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ABSTRACT

A survey was conducted of the 56 public and private two-year colleges in Illinois to determine the nature of their course offerings in mass communication. The results showed that 65% of the schools offered a course in mass communication and 72% offered an introductory course. Most of the introductory courses had been offered for more than five years. The survey course was offered primarily in the degree-oriented, transfer educational programs, and most academic administrators indicated that they had confidence in their survey course instructor. Speciality media courses dealing with television, film, radio, and newspapers were well-established in the college curricula. Few of the schools, however, offered any type of communication degree program and fewer still planned to initiate such programs in the near future. (FL)

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THE EMERGENCE OF MASS COMMUNICATION CURRICULA
IN ILLINOIS COMMUNITY AND JUNIOR COLLEGES

by

Frank E. Parcels III

B.S., 1978

Southern Illinois University

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A Research Report Submitted in Partial
Fulfillment of the Requirements for
the Master of Science Degree

Department of Speech Communication
in the Graduate School
Southern Illinois University
December, 1978

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SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Date December 11, 1978

TO THE GRADUATE DEAN:

I recommend that the paper by Frank E. Parcells III
titled THE EMERGENCE OF MASS COMMUNICATION CURRICULA
IN ILLINOIS COMMUNITY AND JUNIOR COLLEGES

be accepted by the Graduate School as evidence of research competence
on the part of one seeking the master's degree.

I understand that this paper is not being submitted as a thesis nor
in lieu of a thesis, but simply as proof of a capacity for research and
its reporting.

Signed 

Department Speech Communication

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Signed *Donald L. R. [Signature]*
Department Speech Communication

TABLE OF CONTENTS

PART
I INTRODUCTION.....1

 Mass Media and Mass Communication Defined.....1

 Mass Communication and the "Mass Mediated Public".....1

 Mass Communication Education.....3

 Mass Communication Education and Four Year Institutions.....5

 Mass Communication Education and the Community College.....5

 Mass Communication Curricula Research.....8

 Organization of the Study.....8

 Statistical Information and Sources.....9

 General Information and Assumed Terminology.....10

II THE INTRODUCTORY MASS COMMUNICATION COURSE IN ILLINOIS COMMUNITY AND JUNIOR COLLEGES.....11

 Course Definition and Current Status.....11

 Course Development.....17

 Theoretical Bases of Mass Communication Education.....22

 Instructor Status and Competency.....24

 Course Placement Via Educational Program.....29

 Summary of Part II.....31

III COURSES DEALING WITH SPECIFIC MASS MEDIA IN ILLINOIS COMMUNITY AND JUNIOR COLLEGES.....32

 The Status of Specialty Media Courses.....32

 Specialty Media Courses Via Educational Program.....33

 Summary of Part III.....34

IV COMMUNICATION DEGREE PROGRAMS IN THE ILLINOIS COMMUNITY AND JUNIOR COLLEGES.....35

 Existing Communication Degree Programs.....35

 The Future for Communication Degree Programs.....35

 Communication Degrees Presently Offered.....38

 Summary of Part IV.....38

V CONCLUSION.....40

NOTES.....	43
BIBLIOGRAPHY.....	46
APPENDICES.....	48
A. LETTERS AND MEDIA SURVEY QUESTIONNAIRE, SENT TO ALL ILLINOIS COMMUNITY AND JUNIOR COLLEGE ACADEMIC ADMINISTRATORS.....	48
B. MEDIA SURVEY QUESTIONNAIRE, QUESTION BY QUESTION, RESULTS.....	54
C. MASS MEDIA COURSE OFFERINGS IN PUBLIC AND PRIVATE, ILLINOIS COMMUNITY AND JUNIOR COLLEGES.....	58
D. ILLINOIS COMMUNITY COLLEGE MASS COMMUNICATION INSTRUCTORS.....	60
E. ILLINOIS COMMUNITY COLLEGE DISTRICTS WITH AND WITHOUT AN INTRODUCTORY COURSE IN MASS COMMUNICATIONS.....	62

LIST OF TABLES

TABLE

I. RELATIONSHIP OF THE DIVISION RESPONSIBLE FOR THE MASS COMMUNICATION COURSE TO THE DEPARTMENT LISTING THE COURSE.....16

II. ILLINOIS COMMUNITY COLLEGE MASS COMMUNICATION COURSE TITLES.....17

III. RELATIONSHIP OF THE DEPARTMENT OF THE INSTRUCTOR'S MAJOR TEACHING RESPONSIBILITY TO THE DEPARTMENT OF THE MASS COMMUNICATION COURSE.....25

IV. THE RELATIONSHIP OF EDUCATIONAL PROGRAMS TO THE DEPARTMENT OFFERING THE MASS COMMUNICATION COURSE...29

V. ILLINOIS COMMUNITY COLLEGE COMMUNICATION DEGREES OFFERED.....38

LIST OF ILLUSTRATIONS

Figure	
1.	Percent of Community and Junior Colleges Offering a Mass Communication Course.....12
2.	Illinois Community College Districts Offering A Mass Communication Course.....13
3.	Community College Departments Listing the Mass Communication Course.....15
4.	Community College Divisions with Major Responsibility for the Mass Communication Course.....16
5.	The Development of Mass Communication Courses in Illinois Community Colleges.....18
6.	The Growth of Student Enrollment in Illinois Community Colleges.....20
7.	The Relationship of the Growth of Student Enrollment to the Development of Mass Communication Courses in the Public, Community Colleges in Illinois.....20
8.	Percentage of Attention Devoted to Theoretical Bases of Mass Communication Education in the Introductory Courses in Illinois Community Colleges.....23
9.	Percentage of Community College Mass Communication Instructors by Department of Primary Teaching Responsibility.....25
10.	Percentage of Instructors by Years of Teaching The Mass Communication Course in Community Colleges.....27
11.	Percentage of Mass Communication Instructors at Levels of Educational Teaching Preparation in the Community College.....28
12.	Mass Communication Courses in Community Colleges Via Educational Programs.....30

Figure

13. Mass Communication and Specialty Mass Media Courses in Community Colleges in Illinois.....33
14. Specialty Media Courses Via Educational Program...34
15. Community Colleges Currently Offering Communication Degree Programs.....36
16. Community Colleges Planning to Initiate Mass Communications Curricula in Near Future.....37

PART I INTRODUCTION

Mass Media and Mass Communication Defined

The terms mass communication and mass media have a variety of implications for many people today. While these terms are used educationally to refer to courses of relatively similar content, the mass media are really part of the process of mass communication. James E. Fletcher and Stuart H. Surlin have summarized Sydney Head's definition of the process of mass communication as having at least five elements, which they identify as: relatively large audiences; fairly undifferentiated audience composition; some form of message reproduction; rapid distribution and delivery; and low cost to the consumer. Fletcher and Surlin elaborate on Head's definition by pointing out the interdependency between mass media and mass communication. They state:

"Mass media are the means by which we are bound together in mass communication. 'Media of communication are the means or vehicles, capable of assuming forms that have characteristics of messages or that transmit messages.' To sum it up, mass communication is high-speed communication to large groups of individuals at very low unit costs; mass media are the complex machines and businesses, responsible for the appearance of mass communication products in our homes, schools, and offices."¹

Mass Communication and the "Mass Mediated Public"

We can think of the current United States population,

under age forty, as "mass mediated." All of these people have been exposed to and influenced by the mass media in our society since birth. "Television is the great gobble for American audiences...Ninety-seven percent of U.S. homes have one or more. At least one of these sets is in operation for six hours and forty-nine minutes a day."² Harry Waters reported in Newsweek in February of 1977 that children who are under the age of five spend an average of 23.5 hours a week watching TV. By high school graduation the average teenager will have visually consumed 15,000 hours of TV. Adults watch an average of forty-four hours per week of television.³ Describing the public's average media exposure beyond television, noted mass communication author Robert D. Murphy observes:

"Only one U.S. home in every hundred lacks a radio. Most homes have more than one. Throughout the country 401.6 million radios are in working order--nearly two receivers for every person....Daily newspapers circulate nerally 62 million copies a day, and the average adult spends about half an hour with the paper every day. These are the media on which the public lavishes its time most freely, but they are only the beginning. Books, films, magazines, and records take added chunks of time from media and audiences. Billboards lurk at the strategic spots to make their pitch. Elevator rides or grocery shopping often require involuntary exposure to music from Muzak."⁴

All of these mass media and others have subjected the under-age-forty American public, since the advent of the greatest electronic-communication revolution of the nineteen forties, to "maximum mediation." In assessing the extent of "individual mediation," mass communication specialist Douglas N. Freeman explains:

"Henry Skornia argues that the lack of knowledge and understanding of the mass media system by the American

public results in a passive, non-critical acceptance of whatever programming and information the mass communications industry provides. Skornia observes that 'nearly forty years of the present broadcasting system has conditioned a generation of citizens to find it normal.... Thus, although mass communication has profound impact on individual and collective behavior, the nature and extent of media influence is only vaguely recognized and understood by the public.'⁵

Leading mass communication authorities Bernard Berelson, Douglas N. Freeman, Peter M. Sandman, David M. Ruben and others agree that some form of persuasive manipulation via the media and some form of experiential learning about the media have occurred, to at least some degree, without the under-age-forty group's total awareness and complete understanding of these mass communication-oriented processes.⁶ These "mass mediated individuals" have the potential of being knowledgeable and perceptive consumers of the mass media, viable participants in society with the mass media and valuable determiners of culture.

Mass Communication Education

The realization that the mass media play a most critical role in our lives seems for many observers to call for a new perspective on mass communication education. The Journalism Education Association National Curriculum Commission of 1974 summarized a new perspective of mass communication education:

"...A person's skill as a communicator and his perceptiveness is essential to his functioning in today's society for both his own and society's good.... Education in mass communications should be designed for the consumer and not necessarily for the future professional in the field. Mass media plays such an

* important part in every person's life that all students should know how to use it and the part it plays in American society....Today's students will also have to be educated for change because the area of communication and mass media is changing today at a rapid rate and tomorrow's public will have to adjust to a changing situation....Once today's student leaves school, he will receive a vast majority of his new information from the mass media. He will need to know how to evaluate it and how to use it."7.

A recent study by William J. Schmitz noted that the nature of the new perspective on mass communication education dictates a slightly different approach to instruction. What is needed is "...a method to teach students how to systematically question and criticize the content of the media"8 and think critically about the mass media. Schmitz organized the approach of instruction stating, "...Inductive teaching does not seek definite solutions but, rather, causes the student to make the transition from what 'is' to what 'must be considered' before any solution is attempted."9

Through examination of current college and university catalog course descriptions and from mass communication education authorities Richard Bayley, Leslie K. Davis, Gerald O'Grady and others, a new challenge for American higher education has developed. This major challenge for American higher education is that every student be provided with an opportunity to develop an awareness and understanding of the influences and effects of modern mass media on society, culture and the individual from a perspective of historical development, present circumstances and future implications. The importance of this task from the perspective of re-educating and assisting these "mass

mediated individuals" in becoming consciously cognizant of the mass communication processes, including some form of persuasive manipulation via the mass media, is a relatively new phenomenon, which is just beginning to be recognized as a major challenge by higher education.¹⁰

Mass Communication Education in Four Year Institutions

Leading authorities in mass communication education, Leslie K. Davis, Richard B. Haynes, Gerald O'Grady and others, are in agreement that, traditionally, senior institutions of higher education have been concerned, primarily, with specialty media departments which prepared career professionals.¹¹

The noncareer student who wishes to achieve an overview of the mass media and become a knowledgeable and perceptive media consumer is, for the most part, without a place to turn in senior institutions of higher education, according to these same mass communication experts.¹²

Mass Communication Education and the Community College

The plight of the noncareer student was recognized by Richard Bayley who posed an obvious question about the mass communication education situation in senior institutions when he stated:

"In order for the various media to be useful to citizens at large there must be a prior democratization of training for the media. No longer should we take the view of the traditional senior institution with its 'professional' schools of journalism and broadcasting....Why with qualified professional faculties do we limit our efforts to training the highly skilled specialist when these same efforts could orient the

masses in the uses of media in the modern world?"¹³

The solution to Bayley's problem is perceived by many to be the community college.

