, Newspaper)	JMC 58003 PR Online Tactics, JMC 50012 Online Journalism
Ohio State University	MA/PhD Communication	Communication Technology & Society, Health Communication & Social Influence, Mass Communication Uses and Effects, Political Communication & Public Opinion	611 Effective Communication for the Web, 638 Communication and e-Health, 653 Political Communication and e-Democracy, 711 Advanced Design Applications in Human-Computer Interaction
Ohio University	MS Journalism, PhD Mass Comm.		JOUR 507 - Electronic Publishing, JOUR 514 - Fundamentals of Online Journalism, JOUR 515 - Advanced Online Journalism

Oklahoma, University of	MA, Master of Professional Writing, PhD Mass Comm.- News & Information, Strategic Communication, Media Arts	MA in Journalism, Broadcasting & Electronic Media, Mass Communication Management, Professional Writing, Strategic Communication (advertising & PR)	G5183 Advanced Multimedia Journalism, G5223 Interactive Advertising, G5683 Multimedia Content Management, G5693 Broadcast and Electronic Media Management, G5783 Advanced Interactive Multimedia Design
Duquesne University	MS Media Arts & Technology	Multimedia Management, Creative Media Practices, Web Design & Development	JMA501 Intro to Multimedia Tech, MA502 Managing Interactive Media, JMA510 Multimedia Production, JMA535 Cross-Platform Authoring
Pennsylvania State University, The	PhD Mass Comm. (critical and cultural studies international communications law, government and politics media effects strategic communications telecommunications, technology and information policy), MA in Media Studies, Telecommunication Studies	<----	COMM. 581, History of Electrical, Electronic and Optical Communications
Shippensburg University	MS Communication/Journalism	Communication Studies concentration	COM 481 Interactive Media Design, COM 482 Internet Communication, COM 526 Emerging Mass Media Technologies
Temple University	Master of Journalism		5131. Internet Web Publishing
South Carolina, University of	MMC Master of Mass Comm., MA Mass Comm., PhD mass communication		JOUR 705 – Integrated Communication Principles, 740 -- New Technologies and the Mass Media, JOUR 364 - Introduction to Visual Communications, JOUR 564 - Advanced Visual Communications
Memphis, University of	MA Journalism	Advertising, broadcasting, web, newspaper & magazine, PR, strategic communications, integrated communications,	JOUR 7330 Social Media–Theory and Practice, JOUR 6560 Interactive News: Flash, JOUR 6655 Seminar in Electronic Media, JOUR 6900 Multimedia Mass Communication, MKTG 7546 Marketing in the Digital Age

Middle Tennessee State University	MS Mass Comm., MFA Recording Arts & Technologies		MC6400 Communication & Technology
Tennessee, University of	MS Communication & Information, MS Information Sciences, PhD Communication and Information	MS Concentrations - Communication Studies, Jour & Electronic Media, Advertising	Web Journalism - 47333 - JREM 422 - 001, Adv Reporting Across Media - 47348 - JREM 515 - 001
Baylor University	MA Journalism & Media Arts, Master of International Journalism		JOU 4350 Mass Media and Popular Culture
North Texas, University of	MA Journalism, Master of Journalism	Print & broadcast news, photojournalism, integrated marketing communications & publishing.	JOUR 5320. New Technologies of Mass Communication. JOUR 5510. Direct Response.
Texas A&M University	MA Comm., PhD Comm.	Rhetoric and public affairs, organizational communication, health communication, and telecommunication and media studies.	662. Survey of Telecommunication Media Studies. 665. Communication and Technology.
Texas at Arlington, University of	MA Communication	Mass Communication, Communication Studies and Communication Technology	5323. Advanced Web Site Communication
Texas State University- San Marcos	MA Mass Communication	Strategic Communication, New Media, or Latinos and Media concentrations	5304I Seminar in New Media Technology Issues, 5304K The Internet and Mass Communication, 5312 Multimedia Design and Production, MC5312—Online Media Design, MC5317—Advanced Online Media, MC5304P--Media Writing (Web emphasis), MC5304R--Documentaries for digital media, MC5316--Seminar in New Media Issues
Texas Tech University	MA Mass Communication (sports media track, thesis, professional), PhD Mass Communication (focus on convergent media & integrated communications)		6310. Contemporary Issues in Communications Technology, MCOM 53XX Digital Media, MCOM 6315 Integrated Communication Campaigns
Brigham Young University	MA Mass Communication	no	Seminar on Media and Current Societal Issues