The modern community college, through a complex process of historical development, has emerged as a highly unique, complete and comprehensive institution of higher education. The two-year institution of today is highly "community-centered" and offers a wide variety of educational experiences to all of its area constituents. James W. Thornton, Jr. has organized the principles of the modern community-junior college into five areas of service:

- (1) providing an "open door" admissions policy which guarantees the availability of higher education to all qualified students of all ages, social classes, and varying ability;
- (2) offering a variety of curriculums (educational programs) to meet all educational needs-- baccalaureate-transfer oriented, occupational-vocationally centered, developmental, and adult-continuing education and community-public service;
- (3) providing counseling and guidance services to the students;
- (4) establishing effective teaching as the primary function of the community college instructor; and
- (5) encouraging high levels of achievement from all students.¹⁴

This very special "community-centered" approach to higher education places the modern community college in a unique position in higher education. Richard Bayley suggests that the community college emerges as the ideal institution to provide the "mass mediated consumers" with mass communication education:

"...What better institution is there to do the job than the community college? With its ties in the local communities, and concern with technical and

semitechnical programs, there is every reason to believe that the local community college will be able to provide basic orientation to the principles and technologies associated with the communication industries....Considering that various communications courses already are present in the transfer programs of the Illinois community colleges, and that most people today are already visually literate to some degree, it would not require a major effort on the part of lower division Illinois institutions to deal with film, television, and the visual literacies in a way that would facilitate their utilization by the individual and the community...."15

The community college, in its unique position in higher education, has an opportunity to provide a further service to its community-constitency. This service is not available to the average individual through most other sources of higher education. The community college can provide the mass communication-educationally deprived consumer with the knowledge and perception necessary for him to become consciously cognizant of the media's influential and manipulative processes. More specifically, Richard Bayley summarizes what a community college commitment through a meaningful mass communication curriculum should be:

1. Able to make the communications tools of contemporary America both available and comprehensible to all for the furtherance both of self-expression and self-governance.
2. Concerned with communications careers as a major contemporary job category, seeking to facilitate entry into these positions.
3. Concerned with a practical yet comprehensive literacy which deals not only with the verbal, but with the visual and other facets of the so called 'new' media.
4. Relevant to contemporary modes of experience, expression, and hence learning in the broadest sense.
5. Up-to-date, both technologically and aesthetically, in the modalities of expression.
6. Involved in the discussion of broad information issues now facing every American, including freedom of information, access to media and 'equal time.'"16

Mass Communication Curricula Research

There has been very little nation-wide research conducted in the area of mass communication development at the community and junior college level and, within the state of Illinois, research of this type is completely nonexistent. The Illinois Community College Board lists an estimated 1977-78 enrollment, including both full and part time, credit and non-credit students, of 533,715. Of this amount 333,715 students were enrolled in credit classes on a full or part time basis.¹⁷ Since the Illinois public and private community and junior colleges are together, responsible for the education of more than 330,000 credit enrolled students, research dealing with the emergence of mass communication curricula at the community college level in Illinois is a highly relevant part of the total higher education spectrum.

Organization of the Study

This report deals specifically with the emergence of mass communication curricula in the community and junior colleges within the state of Illinois. Specifically, it is divided into five parts: First, this introduction; second, an examination of the present status and instructional trends for the introductory mass communication course in the community and junior college educational programs; third, a synopsis of course offerings dealing with specific mass media and their relationship to the community and junior college educational programs; fourth,

a brief statement of the current status of and the future projections for communication degree programs offered in the community and junior colleges; and, fifth, the conclusion, summarizing the data presented and its community and junior college educational implications in the state of Illinois.

Statistical Information and Sources

The sources of statistical information in this report are three-fold: First, the Media Survey questionnaire sent to all fifty-six public and private community and junior colleges in Illinois; second, careful examination of the current catalogs of most of the Illinois two-year institutions; and, third, general sources that have a direct relationship to the community and junior colleges in Illinois (i.e., the Illinois Community College Board, etc.). All statistical information presented in figures and tables will be identified by specific reference to one of these three sources.

The Media Survey questionnaire used in this project (See Appendix A for a complete copy of the Media Survey questionnaire) was sent to fifty-six public and private, community and junior colleges in the state of Illinois (See Appendix C for a specific listing of the community colleges). Of the fifty-six institutions polled, forty-eight replied for a response rate of eighty-six percent. This questionnaire and the examination of current Illinois community and junior college catalogs will be the source of all information presented unless otherwise noted.

General Information and Assumed Terminology

All information from the Media Survey questionnaire was solicited from an Illinois community and junior college administrative perspective. The appropriate academic, administrative official (i.e., usually the Dean of Instruction), at each institution responded to this questionnaire.

It will be assumed that all references to community colleges, junior colleges, institutions, schools, two-year institutions, and colleges are intended to refer to the public and private, community and junior colleges in the state of Illinois. Also, any reference to introductory, basic, or survey courses refers to the community college, introductory mass communication survey course.

None of the five private, two-year institutions in Illinois offers an introductory course in mass communication. Thus, all information about community colleges offering such courses applies only to the public community colleges in Illinois.

PART II
THE INTRODUCTORY MASS COMMUNICATION COURSE
IN ILLINOIS COMMUNITY AND JUNIOR COLLEGES

Course Definition and Current Status

For the Media Survey questionnaire, sent to all fifty-six Illinois community and junior colleges (See Appendix C for a complete listing), an introductory mass media or mass communication course was defined as any course which surveys radio, television, newspapers, film and other print and non-print forms in relation to society, culture or the individual. It was noted, to avoid possible participant confusion, that mass media do not refer to a single, specific medium, but rather to a brief survey of all media.

An introductory (i.e., a community college survey course in mass communications) course in mass communications is currently offered in thirty-seven (66%) of the community and junior colleges, while the remaining nineteen institutions (34%) have no type of survey (i.e., a community college survey course in mass communications) course. This was established through examination of community college catalogs. The questionnaire, based on forty-eight responses, showed thirty-one institutions (65%) as offering an introductory course with only seventeen colleges (35%) offering no course. Since there was less than one percentage point difference between the questionnaire results and the catalog study, the 65% figure will be used as representative

of the junior colleges offering a course in mass communications. This figure (65%) corresponds more directly with other statistics that are based solely on the questionnaire responses.

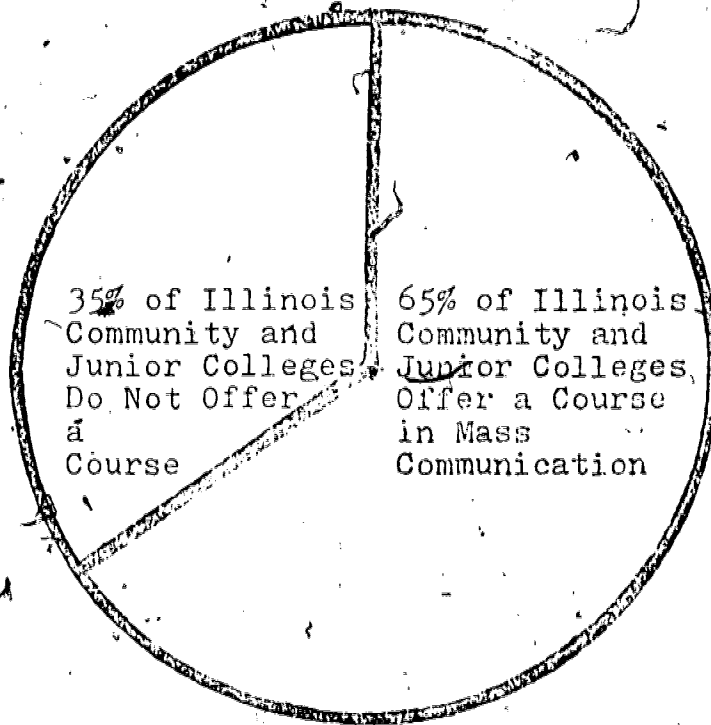


Figure 1. Percent of Community and Junior Colleges Offering a Mass Communication Course

Source: Media Survey questionnaire.

None of the five private, two-year institutions (i.e., Springfield College in Illinois, Mallinckrodt College, MacCormac College, Felician College, or Central YMCA Community College) offers an introductory mass communication course. Of the thirty-nine Illinois community college districts, twenty-eight districts (72%) have an introductory course. Only fourteen schools (27%) of the fifty-one public community and junior colleges,

do not offer an introductory course, while thirty-seven colleges (73%) do have such a course.

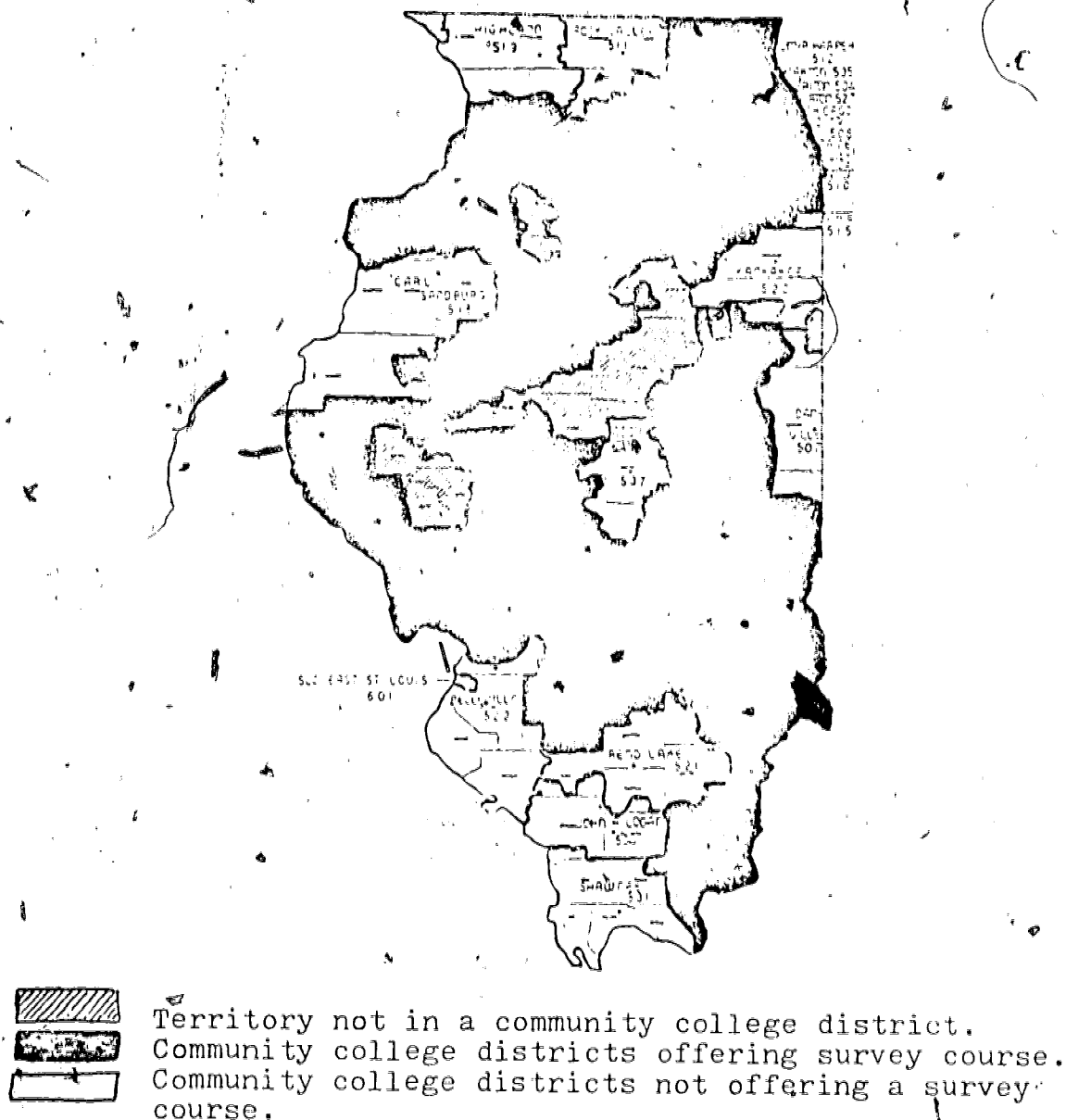


Figure 2. Illinois Community College Districts Offering a Mass Communication Course

Sources: Examination of community college catalogs.

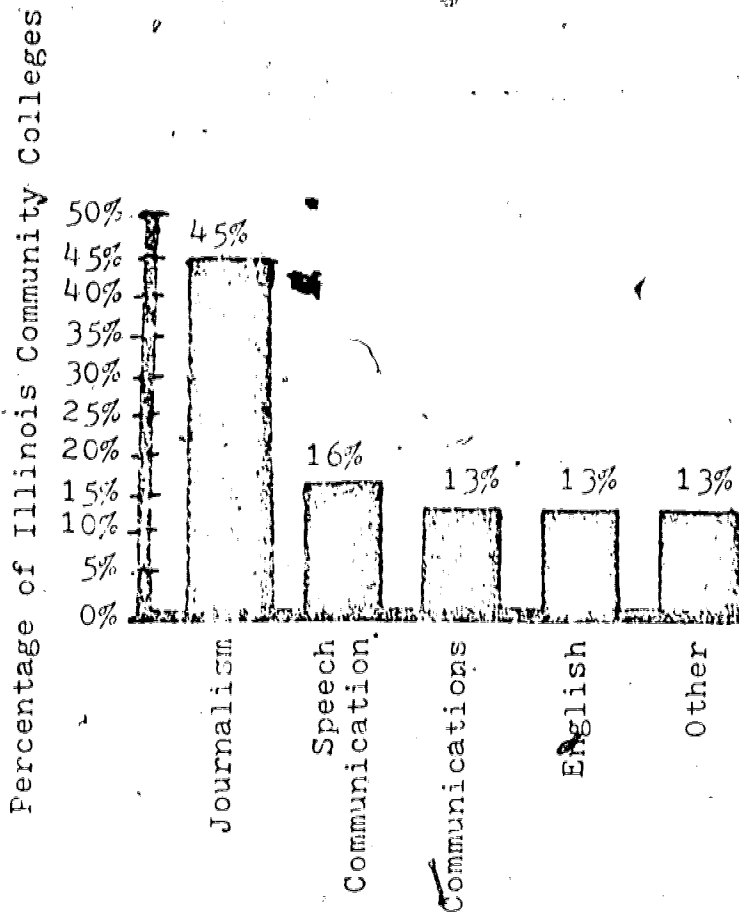
Illinois Community College Board.
Public Community Colleges in
 Illinois, (Springfield: I.C.C.B.,
 1977), p. 2.

See Appendix E for a complete listing of the districts.

The basic (i.e., same as the "introductory" and "survey" course) course is well established in public community colleges; however, the private junior colleges have not yet developed any type of mass communication curriculum. The five private institutions offer very few courses within the spectrum of mass media with the only exception being Springfield College in Illinois that lists several newspaper courses. The other private schools, like all of the public community colleges, offer courses dealing with literature which can be classified as print media (See Appendix C for an institution by institution listing of media courses offered).

All of the community colleges offering a survey course list it as part of a specific department. Most schools (14 institutions or 45%) list the introductory course under the Journalism heading, while five institutions (16%) utilize the heading of Speech Communication (See Figure 3. on the next page for a complete listing). Unquestionably, Journalism is the department heading under which most of the basic courses are listed.

The most frequently reported division of the community colleges, with the major responsibility for supervision of the mass communication course, was the Communication division, with eleven colleges (35%). Since the category of "other" divisions was next with seven schools (22%) falling into the category, it is clear that a great diversity of divisions are charged with the responsibility of overseeing the introductory course. The Humanities



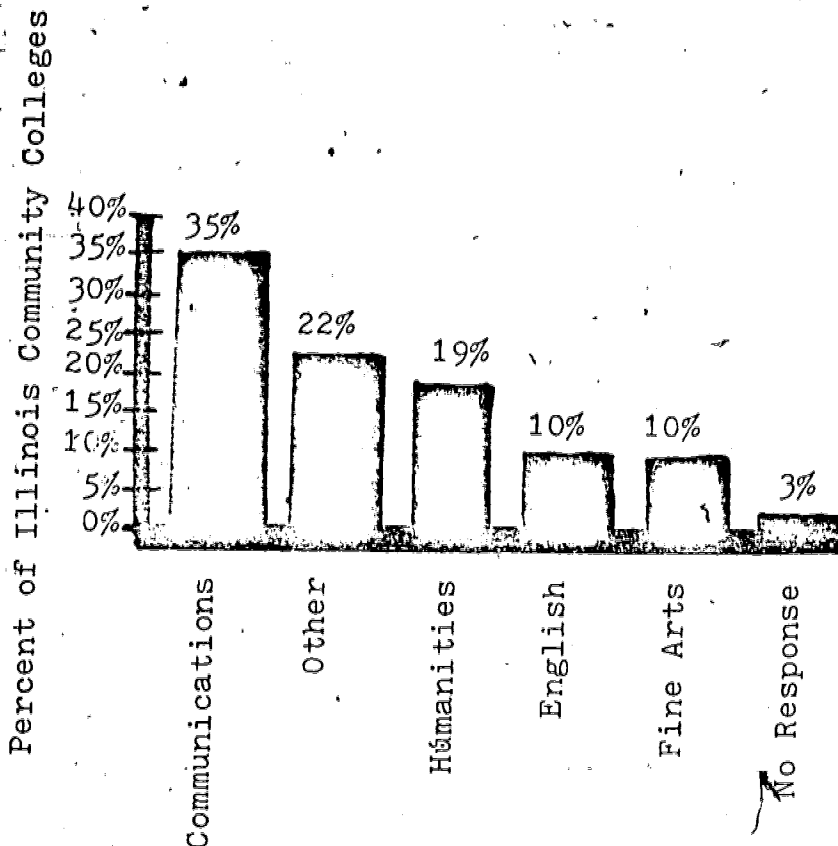
Department Offering Mass Communication Course

Figure 3. Community College Departments Listing The Mass Communication Course

Source: Media Survey questionnaire.

division follows with six schools (19%) (See Figure 4., on the next page, for a complete listing).

The term "communications," when used to refer to either a department or division, is a "catch all" term. The departmental contents in the community college "communications" division vary greatly from school to school. However, Table I (on the next page) provides a current summary of the departments listing and divisions responsible for the mass communications course in the community colleges of Illinois.



Divisions Offering Mass Communication Course

Figure 4. Community College Divisions with Major Responsibility for the Mass Communication Course.

Source: Media Survey questionnaire.

TABLE I
RELATIONSHIP OF THE DIVISION RESPONSIBLE FOR THE MASS COMMUNICATION COURSE TO THE DEPARTMENT LISTING THE COURSE

Department of Mass Communication Course	Division Responsible for Mass Communication Course					
	Communications	Other	Humanities	Fine Arts	English	No Response
Journalism	3	3	4	2	2	--
Speech Communication	1	1	2	1	--	--
Communications	3	1	--	--	--	--
English	2	1	--	--	--	1
Other	2	1	--	--	1	--

Source: Media Survey Questionnaire.

The number of schools in each category is so small that conversion to percentages is not worthwhile in Table I.

I.

There is a distinction between the terms mass communication and mass media. Essentially, mass communication refers to the process of communicating to large groups of people at low unit costs, while mass media are the tools enabling these communication processes to happen.¹⁸ Frequently, the course titles of the survey courses do not seem indicative of the content. Most of the community colleges (10 institutions or 32%), refer to the basic course as Introduction to Mass Communications (See Table II, below, for other course titles).

TABLE II
ILLINOIS COMMUNITY COLLEGE MASS COMMUNICATION
INTRODUCTORY COURSE TITLES

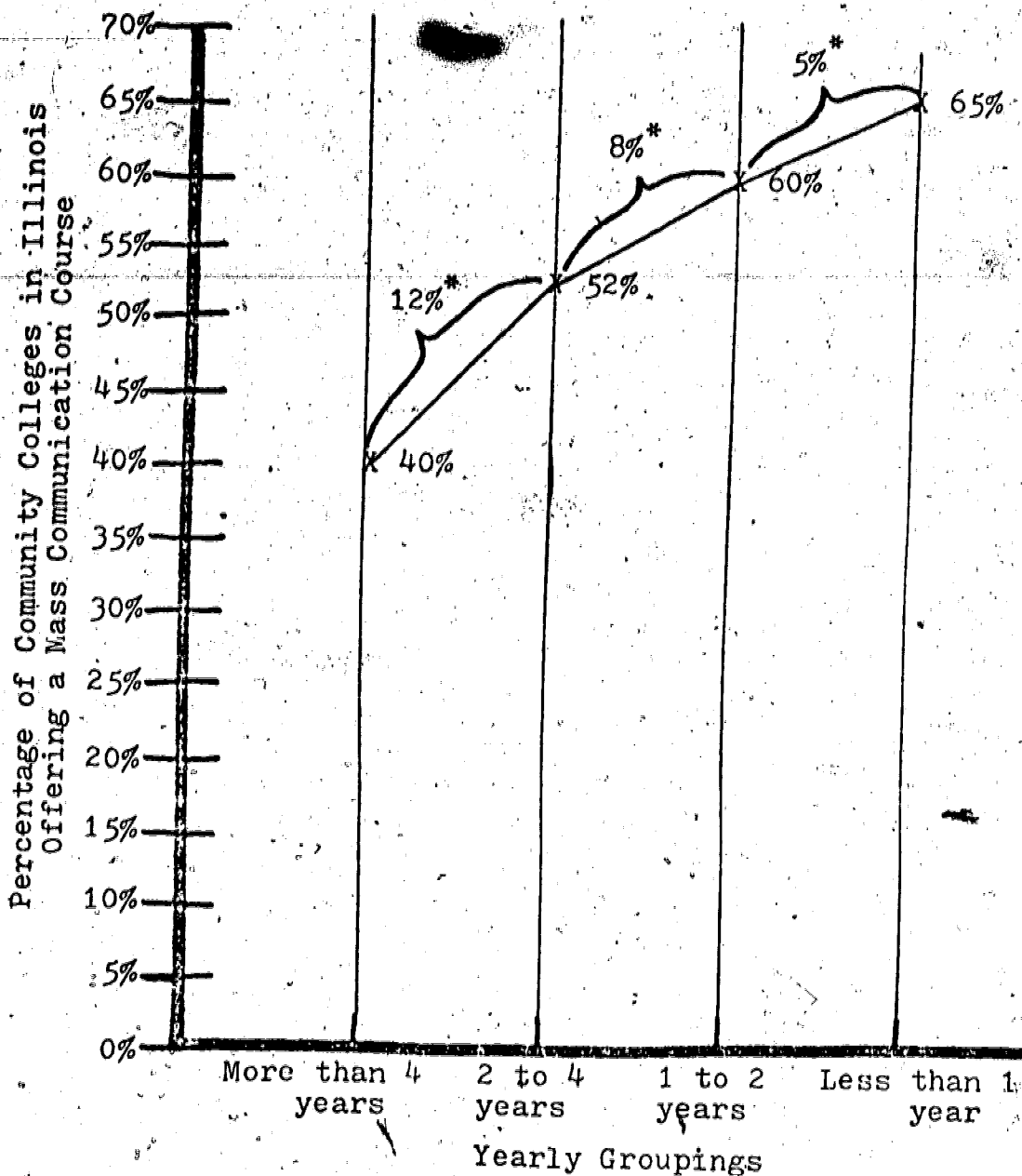
Course Titles	Number of Schools
Introduction to Mass Communications	10 (32%)
Mass Communications	5 (16%)
Mass Media	4 (13%)
Introduction to Mass Media	3 (10%)
Other Titles	7 (23%)
No Response	2 (6%)

Source: Media Survey questionnaire.

Course Development

The majority of the introductory courses offered today were in existence prior to four years ago. The largest increase was the addition of six institutions (12%), offering the basic course, two to four years ago over the nineteen institutions having the course for more than

four years. Increases tapered slowly so that the community colleges offering the survey course less than one year number only two (6%) more than the previous year's twenty-nine schools.



*Denotes the percentage of yearly grouped increase of community colleges offering a mass communication course

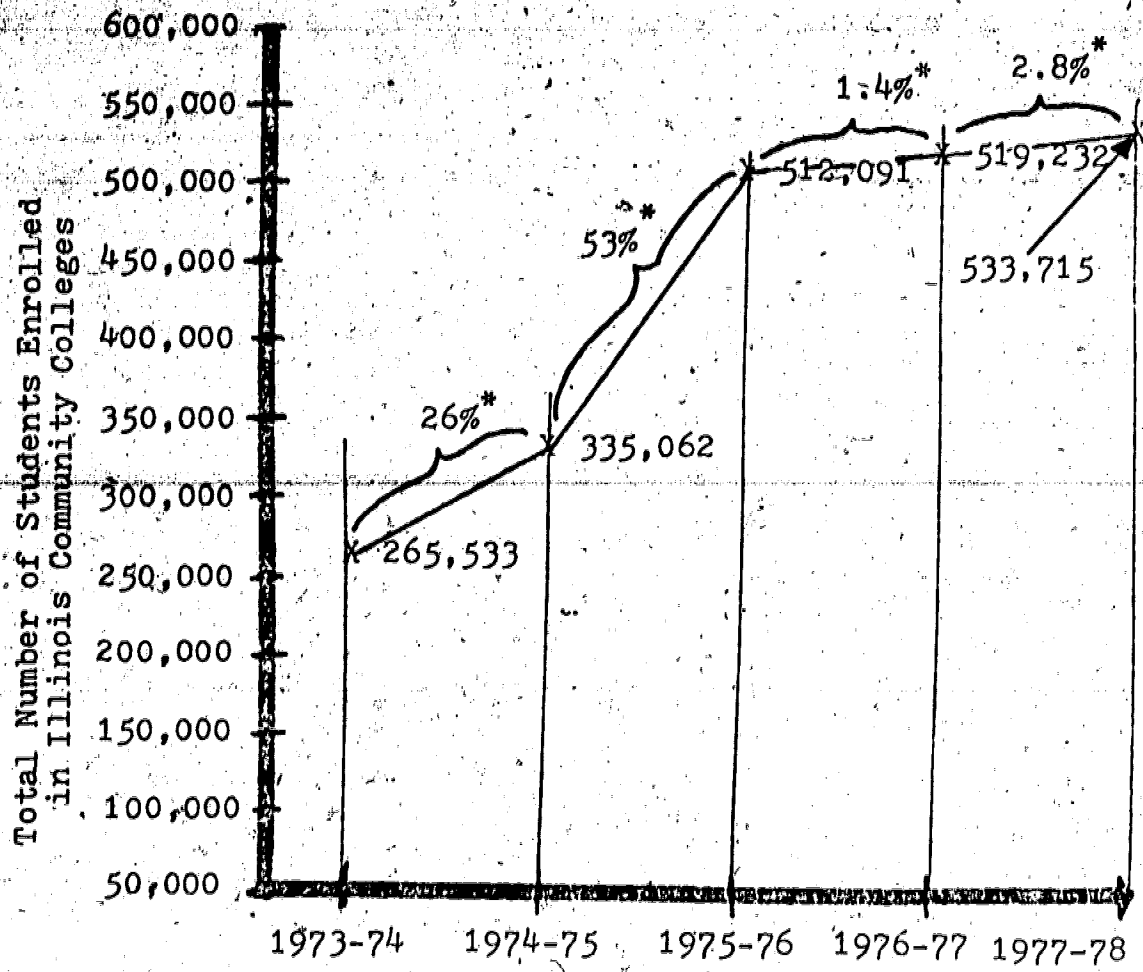
Figure 5. The Development of Mass Communication Courses in Illinois Community Colleges

Source: Media Survey questionnaire.