Virginia Commonwealth University	MS Mass Communications, PhD - Media, Art & Text	Advertising, Multimedia Journalism, Strategic PR	MASC 642 Online Journalism I, MASC 643 Online Journalism II, MASC 684 Multiplatform Storytelling, MASC 688 Converged Media Application, MASC 671 Strategic PR in a Digital Environment
Marshall University	MA Journalism		561 Web Design for Mass Media, 641 Web/Online Strategies for Journalism and Mass Communications
West Virginia University	MS Journalism, MS Integrated Marketing Communications	Teaching/professional	JRL 559. Multimedia Bureau Reporting
Marquette University	MA Communications	Advertising/PR, Comm. Studies, Journalism, Mass Comm., Science, Health & Environmental Communication	COMM. 6800 Pro-seminar and Multimedia Technology, COMM. 6964 Proseminar and Practicum in Digital Journalism
Wisconsin-Madison, University of	MA Journalism & Mass Comm., PhD	Concepts/Professional.	J801 Integrated Media Storytelling
Wisconsin-Madison, University of	PhD Life Sciences Communication, MS PhD Mass Communications		L Sc Com 332 Print and Electronic Media Design, L SC COM 440 Contemporary Communication Technologies and Their Social Effects, L SC COM 880 Integrated Media Storytelling
Wisconsin-Milwaukee, University of	MA Media Studies		855 (effective 09/06/2011) Digital Culture.

Appendix 7. Social Media Presence

University	College	Social Media Follows
Alabama, University of	College of Communication and Information Sciences	Twitter, Facebook & iTunes
Alabama State University	Department of Communications	no
Auburn University	College of Liberal Arts	Facebook, YouTube
Jacksonville State University	College of Education and Professional Studies	no
South Alabama, University of	College of Arts and Sciences	no
Arizona, University of	School of Journalism	no
Arizona State University	The Walter Cronkite School of Journalism & Mass Comm	Twitter, Facebook, List of Faculty on Twitter
Arkansas, University of	J. William Fulbright College of Arts & Sciences	Twitter
Arkansas at Little Rock, University of	School of Mass Communication	Facebook
Arkansas State University	College of Communications	No
Arkansas Tech University	College of Arts and Humanities	no
Harding University	College of Communication	no
Biola University	School of Arts and Sciences	No
California Polytechnic State University	College of Liberal Arts	no
California State University, Fullerton	College of Communications	no
California State University, Long Beach	College of Liberal Arts	no
California State University, Northridge	Mike Curb College of Arts, Media and Communication	Twitter, Facebook
Humboldt State University	College of Arts, Humanities, and Social Sciences	No
San Diego State University	College of Professional Studies and Fine Arts	No
San Francisco State University	College of Humanities	Twitter, Facebook, YouTube, Flickr
San Jose State University	College of Applied Sciences and Arts	No
Southern California, University of	Annenberg School for Communication & Journalism	YouTube, Facebook, Twitter, Flickr
Stanford University	School of Humanities and Sciences	No
Colorado, University of	School of Journalism and Mass Communications	No
Colorado State University	College of Liberal Arts	No
Denver, University of	Arts, Humanities and Social Sciences	Facebook, Twitter, Flickr, YouTube
Northern Colorado, University of	College of Humanities and Social Sciences	No
Connecticut, University of	College of Liberal Arts & Sciences	No
Quinnipiac University	School of Communication	No
American University	School of Communication	Facebook, Twitter
The George Washington University	School of Media and Public Affairs	Twitter, Facebook, YouTube, Flickr
Howard University	School of Communication	no

Central Florida, University of	College of Sciences	No
Flagler College	Department of Communications	Facebook, Twitter, YouTube
Florida, University of	College of Journalism and Communication	No
Florida A&M University	School of Journalism and Graphic Communication	Twitter, Facebook,
Florida International University	School of Journalism and Mass Communications	Facebook, Flickr, LinkedIn, twitter, YouTube
Miami, University of	School of Communication	Twitter, Facebook
South Florida, University of	College of Arts and Sciences	Facebook, Twitter, Tumblr
South Florida St. Petersburg, Univ. of	College of Arts and Sciences	No
Clark Atlanta University	School of Arts and Sciences, Div. of Communication Arts	No
Georgia College & State University	College of Arts and Sciences	No
Georgia, University of	Grady College of Journalism and Mass Communication	Facebook, Twitter, Flickr, LinkedIn, Twitpic
Kennesaw State University	College of Humanities and Social Sciences	Twitter
Valdosta State University	College of Arts and Sciences	No
Hawaii-Manoa, University of	College of Social Sciences	CommHive, LinkedIn, Twitter, Flickr
Hawaii Pacific University	College of Humanities and Social Sciences	Facebook, Twitter
Idaho, University of	School of Journalism and Mass Communications	no
Bradley University	Slane College of Communications and Fine Arts	Twitter, Facebook, YouTube
Eastern Illinois University	College of Arts and Humanities	Facebook, Twitter, Flickr, LinkedIn
Illinois, University of	College of Media	No
Illinois State University	College of Arts and Sciences	Facebook, Twitter
Loyola University College	School of Communication	No
Northern Illinois University	College of Liberal Arts & Sciences	Facebook
Northwestern University	Medill School of Journalism	Facebook, Twitter, YouTube
Southern Illinois University, Carbondale	College of Mass Communication and Media Arts	Facebook, Twitter
Southern Illinois Univ. Edwardsville	College of Arts and Sciences	Facebook
Ball State University	College of Communication, Information, and Media	no
Evansville, University of	College of Arts and Sciences	No
Indiana State University	College of Arts and Sciences	No
Indiana University	IU School of Journalism - Indianapolis Campus	
Indiana University	IU School of Journalism - Bloomington	Twitter, Facebook
Southern Indiana, University of	College of Liberal Arts	No
Drake University	School of Journalism and Mass Communications	Facebook, Twitter, Tumblr, LinkedIn
Iowa, University of	College of Liberal Arts & Sciences	Flickr, Facebook
Iowa State University of Science and Technology	College of Liberal Arts & Sciences	no

Northern Iowa, University of	College of Humanities and Fine Arts	No
Kansas, University of	William Allen White School of Journalism and Mass Communications	Facebook, Twitter, YouTube
Kansas State University	College of Arts & Sciences	Twitter
Wichita State University	Fairmount College of Liberal Arts and Sciences	Facebook, Twitter
Kentucky, University of	College of Communication and Information Studies	No
Murray State University	College of Business	Facebook, Twitter, YouTube
Western Kentucky University	Potter College of Arts and Letters	Facebook, Twitter, YouTube, WordPress
Louisiana State University	Manship School of Mass Communication	Facebook, Twitter, YouTube
Louisiana at Lafayette, University of	College of Liberal Arts	No
Louisiana at Monroe, University of	College of Arts & Sciences	No
Loyola University New Orleans	College of Social Sciences	Facebook, Flickr, FourSquare, Twitter, Social Hub
McNeese State University	College of Liberal Arts	No
Nicholls State University	College of Arts & Sciences	no
Northwestern State University of Louisiana	College of Arts, Letters, Graduate Studies & Research	No
Southeastern Louisiana University	College of Arts, Humanities, and Social Sciences	No
Maine, University of	College of Liberal Arts & Sciences	Twitter, Facebook, YouTube, Flickr
Maryland, University of	Phillip Merrill College of Journalism	Facebook, twitter
Maryland, University of	College of Arts and Humanities	No
Boston University	College of Communication	No
Emerson College		Twitter, Facebook, Flickr, YouTube, ProArts Connect
Northeastern University	College of Arts, Media & Design	Twitter
Central Michigan University	College of Communication	No
Michigan State University	College of Communication Arts & Sciences	YouTube, Facebook, Twitter, Flickr, LinkedIn
Minnesota State University Mankato	College of Arts and Humanities	No
Minnesota, University of	College of Liberal Arts	Twitter, Facebook
Minnesota State University, Moorhead	College of Business and Industry	No
St. Cloud State University	College of Liberal Arts	No
St. Thomas, University of	College of Arts & Sciences	Facebook
Winona State University	College of Liberal Arts	No
Alcorn State University	School of Arts & Sciences	No
Jackson State University	College of Liberal Arts	Facebook, Twitter, LinkedIn, YouTube