There has been a steady increase in student enrollment in the Illinois public community colleges over the past four years. The most drastic increase was between the 335,062 students attending these institutions in 1974-75 and the 512,091 student enrollment in 1975-76. This was an increase of 177,029 students (53%), which is unparalleled in Illinois public community and junior college history. Progressing yearly increases have shown steady, but insignificant, gains in student enrollment.

The 53% increase in student enrollment between the 1974-75 and 1975-76 school years can be attributed to the phenomenal numbers of participants in the adult-continuing education and public-community service programs in 1975-76. These offerings increased from 78,237 individuals in 1974-75 to 195,215 people in 1975-76. This yielded a highly significant increase of 116,978 participants (60%). Steady, but not nearly so substantial, increases were also noted in student enrollment in baccalaureate-oriented, developmental and, particularly, vocationally-centered education programs. Both full and part time student enrollments increased steadily (See Figure 6., on the next page, for specific yearly increases).¹⁹

The development of introductory courses in public community colleges has increased at a greater percentage rate since the 1975-76 school year than the growth of the student enrollment (See Figure 7. for more specific information). The tremendous increase in the 1975-76



Yearly Groupings

*Denotes the percentage of yearly increase in the total student enrollment in the Illinois community colleges.

Figure 6. The Growth of Student Enrollment In Illinois Community Colleges

Source: Illinois Community College Board. Public Community Colleges in Illinois, (Springfield: I.C.C.B., 1977), p. 2.

student enrollment over that of the 1974-75 school year highly overshadowed the corresponding increase in the development of the introductory mass communication course. However, this "overshadowing" can be explained, partially,

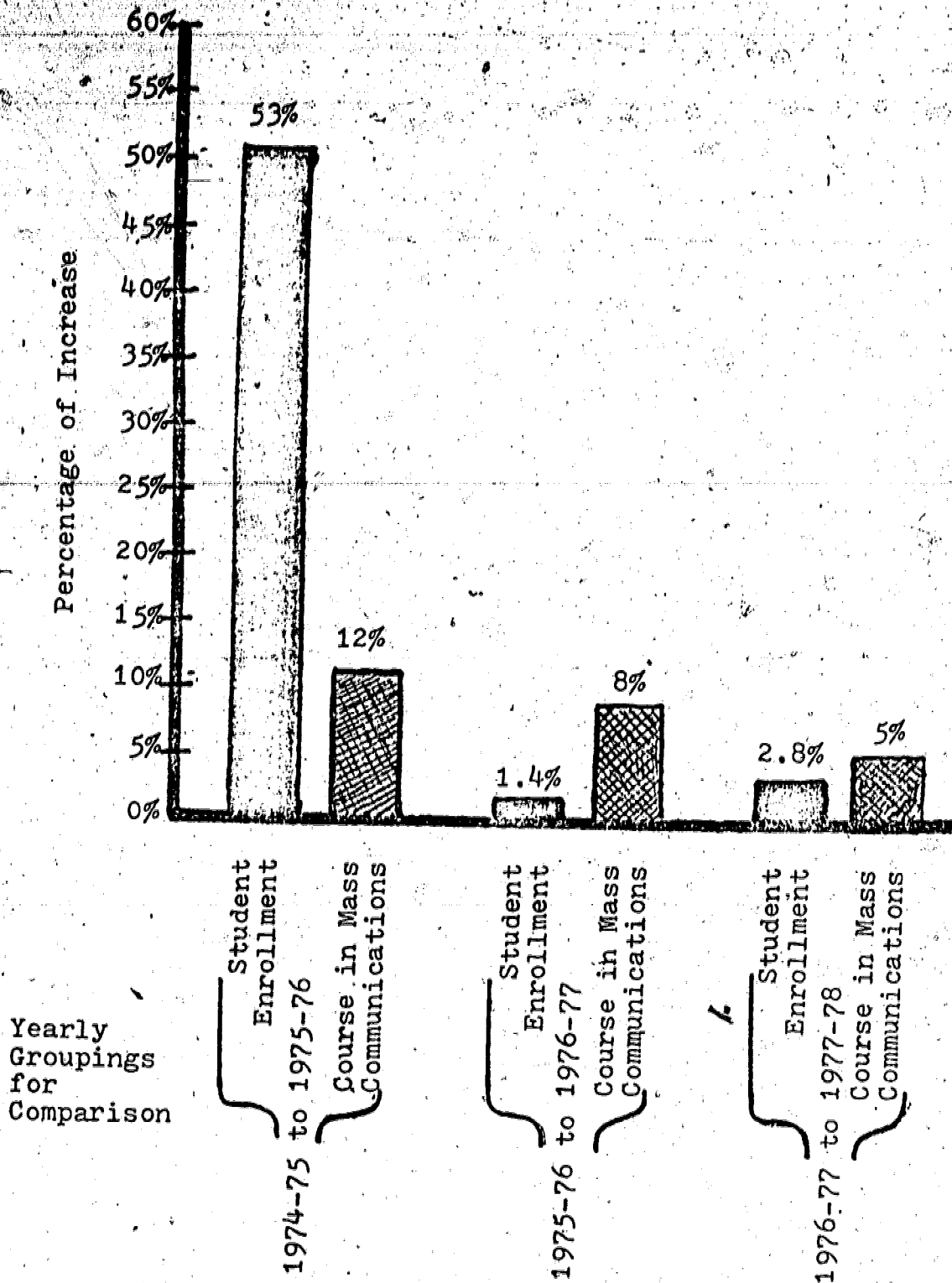


Figure 7. The Relationship of the Growth of Student Enrollment to the Development of Mass Communication Courses in the Public, Community Colleges of Illinois

Sources: Media Survey questionnaire.

Illinois Community College Board.
Public Community Colleges in Illinois, (Springfield: I.C.C.B., 1977), p. 2.

by crediting the most significant portion of that increase in student enrollment to the increase in adult-continuing education, public-community service programs. It seems likely that participants in this area of community college education are the least likely to indulge in registration in the mass communication survey course. Thus, it is reasonable to say that the development of mass communication curricula in the Illinois community colleges has kept pace with the increasing student enrollment.

Theoretical Bases of Mass Communication Education

The Media Survey questionnaire provided catalog course descriptions from the community colleges offering a course in mass communications. These course descriptions have been condensed into general content characteristics or areas of concern and attention for instruction in the survey course. These areas will be referred to as theoretical bases of mass communication education.

"An awareness and understanding of the influences and effects of modern mass media on society, culture and the individual from a perspective of historical development, present circumstances and future implications," is cited in the introduction as a major challenge for American higher education. This challenge reveals an accurate course definition compiled from the most significant theoretical bases of mass communication education (See Figure 8. on the next page for a complete listing) of the community colleges offering a survey course."

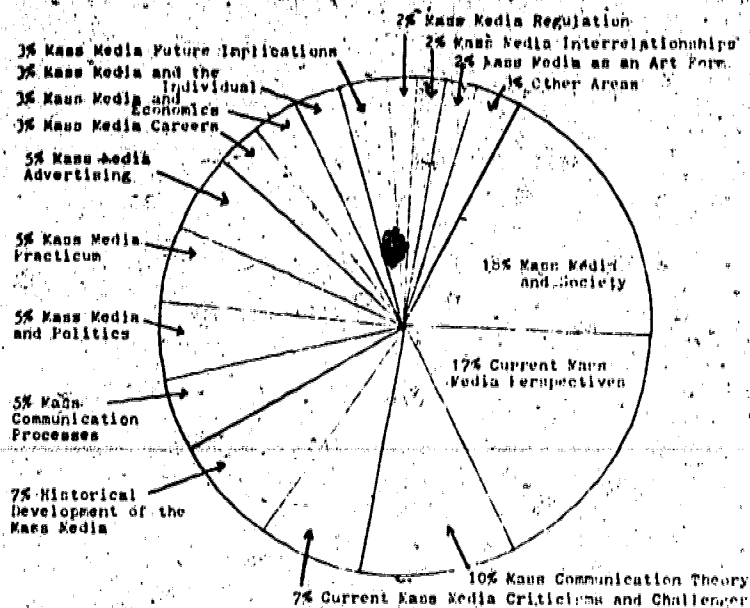


Figure 8. Percentage of Attention Devoted to Theoretical Bases of Mass Communication Education in the Introductory Courses in Illinois Community Colleges

Sources: Media Survey questionnaire.

Examination of current community college catalogs.

The most significant theoretical bases of mass communication education comprising this description are:

1. mass media and society,
2. current mass media perspectives (mass media functions, characteristics, and operations),
3. mass communication theory,
4. current mass media criticisms and challenges,
5. historical development of the mass media, and
6. mass communication processes.

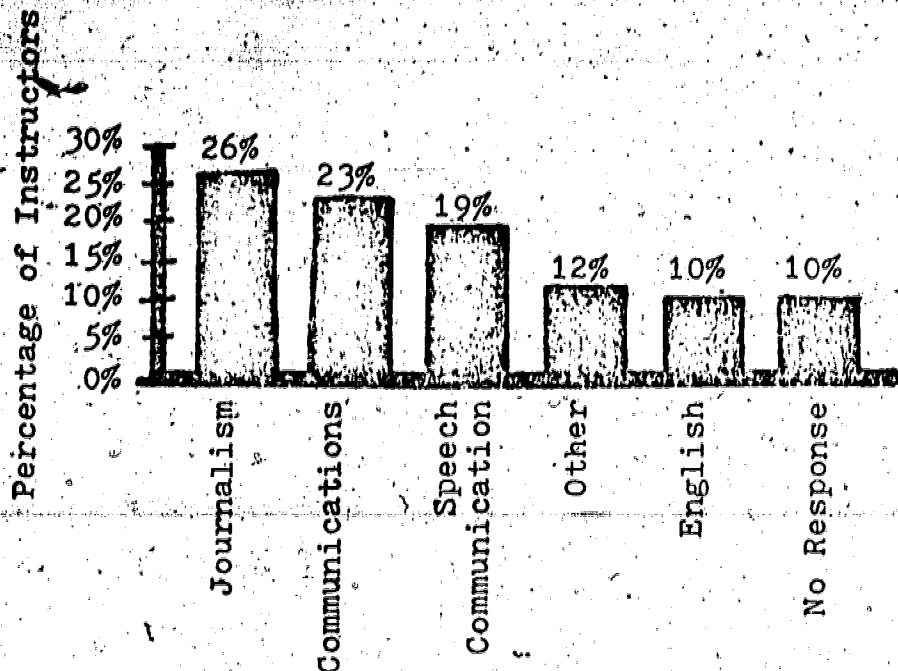
The areas which appear to be the most often neglected in survey courses are: mass media and culture, mass media and the individual, mass media future implications and challenges, and media careers. Authorities in mass communication education, James E. Fletcher, Gerald O'Grady, T. Jan Wiseman, and Stuart H. Surlin, all contend that

these highly relevant areas of concern, particularly mass media and culture and mass media and the individual as paramount-present circumstances, ought to be dealt with on an instructional par at least equal to that of mass media and society. For the survey course to fully satisfy the needs of the media consumer, it should place at least a secondary focus on the career function of providing an employment overview of the mass communication industries with their future trends, implications and challenges.²⁰

These neglected theoretical bases of mass communication education are of primary concern because of the extremely limited communication-oriented degree programs offered by the Illinois community and junior colleges (See Part IV for specific information on communication degree programs). This limitation places a greater burden on the content areas--theoretical bases of mass communication education--of the introductory-survey course at the community college level.

Instructor Status and Competency

The greatest number of mass communication course instructors at the community colleges are assigned to either the Journalism or Communication departments, yielding a combined total of fourteen instructors (45%) (See Figure 9. on the next page for specific information). Again, it must be noted that the term "communication" is used as a "catch all," with a different meaning for almost every institution that utilizes it. This "catch all" appears



Department of Primary Teaching Responsibility.

Figure 9. Percentage of Community College Mass Communication Instructors By Department of Primary Teaching Responsibility

Source: Media Survey questionnaire.

TABLE III
RELATIONSHIP OF THE DEPARTMENT OF THE INSTRUCTOR'S MAJOR TEACHING RESPONSIBILITY TO THE DEPARTMENT OF THE MASS COMMUNICATION COURSE

Department of Mass Communication Course	Department of Instructor's Major Teaching Responsibility				
	Journalism	English	Communication	Speech	Other
Journalism	8 (26%)	2 (6%)	2 (6%)	2 (6%)	--
English	----	4 (13%)	1 (3%)	----	--
Communication	----	----	3 (10%)	----	--
Speech	----	----	----	5 (16%)	--
Other	----	----	----	----	3 (10%)

Source: Media Survey questionnaire.

throughout this section and must be understood from this perspective.

There are significant similarities between the department of the instructor's major teaching responsibility and the department listing the introductory mass communication course (See Table III on page twenty-five for more information). In most instances the two departments correspond; however, deviances can, most likely, be attributed to: minor areas of concentrated study during the instructor's collegiate education, closely related fields (i.e., English and Journalism), or loosely defined departmental identification (i.e., Communications).