Mississippi, The University of	The Meek School of Journalism & New Media	Facebook, Twitter
Mississippi Valley State University	College of Professional Studies	No
Southern Mississippi, University of	School of Mass Communication & Journalism	Twitter, Facebook, YouTube
Lincoln University	School of Humanities	Facebook, Twitter
Missouri, University of	School of Journalism	Facebook, Twitter
Missouri-Kansas City, University of	College of Arts & Sciences	No
Missouri State University	College of Arts & Letters	No
Saint Louis University	College of Arts & Sciences	Facebook, Twitter, YouTube
Southeast Missouri State University	College of Liberal Arts	no
Montana, The University of	School of Journalism	Facebook, Twitter, YouTube
Creighton University	College of Arts & Sciences	No
Nebraska-Lincoln, University of	College of Journalism and Mass Communications	Facebook, Twitter, YouTube, LinkedIn
Nebraska at Omaha, The University of	College of Communication, Fine Arts & Media	Facebook, Twitter, YouTube
Nevada, Las Vegas, University of	Greenspun College of Urban Affairs	Facebook
Nevada-Reno, University of	Reynolds School of Journalism	LinkedIn, Facebook,
Keene State College of the University System of New Hampshire	School of Arts & Humanities	No
Rowan University	College of Communication	Facebook, Twitter
Rutgers University	School of Communication & Information	Facebook, Twitter
Williams Paterson University	College of the Arts & Communication	Facebook, Twitter, YouTube
New Mexico State University	College of Arts & Sciences	Twitter, Facebook, YouTube
Columbia University	School of Journalism	YouTube, Twitter, Facebook, LinkedIn
Hofstra University	School of Communication	Facebook
Iona College	School of Arts & Sciences	Facebook, Twitter
Ithaca College	Roy H. Park School of Communication	No
Marist College	School of Communication & the Arts	Facebook, YouTube, Twitter, WordPress, Flickr
Niagara University	College of Arts & Sciences	Twitter, Facebook, YouTube, Flickr
St. Bonaventure University	School of Journalism and Mass Communications	No
Syracuse University	S.I. Newhouse School of Public Communication	Facebook, Twitter, Flickr, YouTube
Elon University	School of Communication	Facebook, Twitter, Vimeo, Wordpress Blog
North Carolina, University of	School of Journalism and Mass Communications	Facebook, Twitter, YouTube
North Carolina A&T State University	College of Arts & Sciences	No

Winston-Salem State University	College of Arts & Sciences	Facebook, Twitter, YouTube, Flickr
North Dakota, University of	College of Arts And Sciences	Twitter, Facebook, YouTube, Flickr
North Dakota State University	College of Arts, Humanities, and Social Sciences	No
Bowling Green State University	College of Arts & Sciences, School of Media & Communications	No
John Carroll University	College of Arts & Sciences	No
Kent State University	College of Communication and Information	No
Ohio State University	College of Arts And Sciences	No
Ohio University	Scripps College of Communication	Facebook
Ohio Wesleyan University	Department of Journalism	Facebook, Twitter
Oklahoma, University of	Gaylord College of Journalism and Mass Communication	Facebook, Twitter, LinkedIn, YouTube
Oklahoma State University	College of Arts & Sciences	no
Oregon, University of	School of Journalism and Communication	Facebook, Twitter,
Cabrini College	Department of Communications	No
Duquesne University	McAnulty College & Graduate School of Liberal Arts	No
Elizabethtown College		YouTube, Flickr, Facebook
Pennsylvania State University, The	College of Communications	Twitter, YouTube
Point Park University	School of Communication	Facebook
Shippensburg University	College of Arts & Sciences	No
Temple University	School of Communications & Theater	Facebook, Twitter
South Carolina, University of	College of Mass Communication & Information Studies	No
Winthrop University	College of Arts & Sciences	No
South Dakota State University	College of Arts & Sciences	Facebook, Flickr, YouTube, Twitter
Memphis, University of	College of Communication and Fine Arts	Facebook, YouTube, Twitter
Middle Tennessee State University	College of Mass Communications	Facebook, Twitter, LinkedIn
Tennessee, University of	College of Communication and Information	Twitter, Facebook
Tennessee at Chattanooga, University of	College of Arts and Sciences	Facebook
Abilene Christian University	College of Arts & Sciences	No
Baylor University	College of Arts And Sciences	Facebook
Houston, University of	College of Liberal Arts & Sciences	Facebook, Twitter, YouTube
Houston Baptist University	College of Arts and Humanities	No
Midwestern State University	College of Fine Arts	No

North Texas, University of	FRANK W. AND SUE MAYBORN SCHOOL OF JOURNALISM	Facebook, Twitter, LinkedIn
Sam Houston State University	College of Humanities and Social Sciences	Facebook, Twitter
Texas A&M University	College of Liberal Arts	no
Texas A&M University	College of Agriculture and Life Sciences	No
Texas A&M University-Commerce	College of Humanities, Social Sciences & Arts	No
Texas at Arlington, University of	College of Liberal Arts	No
Texas at Austin, University of	College of Communication	Facebook, Twitter
Texas Christian University	College of Communication	No
Texas State University- San Marcos	College of Fine Arts & Communication	Twitter
Texas Tech University	College of Mass Communications	Facebook, Twitter
Trinity University		Facebook, Twitter, YouTube
Brigham Young University	College of Fine Arts & Communications	No
Utah State University	College of Humanities & Social Sciences	No
St. Michael's College		No
Norfolk State	College of Liberal Arts	No
Radford University	College of Humanities and Behavioral Sciences	Facebook, Twitter, YouTube, foursquare
Virginia Commonwealth University	School of mass Communication	Twitter, Facebook, LinkedIn
Washington and Lee University		No
Washington State University	Edward R. Murrow College of Communication	Facebook, Twitter, LinkedIn
Western Washington University	College of Humanities & Social Sciences	No
Bethany College		No
Marshall University	School of Journalism & Mass Comm.	No
West Virginia University	Peerley Isaac Reed School of Journalism	Facebook, Twitter, YouTube, LinkedIn
Marquette University	College of Communication	Facebook
Wisconsin-Eau Claire, University of	College of Arts & Sciences	No
Wisconsin-Madison, University of	School of Journalism & Mass Comm.	Facebook, Twitter
Wisconsin-Madison, University of	College of Agriculture & Life Sciences	No
Wisconsin-Milwaukee, University of	College of Letters & Science	no
Wisconsin-Oshkosh, University of	College of Letters & Science	Facebook, Twitter, LinkedIn

Appendix 8. Centers and Labs

University	College	Other
Arizona State University	The Walter Cronkite School of Journalism & Mass Communication	Knight Center for Digital Media Entrepreneurship, New Media Innovation Lab, Cronkite New Media Academy
San Diego State University	College of Professional Studies and Fine Arts	SDSU Digital and Social Media Collaborative, Digital Lab in the works for the future
Southern California, University of	Annenberg School for Communication & Journalism	Knight Digital Media Center, Annenberg Programs on Online Communities, Annenberg Innovation Lab
Florida, University of	College of Journalism and Communication	Interactive Media Lab
Kennesaw State University	College of Humanities and Social Sciences	Digital Media Lab
Southern Indiana, University of	College of Liberal Arts	Home to the Scripps Howard Center for Media Studies
Syracuse University	S.I. Newhouse School of Public Communication	Center for Digital Literacy, Convergence Center
Temple University	School of Communications & Theater	Multimedia Urban Reporting Lab

Appendix 9. Blogs

University	College	Other
Arkansas, University of	J. William Fulbright College of Arts & Sciences	KXUA Blog
Illinois, University of	College of Media	Link to Student Blogs on website
Drake University	School of Journalism and Mass Communications	Link to Student and Alumni.
Iowa State University of Science and Technology	College of Liberal Arts & Sciences	Undergraduate prospective student blog
Louisiana State University	Manship School of Mass Communication	Blog for prospective students
Mississippi, The University of	The Meek School of Journalism & New Media	Dean's blog
Montana, The University of	School of Journalism	J-School Blogs:
Nebraska-Lincoln, University of	College of Journalism and Mass Communications	College of Journalism & Mass Communications; J-School Dean's Blog
Rowan University	College of Communication	Dean's blog
Rutgers University	School of Communication & Information	Faculty blog
Columbia University	School of Journalism	Dean of Students Blog
Elon University	School of Communication	"iMedia" blogs
North Carolina, University of	School of Journalism and Mass Communications	Blogs
Ohio State University	College of Arts And Sciences	Comm&Tech grad student blog – CATS; Grad student blog; Comm.& Political Studies grad student blog
Ohio University	Scripps College of Communication	Blogs
Pennsylvania State University, The	College of Communications	Grad Blogs
Texas at Austin, University of	College of Communication	Blogs

Virginia Commonwealth University	School of mass Communication	Mass Comm Jobs & Internship blogs
Washington and Lee University		Faculty blogs
Washington State University	Edward R. Murrow College of Communication	Dean's blog
West Virginia University	Peerley Isaac Reed School of Journalism	J-School Blogs
Marquette University	College of Communication	College of Comm. blog
Wisconsin-Oshkosh, University of	College of Letters & Science	Jschool blog

Appendix 10. Top 10 Journalism Programs in the U.S.