Most community college mass communication instructors have been teaching the introductory course for more than two years (17 instructors or 55%) (See Figure 10. on page twenty-eight for more information). The reason for the high no response rate of four colleges (13%) can be attributed to the increasing use of part time instructors in the community colleges.²¹ An unusually high number of mass communication instructors (6 instructors or 19%) have taught the basic course for less than one year. This cannot be explained by the number of college's establishing the introductory course for this school year, since only two institutions have been offering the basic course for less than one year. Possible explanations may be that previous instructors have changed teaching assignments, a large "communication" faculty turnover for the 1978-79 school year, the use of part time personnel, or any combination of these factors.

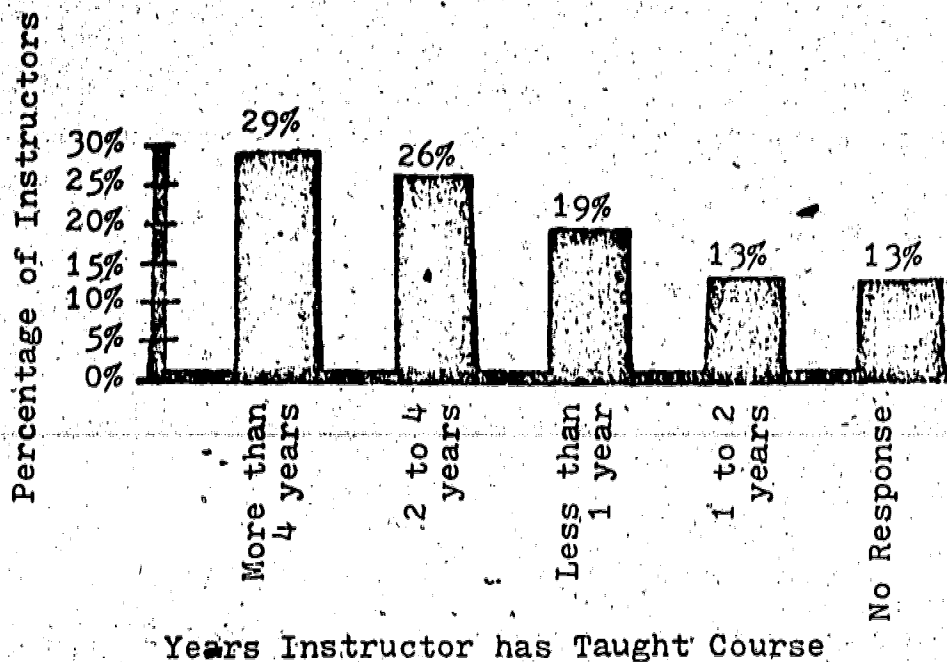
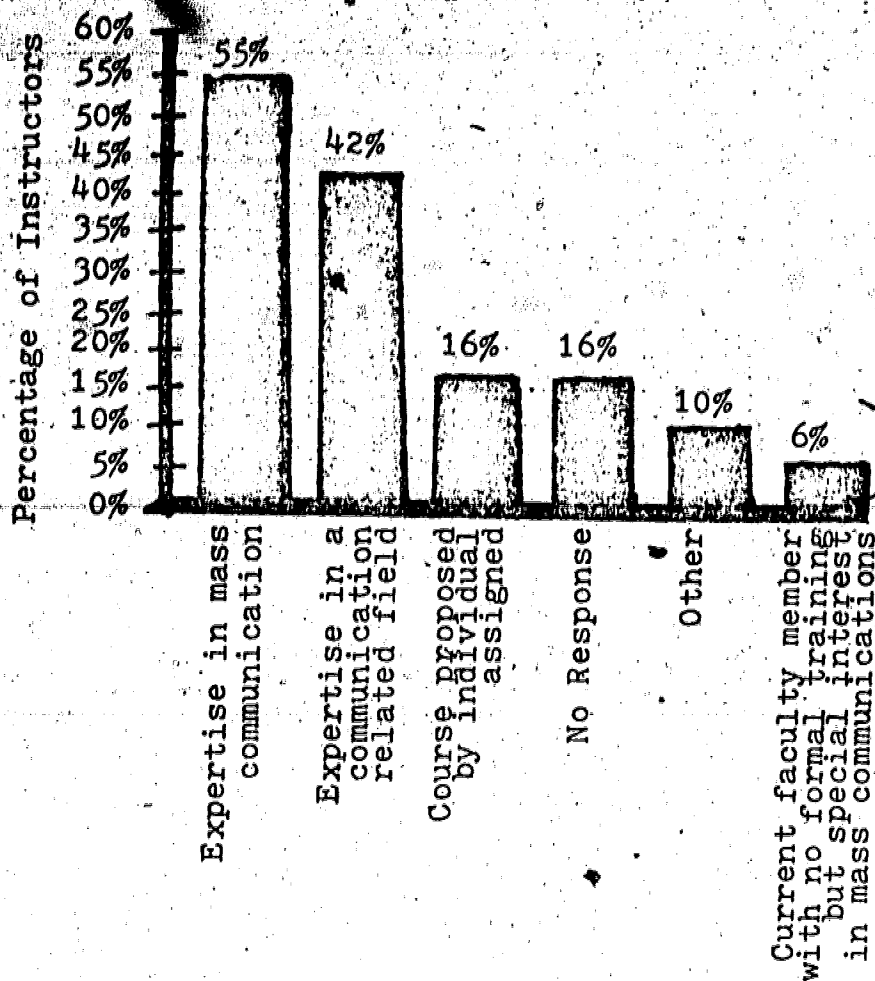


Figure 10. Percentage of Instructors by Years of Teaching the Mass Communication Course in Community Colleges

Source: Media Survey questionnaire.

Each mass communication instructor's preparation for teaching the survey course was rated by the appropriate academic administrator at his community college (See Figure 11, on the next page for more responses). Most of the administrators (17 of them or 55%) felt that the mass communication instructor demonstrated expertise in the field, while thirteen administrators (42%) stated that the instructor had expertise in a field of communication directly related to the teaching of a mass communication survey course (i.e., radio and television, film). Surprisingly, two administrators (6%) admitted that the mass communication instructors at their institutions were current faculty members with no formal training and only a special interest



Instructor's Preparation

Figure 11. Percentage of Mass Communication Instructors at Levels of Educational Teaching Preparation in the Community College

Source: Media Survey questionnaire.

Course Placement Via Educational Program

in mass communication.

Most mass communication instructors are well prepared to teach the survey course at the community college level and fourteen of them (45%) have been teaching the course for at least two years. The possibility of the use of an increasing number of part time instructors for the introductory course definitely exists.

Course Placement Via Educational Program

The introductory course is primarily utilized through the baccalaureate-oriented educational program, which serves the expressed purpose of preparing students in the community college setting, to transfer to senior institutions. The baccalaureate-oriented program accounts for nineteen of the survey course offerings (61%). Many community colleges use the survey course to function for a variety of purposes simultaneously: vocational-occupational, transfer, and meeting general education requirements. This combined program purpose is utilized by seven institutions (23%). Few schools use the introductory course as part of only a vocationally-centered program (See Figure 12. on the next page for more specific information),

Journalism is the department most often listing the survey course and the course is significantly transfer oriented. There are really no other figures comparing the educational programs to the department offering the basic course which are of any major importance (See Table IV, below, for complete information).

TABLE IV
THE RELATIONSHIP OF EDUCATIONAL PROGRAMS TO THE
DEPARTMENT OFFERING THE MASS COMMUNICATION COURSE

Department of Mass Communication Course	Educational Programs			
	Baccalaureate	Vocational	General	Combined
Communications	2 (6%)	2 (6%)	---	---
Speech Communication	2 (6%)	---	---	3 (10%)
English	1 (3%)	1 (3%)	1 (3%)	1 (3%)
Journalism	11 (35%)	---	1 (3%)	2 (6%)
Other	1 (3%)	2 (6%)	---	1 (3%)

Source: Media Survey questionnaire.

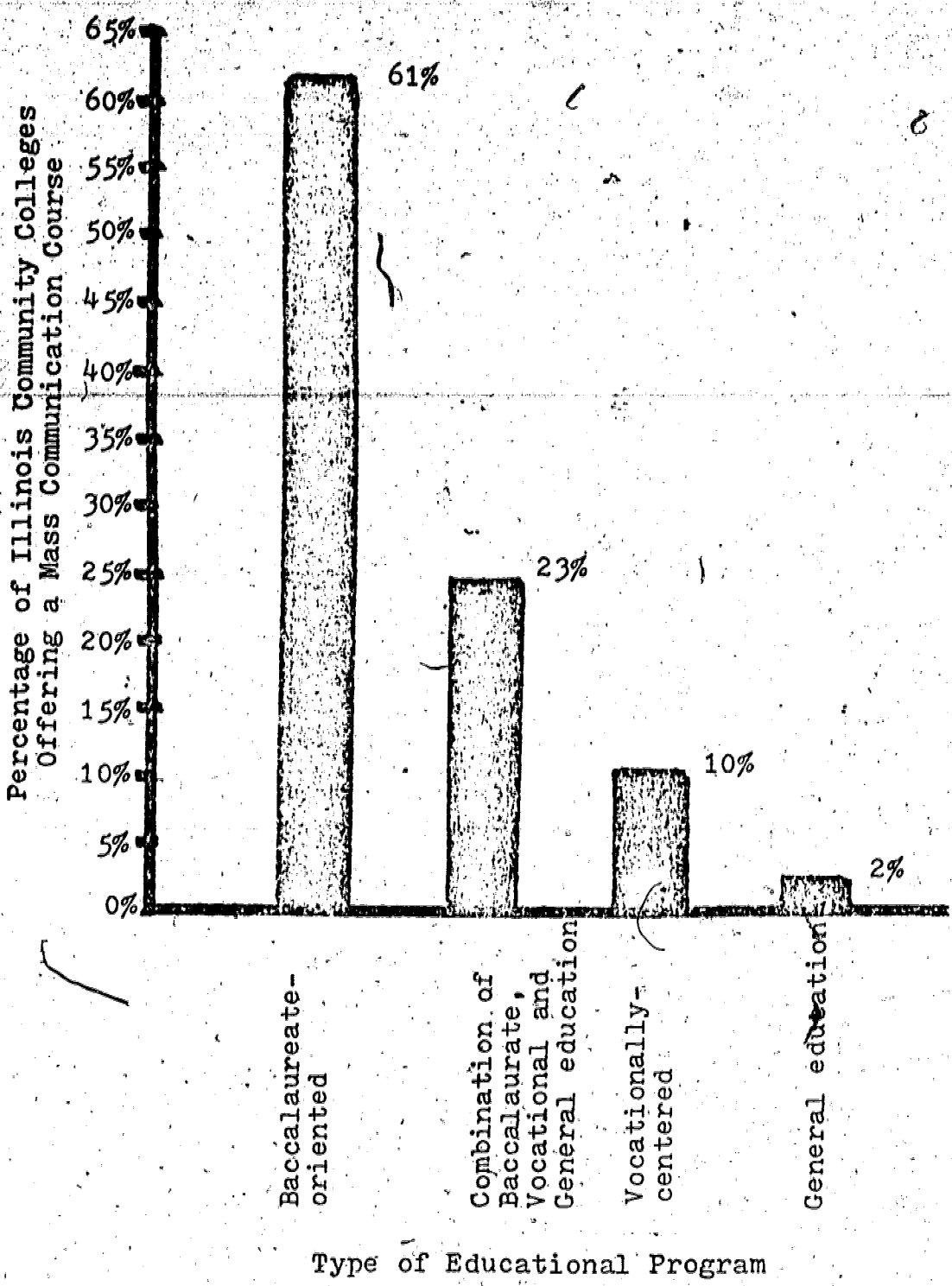


Figure 12. Mass Communication Courses in Community Colleges Via Educational Programs

Source: Media Survey questionnaire.

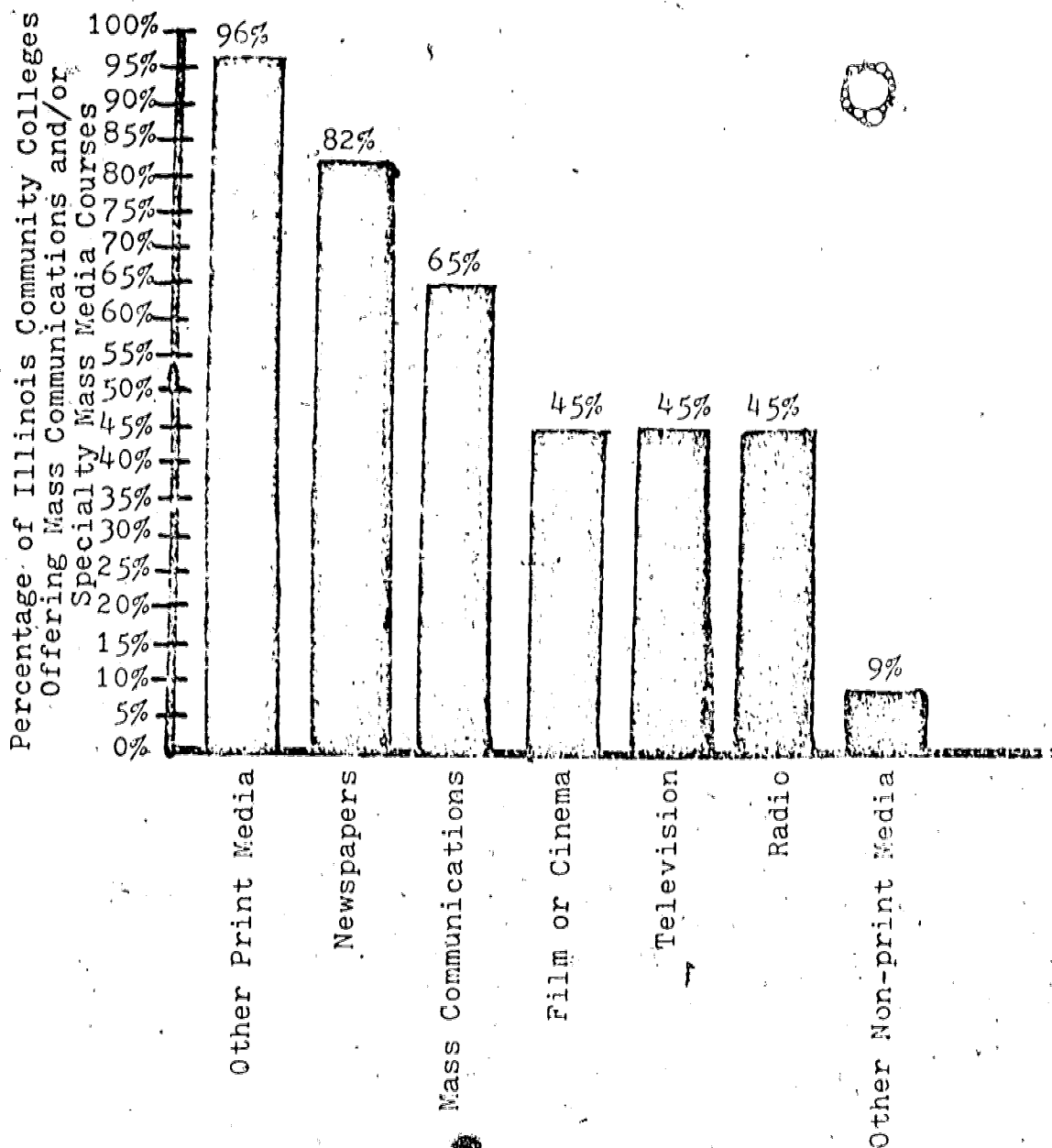
Summary of Part II

Most of the community and junior colleges in Illinois (37 schools or 65%) offer a course in mass communications and twenty-eight (72%) of the thirty-nine Illinois community college districts have introductory courses. None of the private, two-year institutions have such a course. The Journalism department (14 institutions or 45%) is most often responsible for the survey course, with the Communications division (11 colleges or 35%) most frequently responsible for overseeing the introductory course. Most of the courses in existence today have been offered for four or more years (19 courses or 61%), and the increase in basic courses offered has, for the most part, kept pace with the slowly but steadily increasing student enrollment. The content of the basic course has quite comprehensively met the mass communication instructional challenge for higher education. However, it remains deficient in focusing on the media's relationship to the individual and culture and career and future trends of the media. Most community college mass communication instructors (8 instructors or 26%) are a part of the Journalism department and have taught the course for more than four years. Most academic administrators (17 of them or 55%) felt that the survey course instructor had expertise in the field. The basic course is primarily utilized through the baccalaureate-oriented, or transfer educational program.

PART III
COURSES DEALING WITH SPECIFIC MASS MEDIA
IN ILLINOIS COMMUNITY AND JUNIOR COLLEGES

The Status of Specialty Media Courses

All Illinois community and junior colleges, with the exception of the Chicago Urban Skills Institute and Frontier College for which no current information was available, offer courses in print media beyond newspapers. These include literature courses and courses dealing with magazine, brochure and advertising layout. The inclusion of literature courses accounts for the fifty-four schools (96%) offering print media courses. Clearly, the majority of the community colleges (46 colleges or 82%) offer a journalism course dealing with newspapers and, usually, quite specifically the school newspaper. Surprisingly, courses dealing with the film or cinema are well represented in the community college communication programs. Film, television and radio courses are each offered in twenty-five institutions (45%). The significance of this is that radio and television have been offered for over ten years in Illinois institutions,²² while the establishment of film courses is a relatively new phenomena. Yet the film course has equaled the radio and television courses in total offerings in the community college programs.



Mass Communication and Specialty Mass Media Courses:

Figure 13. Mass Communication and Specialty Mass Media Courses in Community Colleges in Illinois

Source: Examination of current community college catalogs.

Specialty Media Courses Via Educational Program

The specialty media courses (17 courses or 35%) are, generally, in the baccalaureate-oriented or transfer,

program; however, it is difficult to interpret these data because fifteen colleges (31%) made no response.

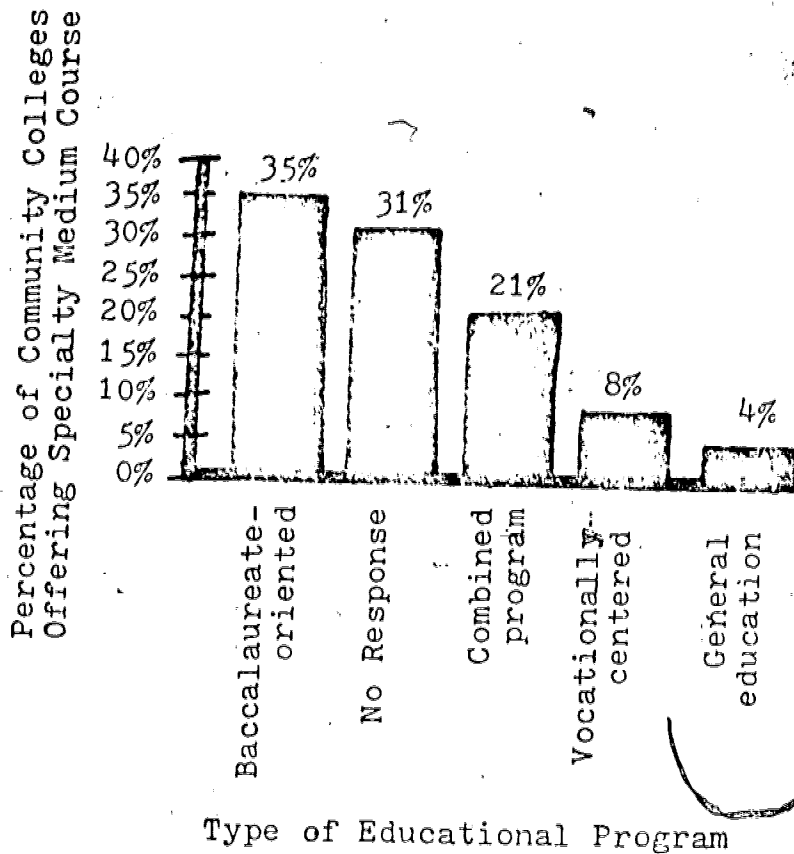


Figure 14. Specialty Media Courses Via Educational Program

Source: Media Survey questionnaire.

Summary of Part III

Specialty media courses in television, film, radio, and newspapers are quite well established in the Illinois community and junior college curricula.

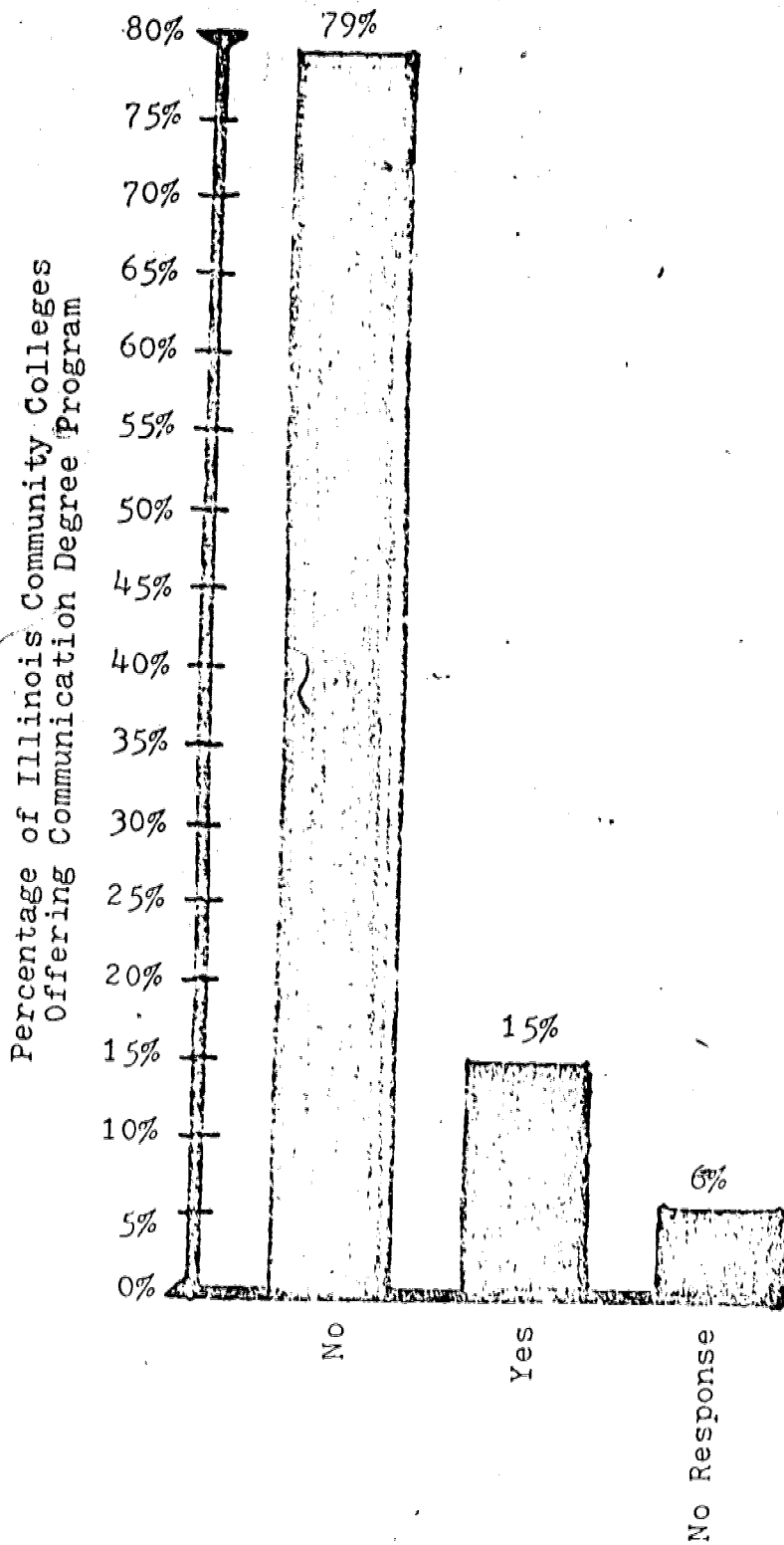
PART IV
COMMUNICATION DEGREE PROGRAMS IN THE
ILLINOIS COMMUNITY AND JUNIOR COLLEGES

Existing Communication Degree Programs

The lack of established mass communication, mass media or, even, communication degree programs in the Illinois community colleges is inconsistent with the vast number of communication-oriented courses already offered in the two-year institutions (See Appendix C for specific community college media-related course offerings). Most of the thirty-eight institutions (79%) offering no type of communication degree program could effectively do so by utilizing courses which already exist within their curriculum. Further, all of the institutions currently offering a survey course in mass communications have more than adequate existing courses, and could easily establish a comprehensive, mass communication degree program without the creation of any new courses, additional personnel, or further expense.²³ Only seven institutions (15%) responded as offering some type of communication degree program (See Figure 15. on the next page for complete information).

The Future for Communication Degree Programs

Only two institutions (4%) have plans to initiate a mass communication program of any type, beyond the



Illinois Community Colleges' Response

Figure 15. Community Colleges Currently Offering Communication Degree Programs

Source: Media Survey questionnaire.

Communication Degrees Presently Offered

The clear majority of Illinois community colleges (42 colleges or 88%) offer no formal degree in mass media, mass communication or communication programs. The remaining institutions offer a wide variety of degrees, ranging from certificates to the Associate of Arts degree. Most of these institutions offer more than one degree (See Table V for specific degrees offered).