Univ.	College	UG Degrees	UG Concentrations/Sequences	UG Social Media Coursework	Grad Degrees	Grad Concentrations/Sequences	Grad Social Media Course Work?	Social Media Follows	Other
Columbia University	School of Journalism	-	-	-	MA MS Journalism, PhD Comm.	MS emphasis: newspaper, magazine, broadcast, investigative or digital media. MA emphasis: arts& culture, health & science, business & econ, politics. PhD Emphasis: Journalism & Public Life, Social Impact of Media, Economic, Legal & Policy aspects of comm.	Digital Media: Interactive Workshop, Digital Media: Visual Storytelling, Digital Media: Interactive Design, Digital Media: Multimedia Storytelling, Interactive Narrative: A Visual Survey, Managing Broadcast Newsrooms in the Digital Age	YouTube, Twitter, Facebook, LinkedIn	Dean of Students Blog - http://deanstudents.blogspot.com/
Indiana University	IU School of Journalism Bloomington	BA Journalism		J303 Online Journalism, J362 Journalism Multimedia Storytelling, J464 Infographics	MA in Journalism. PhD in Mass Communications	MA - Global journalism, digital journalism, science & health journalism, political journalism, professional, research & teaching.	J520 Seminar in Visual Communication, J530 Issues in New Communication Technology, J653 The Media in the Twentieth Century	Twitter, Facebook	
Northwestern University	Medill School of Journalism	BS Journalism	Integrated Marketing Communications	Multimedia Storytelling,	MS Journalism	Magazine Writing & Editing, Reporting, Interactive Publishing, Videography/Broadcasting	JOUR 405 Graduate Journalism Courses: Techniques - Digital Storytelling, JOUR 490 Graduate Journalism Courses: Collaborative Innovation in Journalism & Technology, JOUR 490 Graduate Journalism Courses: Blogging for Journalism, JOUR 461 Graduate Journalism Courses: How 21st Century Media Work, JOUR 472 Graduate Technologies, JOUR Journalism Courses: Using Web 407 Graduate Journalism Courses: Techniques - Interactive Producing	Facebook, Twitter, YouTube	

Ohio University	Scripps College of Communication	BS Journalism	Advertising, Broadcast News, Magazine Journalism, News Writing & Editing, Online Journalism, PR. *Special sections: business journalism, international journalism, sports journalism	JOUR 314 - Fundamentals of Online Journalism, JOUR 325 - Photojournalism, JOUR 326 - Advanced Photojournalism, JOUR 407 - Electronic Publishing, JOUR 415 - Online Journalism Practice, JOUR 416 - Seminar in Online Journalism, JOUR 418 - Web Editing and Management,	MS Journalism, PhD Mass Comm.		JOUR 507 - Electronic Publishing, JOUR 514 - Fundamentals of Online Journalism, JOUR 515 - Advanced Online Journalism	Facebook	video blogs, podcasts,
Syracuse University	S.I. Newhouse School of Public Communication	BS Public Communication/Journalism?	Advertising, Broadcast & Digital Journalism, Graphic Design, Magazine, Newspaper & Online Journalism, Photography, PR, Television-Radio-Film	BDJ 204 News in a Multimedia World, BDJ 311 Broadcast and Digital News Writing, COM 117 Multimedia Storytelling, PHO 301 Introduction to Photography for Multimedia, ICC 505 Web Journalism and Innovation, PRL 214 Writing for News and Public Relations in a Digital Age, PRL 21 Advanced Public Relations Writing in a Digital World	MA Advertising, Arts Journalism, Broadcast & Digital Journalism, Documentary Film & History, Magazine Newspaper & Online Journalism, Media Management, Media Studies, Photography, Public Diplomacy, PR, Television-Radio-Film, MS Communications Management		ADV/ICC 523 Interactive Advertising and e-branding, BDJ 611 Writing for Broadcast and Digital News, ICC 565 Designing Interactivity, PHO 625 Picture and Multimedia Editing, IRP 709 Public Communication in the Digital Era: Bridging Public Affairs and Institution Building	Facebook, Twitter, Flickr, Youtube	Center for Digital Literacy http://digital-literacy.syr.edu/ , Convergence Center http://dcc.syr.edu/