★ TABLE V
ILLINOIS COMMUNITY COLLEGE COMMUNICATION
DEGREES OFFERED

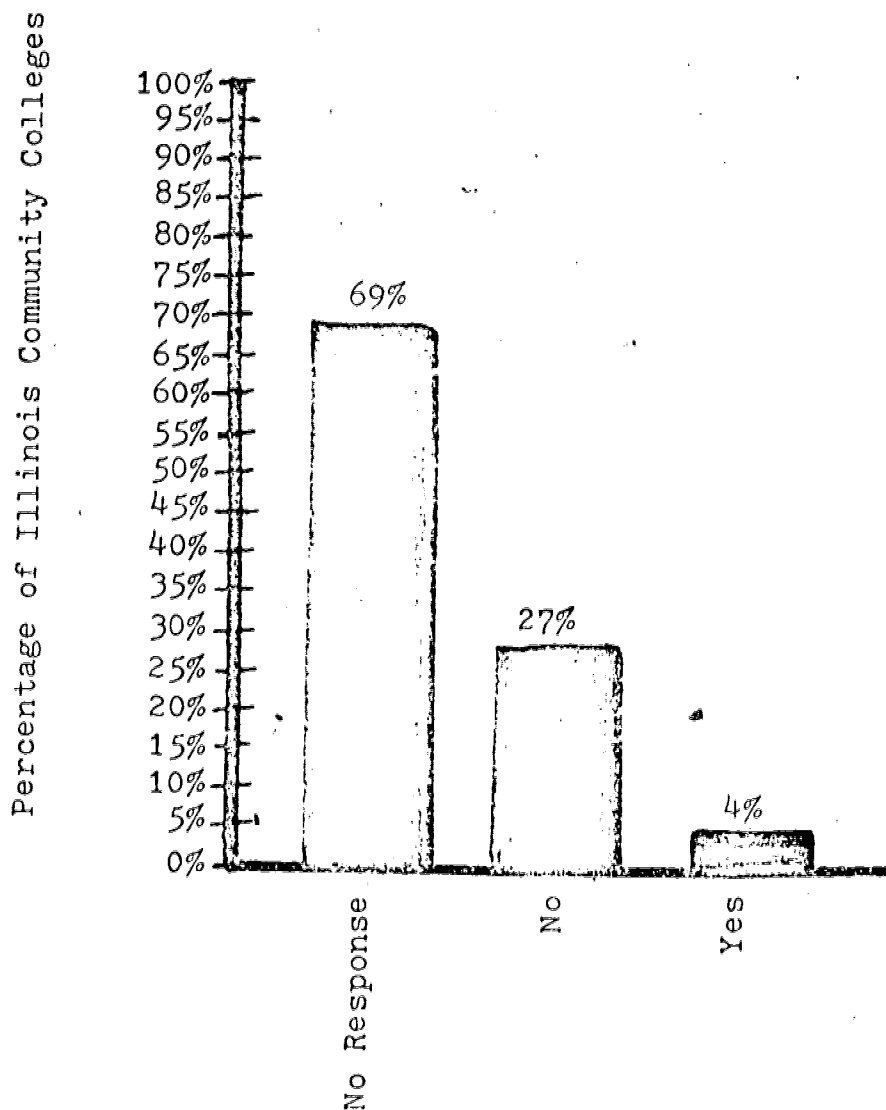
Area of Communication	Associate of Arts	Associate of Science	Associate of Applied Science	Certificate
Advertising	--	--	1 (2%)	--
Broadcasting	--	--	1 (2%)	--
Broadcast Technology	--	--	1 (2%)	--
Journalism	1 (2%)	1 (2%)	1 (2%)	--
Occupational Journalism	--	--	--	1 (2%)
Speech & Drama	1 (2%)	--	--	--
Speech	1 (2%)	--	--	--
Visual Arts	--	--	1 (2%)	--

Source: Media Survey questionnaire.

Summary of Part IV

Illinois community and junior colleges have sufficient, existing, communication-oriented courses to establish,

introductory course they currently offer, while thirteen colleges (27%) definitely do not plan to initiate any such program. Most of the institutions (33 schools or 69%) had no response at all. The most obvious conclusion is that these "no response" institutions are highly uncertain about the future of mass communication education and, therefore, made no commitment at all.



Illinois Community Colleges' Response

Figure 16. Community Colleges Planning to Initiate Mass Communication Curricula in Near Future

Source: Media Survey questionnaire.

immediately, a comprehensive mass communication, mass media or communication degree program without the creation of any additional courses, personnel or expense. Few schools (7 institutions or 15%) currently offer any type of communication-oriented degree program, and even fewer colleges (2 schools or 4%) plan to initiate such degree programs in the immediate future. The majority of community colleges (42 institutions or 88%) offer no degree or certificate in mass media, mass communication, or communication programs.

PART V
CONCLUSION

A clear majority of the community and junior colleges in Illinois (37 schools or 65%) offer a course in mass communications and twenty-eight of the Illinois community college districts (72%) have the introductory course. None of the five private colleges have such a course. Most of these introductory courses, in existence today, have been offered for more than four years. The increases in the basic courses offered, for the most part, have kept pace with the slowly, but steadily increasing, student enrollment. The content of the introductory course has, quite comprehensively, met the mass communication instructional challenge for higher education; but, it remains deficient by not focusing on the media's relationship to the individual and culture and career and future trends in the media. Most academic administrators have confidence in the expertise of their survey course instructor. The survey course is primarily offered in the baccalaureate-oriented, transfer educational programs.

Specialty media courses dealing with television, film, radio and newspapers are quite well established in the Illinois community and junior college curricula.

Few two-year institutions offer any type of communication degree program, and even fewer plan to initiate such programs in the immediate future. The community colleges

have sufficient, existing, communication-oriented courses to establish, immediately, a comprehensive mass communication, mass media or communication degree program without the creation of any new courses, or additional personnel or expenses.

With the clear-cut effects and influences of the mass media, discussed in the introduction of this paper and observed daily in life, higher education has a challenge, in fact an obligation, to the public. This obligation is to provide the masses with "an awareness and understanding of the influences and effects of modern mass media on society, culture and the individual from a perspective of historical development, present circumstances and future implications."

More specifically, the community and junior colleges of Illinois must accept this challenge because they are the institutions that extend furthest into the community. These two-year colleges are the instruments via which higher education can reach the largest number of "common masses." This not only includes those individuals who choose higher education as a full time, four-year degree option, but also those people who participate on a part time and full time basis in vocationally-centered, developmental, adult-continuing education, and public-community service educational programs.

All of these individuals deserve the opportunity, through higher education, to become knowledgeable and perceptive consumers of the mass media, viable participants

in society with the mass media, and valuable determiners of culture. With complaints of "educational waste" so common today, it is highly inconsistent for Illinois community and junior colleges not to offer the public additional and valuable services that produce no further financial burden. Mass communication education is already available in Illinois through most public, community and junior colleges, if only they would formally initiate, consolidate and promote it.

NOTES

¹James E. Fletcher and Stuart H. Surlin, Mass Communication in the Secondary School (Falls Church, W. Va.: Speech Communication Association, 1978), p. 1.

²Robert D. Murphy, Mass Communication and Human Interaction (Boston: Houghton Mifflin, 1977), pp. 315-316.

³Harry F. Waters, "What TV Does to Kids," Newsweek, 21 Feb. 1977, p. 63.

⁴Murphy, p. 316.

⁵Douglas N. Freeman, "Teaching Mass Communications: Instruction Regarding the Social Influences of the Media," Communication Education, No. 1 (1978), p. 3.

⁶See: Bernard Berelson, "The Variable Influence of Communication," in Mass Media and Mass Man, ed. Alan Casty (New York: Holt, Rinehart and Winston, 1968), pp. 162-167; Douglas N. Freeman, "Teaching Mass Communications: Instruction Regarding the Social Influences of the Media," Communication Education, No. 1 (1978), pp. 2-4; Peter M. Sandman, David M. Rubin and David B. Sacksman, Media: An Introductory Analysis of American Mass Communications, 2nd ed. (Englewood Cliffs, N.J.: Prentice Hall, 1976), pp. 4-6; Daniel Viamonte, Jr., "An Introductory Study of the Status and Trends of Radio and Television Activity

in Two Year Institutions in the United States," Diss. Wayne State 1969, pp. 55-56; and T. Jan Wiseman and Molly J. Wiseman, Creative Communications: Teaching Mass Media (Minneapolis: National Scholastic Press Association, 1974), pp. 12-15.

⁷Wiseman, p. 19.

⁸William J. Schmitz, "Teaching a Mass Media Survey Course in Secondary Schools with Emphasis on Critical Thinking," (E.R.I.C. Abstract ED 127 955).

⁹William J. Schmitz, "Teaching a Mass Media Survey Course in Secondary Schools with Emphasis on Critical Thinking," Thesis Walden 1976, p. 5.

¹⁰Examination of twenty-five current college and university catalog course descriptions of the introductory, survey course in mass communications. See also: Richard Bayley, "Media Instruction for Tomorrow: A Challenge to the Community Colleges," Community College Frontiers, No. 2 (1975), pp. 23-27; Leslie K. Davis, "Mass Communication Education and the Practical Course," Communication Education, No. 1 (1978), pp. 20-22; Freeman, pp. 1-8; Gerald O'Grady, "The Preparation of Teachers of Media," Aesthetic Education, 3, No. 3 (1969), pp. 113-134; and Wiseman, Creative Communications: Teaching Mass Media.

¹¹See: Davis, pp. 19-20; Freeman, pp. 2-3; O'Grady, pp. 122-123; and William J. Oliver and Richard B. Haynes, "What Radio and TV Managers Want in the Broadcast Curriculum," Communication Education, No. 3 (1978), pp. 228-234.

¹²See: Bayley, p. 25; Davis, pp. 19-21; and O'Grady, p. 121.

¹³Bayley, p. 24.

¹⁴James W. Thornton, Jr., The Community Junior College 3rd ed. (New York: John Wiley and Sons, 1972), p. 44.

¹⁵Bayley, pp. 25-26.

¹⁶Bayley, p. 27.

¹⁷Illinois Community College Board. Public Community Colleges in Illinois (Springfield, Il.: I.C.C.B., 1977), p. 2.

¹⁸Fletcher, p. 1.

¹⁹Illinois Community College Board, p. 2.

²⁰See, for example: Fletcher, Mass Communications in the Secondary School; O'Grady, pp. 113-134; and Wiseman, Creative Communications: Teaching Mass Media.

²¹American Association of Community and Junior Colleges. Directory of Community, Junior and Technical Colleges (Washington, D.C.: A.A.C.J.C., 1977).

²²Viamonte, Jr., pp. 91 and pp. 105-106.

²³Examination of fifty-four current Illinois community college catalogs.

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APPENDIX A
LETTERS AND MEDIA SURVEY QUESTIONNAIRE SENT TO ALL
ILLINOIS COMMUNITY AND JUNIOR COLLEGE ACADEMIC
ADMINISTRATORS



Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Media Research Project
Department of Speech Communication
September 21, 1978

Dear Dean,

I am a graduate student in the Department of Speech Communication at Southern Illinois University at Carbondale working on a research project, which deals with the emergence of mass communication curricula in the community and junior colleges in the state of Illinois. For this project to be successful, it is necessary to have current and accurate information from an Illinois community and junior college administrative perspective. This information is not now available from any other source and could have some important future consequences for the Illinois community and junior college academic programs. Therefore, your assistance in obtaining this information, by completing the attached questionnaire, will be greatly appreciated.

If you desire to make the process of completing this questionnaire still simpler, you may send your school's current catalog in lieu of answering questions one through four. Please use the enclosed adhesive, already-addressed label for convenient mailing of your institution's catalog.

If you wish information about the results of this survey, please be certain to note that desire at the end of the questionnaire. Also, include the name and address of the person who is to receive this information.

Your prompt completion and return of the attached questionnaire will greatly facilitate the progress of this research project. Please be certain to use the enclosed self-addressed, stamped envelope. Thank you for participating in this research project!

Sincerely,

Frank E. Parcels



Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Media Research Project
Department of Speech Communication
October 6, 1978

Dear Dean,

Recently your institution received a questionnaire dealing with the emergence of mass communication curricula in the community and junior colleges in the state of Illinois. More than 60% of all public and private, community and junior colleges in Illinois have responded. As of now, your response has not been received. For this project to be successful and useful, it is imperative to have current and accurate information from an Illinois community and junior college administrative perspective. This information is available only from you. Please help! Your prompt response by completing and returning the questionnaire you previously received in the mail is requested.

The importance of providing today's students with an awareness and understanding of the influences and effects of the mass media on society, culture and the individual is quickly being recognized as a major challenge for higher education. Since Illinois community and junior colleges are responsible for the education of more than 330,000 students in credit programs this year, your institution is a significant part of any mass communication research dealing with higher education. There has been little nation-wide research conducted in the area of mass communication curricula development at the community and junior college level and, within the state of Illinois, research of this type is completely nonexistent.

Please help! Your prompt response is requested. Please complete and return the questionnaire in the previously enclosed, self-addressed and pre-stamped envelope. Your efforts will be greatly appreciated!

Sincerely,

Frank E. Parcels

SIU

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Speech Communication
Media Research Project
October 14, 1978

Dear Dean,

You will recall that in September I forwarded to you a questionnaire concerning mass communication courses at your institution. To date I have received responses from more than 65% of all Illinois community and junior colleges, both public and private. Naturally, I am pleased but not totally satisfied, because the nature of my survey will only have full impact if all or nearly all of the Illinois community and junior colleges return the instrument. With that in mind, may I ask a very special favor of you at this time? I have enclosed another copy of the media questionnaire and I wonder if you will take a few minutes out of your busy schedule to complete the questions. You may return the attached questionnaire in the enclosed, self-addressed and pre-stamped envelope.

I am certain that you are aware there has been little nation-wide research conducted in the area of mass communication curricula development at the community and junior college level and, within the state of Illinois, research of this type is completely nonexistent. Since this research is dealing with only the 58 public and private, community and junior colleges in the state of Illinois, a large sample will make the survey more representative of existing curricula conditions.