University of California Berkeley	Berkeley Graduate School of Journalism	-	-	-	Master of Journalism	New Media, Business Reporting, Documentary, Environmental and Science Journalism, International Reporting, Investigative Reporting, Magazine, Newspaper, Photojournalism, Political Reporting, Radio, Television	Multimedia Bootcamp, Introduction to Data Visualization and Flash Programming	Facebook, Twitter, YouTube	Knight Digital Media Center
Florida, University of	College of Journalism and Communication	BS Journalism,	advertising, journalism, PR, telecommunication	JOU 4341 - Reporting and Writing for Online Media, MMC 2265 - Technology, Change and Communications, MMC 4341L - Advanced Online Media Production,	MA Mass Comm., Advertising Management, PhD Mass Comm.	Journalism, PR, Telecommunication, International Communication, Science Health Comm., Political Comm.	MMC 6612 - New Media and a Democratic Society	No	Interactive Media Lab, Center of Media Innovation and Research
Maryland, University of	Phillip Merrill College of Journalism	BA Journalism	Broadcast, News/Editorial, Online	JOUR 203 New Media, JOUR 352 Online Journalism, JOUR 353 Advanced Online Journalism, JOUR 458M Media Use of New Technologies, JOUR 467 Technology and the Media	MA Journalism, MJ (non-thesis)	multi-platform, broadcast, returning journalist	JOUR 467 Technology and the Media, JOUR 652 Online Journalism	Facebook, twitter	

Missouri, University of	School of Journalism	BJ	Convergence Journalism, Magazine Journalism, Photojournalism, Print & Digital News, Radio-Television Journalism, Strategic Communications	JOURN 2150 Fundamentals of Multimedia Journalism, JOURN 4804 Convergence Reporting, JOURN 4812 Online Audience Development, JOURN 4806 Convergence Editing and Producing, JOURN 4992 Reporting, Editing & Marketing of Converged Media, JOURN 4502 Multimedia Planning and Design, JOURN 4301 Visual Editing for Multimedia, JOURN 4974 Internet Applications, JOURN 4301 Visual Editing in New Media, JOURN 4120 New Media Basics, JOURN 4700 Participatory Journalism	MA Journalism	Advertising, Strategic Communication, Convergence Journalism, magazine, news, photojournalism, TV/Radio emphasis, investigative reporting, environmental, public policy journalism	JOURN 7804 Convergence Reporting, JOURN 7806 Convergence Editing and Producing, JOURN 7700 Online Journalism, JOURN 7566 Electronic Photojournalism	Facebook, Twitter, Digg, StumbleUpon, Delicious, MySpace	
North Carolina, University of	School of Journalism and Mass Communications	BA Journalism	editing, graphic design, electronic communication (tv and radio broadcasting), multimedia, photojournalism, reporting, advertising, public relations, strategic communications, business journalism	Writing for the Electronic Media, Introduction to Multimedia, Electronic Journalism, Electronic Media Regulation and Policy, Blogging, Smart Mobs, and We the Media, Newsdesk: Digital News Production, New Media Technologies:, Digital Media Economics and Behavior, Multimedia Design, Interactive Multimedia Narratives, Multimedia Programming and Production, Intermediate Multimedia	MA Mass Comm., MA Technology & Communication (MATC)	MA Mass Comm. tracks: professional, mass communication, interdisciplinary health communication. Specializations :medical and science journalism, business and media, electronic communication, reporting, strategic communication and visual communication/editing/multimedia	715 New Media and Society, 718 Media Law for the Digital Age, 782 Multimedia Storytelling, 711.956 Writing for Digital Media, 713.956 Global Impact of New Communication Technologies. MATC: Writing for Digital Media - JOMC 711, New Media and Society - JOMC 715, Information Visualization - JOMC 717, Media Law for the Digital Age - JOMC 718, Leadership in Digital Media Economics - JOMC 719, Usability and Multimedia Design - JOMC 721	Facebook, Twitter, YouTube	blogs

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