If you desire to make the process of completing this questionnaire still simpler, you may send your school's current catalog in lieu of answering questions one through four. Please use the enclosed adhesive, already-addressed label for convenient mailing of your institution's catalog.

Again, thank you for your time and interest. I will be happy to send you the results of this survey when I have completed my work.

Sincerely,

Frank E. Parcells

MEDIA SURVEY

For this questionnaire, a mass media or mass communication course will be defined as any course which surveys radio, television, newspapers, film and other print or non-print forms in relation to society, culture or the individual. Mass media do not refer to a single, specific medium, but rather to a brief survey of all media.

Please answer the following questions about mass media or mass communication courses offered at your college. Circle or fill in the appropriate answer for each question.

Remember, if you desire to make the process of completing this questionnaire still simpler, you may send your school's current catalog in lieu of answering questions one through four. Please use the enclosed adhesive, already-addressed label for convenient mailing of your institution's catalog.

1. Does your college currently list a mass media or mass communication course in your catalog?

A. Yes B. No

If you answered "no" to question 1, then skip questions 2 through 12 and continue, beginning with question 13.

2. What is the department and course number, as listed in your current college catalog (i.e., Journalism 210, Social Science 117, etc.)?

<u>Department</u>	<u>Course Number</u>
A. Sociology	A. _____
B. Social Science	B. _____
C. Speech	C. _____
D. Speech Communication	D. _____
E. Media	E. _____
F. Mass Media	F. _____
G. Mass Communication (s)	G. _____
H. Communication (s)	H. _____
I. Journalism	I. _____
J. Other _____	J. _____

3. What is the official title of this course, as listed in your current college catalog (i.e., Mass Communication and Society, Mass Media and Man, etc.)?

A. _____

4. What is the official course description as listed in your current college catalog? Use the text of the course description, verbatim, from your current college catalog.

A. _____

5. What division of your college has the major responsibility for supervision of this mass media or mass communication course?

- | | |
|--------------------|-------------------|
| A. Humanities, | D. Communications |
| B. Fine Arts | E. English |
| C. Social Sciences | F. Other _____ |

6. How long has this course been offered at your college?

- | | |
|---------------------|----------------------|
| A. Less than 1 year | C. 2 to 4 years |
| B. 1 to 2 years | D. More than 4 years |

7. What is the name of the person who has the major responsibility of instruction for this course?

A. _____

8. In what department in your college is this individual's primary teaching responsibility?

- | | |
|-------------------------|---------------------------|
| A. Journalism | G. Media |
| B. Social Science | H. Mass Media |
| C. Sociology | I. Mass Communication (s) |
| D. Speech | J. Communication (s) |
| E. Speech Communication | K. Other _____ |
| F. Psychology | |

9. How long has this individual been teaching this course?

- | | |
|---------------------|----------------------|
| A. Less than 1 year | C. 2 to 4 years |
| B. 1 to 2 years | D. More than 4 years |

10. Why was this individual assigned to teach this course? Circle as many responses as apply.

- A. Expertise in mass communication
 B. Expertise in a communication related field (i.e., Cinema, Radio and TV, etc.)
 C. Current faculty member with no formal training, but special interest in mass communication
 D. Course proposed by individual assigned
 E. Other _____

11. Is this course offered as part of a baccalaureate-oriented, vocationally-centered or general education program?

- A. Baccalaureate-oriented program
- B. Vocationally-centered program
- C. General education program
- D. Combined program of A, B & C
- E. Other _____

12. To your knowledge, has this course transferred acceptably to senior institutions of higher learning?

- A. Yes
- B. No

13. Does your college currently offer any courses which deal specifically in content with any of the areas listed below? Circle those which apply.

- | | |
|-------------------|--------------------------|
| A. TV | E. Magazines |
| B. Radio | F. Other print forms |
| C. Newspapers | G. Other non-print forms |
| D. Film or Cinema | |

14. Answer this question only if you did not circle any areas in question 13. Does your college have any plans to initiate a mass communication curriculum, beyond an introductory course, in the immediate future?

- A. Yes
- B. No

15. Answer this question only if you circled one or more of the areas in question 13. Are the specific courses you circled in question 13 a part of a baccalaureate-oriented, vocationally-centered or general education program?

- A. Baccalaureate-oriented program
- B. Vocationally-centered program
- C. General education program
- D. Combined program of A, B & C
- E. Other _____

16. Does your college currently offer a degree program in the area of mass media, mass communication or communication?

- A. Yes
- B. No

17. Answer this question only if you answered "yes" to question 16. Specifically, what degree or degrees are offered?

- A. _____
- B. _____

Thank you for your participation in this survey. Please return this completed questionnaire in the self-addressed, stamped envelope which is included in this packet. The results of this survey should be available by January, 1979. If you desire this information, please make a note of that on the back of this sheet and include the complete name and address of the individual who is to receive the materials. Thank you!

MEDIA SURVEY RESULTS

Forty-eight of the fifty-six community and junior colleges in the state of Illinois responded for an 86% response rate. The community and junior colleges responded to each question as indicated by the number listed as responding and, in parenthesis, the percentage it represents.

1. Does your college currently list a mass media or mass communication course in your catalog?

- A. Yes - 31 (65%)
- B. No - 17 (35%)

2. What is the department, as listed in your current college catalog?

- A. Journalism - 14 (45%)
- B. Speech Communication - 5 (16%)
- C. Communications - 4 (13%)
- D. English - 4 (13%)
- E. Other - 4 (13%)

3. What is the official title of this course, as listed in your current college catalog?

- A. Introduction to Mass Communications - 10 (32%)
- B. Others - 7 (23%):
 - 1) Problems of Mass Communication
 - 2) Mass Media and Society
 - 3) Mass Media: Print and Electronic
- C. Mass Communications - 5 (16%)
- D. Mass Media - 4 (13%)
- E. Introduction to Mass Media - 3 (10%)
- F. No Response - 2 (6%)

4. What is the official course description as listed in your current college catalog? The following are characteristics which are representative of the thirty-one course descriptions, and the number of schools and percentage of each with the characteristic.

- A. Mass Media and Society - 18 (58%)
- B. Current Mass Media Perspectives - 17 (55%)
 - 1) Mass Media Functions
 - 2) Mass Media Characteristics
 - 3) Mass Media Operations
- C. Mass Communication Theory - 10 (32%)
- D. Current Mass Media Criticisms and Challenges - 7 (23%)
- E. Historical Development of the Mass Media - 7 (23%)
- F. Mass Communication Process - 5 (16%)
- G. Mass Media and Politics - 5 (16%)
- H. Mass Media Practicum - 5 (16%)
 - 1) Hands-on Experience
 - 2) Professional Media Internship
- I. Advertising - 5 (16%)
- J. Media Careers - 3 (10%)

- K. Mass Media and Economics - 3 (10%)
- L. Mass Media and the Individual - 3 (10%)
- M. Mass Media Future Implications and Challenges - 3 (10%)
- N. Regulation of Mass Media - 2 (6%)
- O. Mass Media Interrelationships - 2 (6%)
- P. Mass Media as an Art Form - 2 (6%)
- Q. Other Areas - 1 (3%)

5. What division of your college has the major responsibility for supervision of this mass media or mass communication course?

- A. Communications - 11 (35%)
- B. Humanities - 6 (19%)
- C. Other - 6 (19%)
- D. Fine Arts - 3 (10%)
- E. English - 3 (10%)
- F. Social Sciences - 1 (3%)
- G. No Response - 1 (3%)

6. How long has this course been offered at your college?

- A. More than 4 years - 19 (61%)
- B. 2 to 4 years - 6 (19%)
- C. 1 to 2 years - 4 (13%)
- D. Less than 1 year - 2 (6%)

7. Not applicable statistically. See Appendix D for a complete list of the mass communication or mass media course instructors by their community college.

8. In what department in your college is the mass media or mass communication course instructor's primary teaching responsibility?

- A. Journalism - 8 (26%)
- B. Communications - 7 (23%)
- C. Speech Communication - 6 (19%)
- D. Other - 4 (13%)
- E. English - 3 (10%)
- F. No Response - 3 (10%)

9. How long has this instructor been teaching this course?

- A. More than 4 years - 9 (29%)
- B. 2 to 4 years - 8 (26%)
- C. Less than 1 year - 6 (19%)
- D. 1 to 2 years - 4 (13%)
- E. No Response - 4 (13%)

10. Why was this individual assigned to teach this course?

- A. Expertise in mass communication - 17 (55%)
- B. Expertise in a communication related field - 13 (42%)

- C. Course was proposed by individual assigned - 5 (16%)
 D. No Response - 5 (16%)
 E. Other - 3 (10%)
 F. Current faculty member with no formal training,
 but special interest in mass communication - 2 (6%)

11. Is this course offered as part of a baccalaureate-oriented, vocationally-centered or general education program?

- A. Baccalaureate-oriented program - 19 (61%)
 B. Combined program of A, C & D - 7 (23%)
 C. Vocationally-centered program - 3 (10%)
 D. General education program - 2 (6%)
 E. No Response - 1 (3%)

12. To your knowledge, has this course transferred acceptably to senior institutions of higher learning?

- A. Yes - 28 (90%)
 B. No Response - 3 (10%)
 C. No - 0 (0%)

13. Does your college currently offer any courses which deal specifically in content with any of the areas listed below?

Courses	In Schools With Media Course	In Schools Without Media Course	Combined Total
A. TV	16 (52%)	2 (12%)	18 (36%)
B. Radio	16 (52%)	2 (12%)	18 (36%)
C. Newspapers	23 (74%)	2 (12%)	25 (52%)
D. Film or Cinema	17 (55%)	3 (18%)	20 (42%)
E. Magazines	5 (16%)	-----	5 (10%)
F. Other Print Forms	4 (13%)	-----	4 (8%)
G. Other Non-print Forms	5 (16%)	-----	5 (10%)
H. Offered No Courses	2 (6%)	11 (65%)	13 (27%)

14. Does your school have any plans to initiate a mass communication curriculum, beyond an introductory course, in the immediate future?

Response	In Schools With Media Course	In Schools Without Media Course	Combined Total
A. Yes	1 (3%)	1 (6%)	2 (4%)
B. No	6 (19%)	7 (41%)	13 (27%)
C. No Response	24 (77%)	9 (53%)	33 (69%)

15. Are the specific courses you circled in question 13 a part of a baccalaureate-oriented, vocationally-centered or general education program?

Responses	In Schools With Media Course	In Schools Without Media Course	Combined Total
A. Baccalaureate-oriented	13 (50%)	4 (24%)	17 (35%)
B. Vocationally-centered	3 (10%)	1 (6%)	4 (8%)
C. General education	2 (6%)	-----	2 (4%)
D. Combined program of A, B and C	9 (29%)	1 (6%)	10 (21%)
E. No Response	4 (13%)	11 (64%)	15 (31%)

16. Does your college currently offer a degree program in the area of mass media, mass communication or communication?

Responses	In Schools With Media Course	In Schools Without Media Course	Combined Total
A. Yes	6 (19%)	1 (6%)	7 (15%)
B. No	25 (81%)	13 (76%)	38 (79%)
C. No Response	-----	3 (18%)	3 (6%)

17. Specifically, what degree or degrees are offered?

- A. Associate of Arts in Speech and Drama - 1 (2%)
- B. Certificate in Occupational Journalism - 1 (2%)
- C. Associate of Arts in Speech - 1 (2%)
- D. Associate of Science in Journalism - 1 (2%)
- E. Associate of Arts in Journalism - 1 (2%)
- F. Associate of Applied Science in Journalism - 1 (2%)
- G. Associate of Applied Science in Advertising - 1 (2%)
- H. Associate of Applied Science in Broadcasting - 1 (2%)
- I. Associate of Applied Science in Broadcast Technology - 1 (2%)
- J. Associate of Applied Science in Visual Arts - 1 (2%)
- K. No Response - 42 (88%)

APPENDIX C

Mass Media Course Offerings in Public and Private, Illinois Community and Junior Colleges

	Mass Communication	Newspapers	Film or Cinema	Television	Radio	Other Non-print	Other Print
Illinois Community Colleges (Public and Private)							
1 Belleville Area College							X
Black Hawk College							
1 Quad Cities Campus	X	X	X	X	X		X
1 Kewanee Campus	X						X
1 Carl Sandburg College							X
1 Central YMCA Community College							X
City Colleges of Chicago							
1 Chicago City-Wide College	X	X	X	X	X		X
1 Chicago Urban Skills Institute							
** Daley College	X	X	X	X	X		X
** Kennedy-King College	X	X		X	X		X
1 The Loop College	X	X	X	X	X		X
** Malcolm X College	X	X	X	X	X		X
1 Olive-Harvey College	X	X	X				X
1 Truman College	X	X	X	X	X		X
1 Wilbur Wright College	X	X	X	X	X		X
1 College of DuPage	X	X	X	X		X	X
1 College of Lake County	X	X					X
1 Danville Junior College							X
1 Elgin Community College	X	X	X	X	X		X
1 Pelician College							X
** Highland Community College		X	X	X	X	X	X
1 Illinois Central College	X	X	X	X	X		X
Illinois Eastern Community College							
** Frontier College							
1 Lincoln Trail College	X	X	X				X
1 Olney Central College	X	X					X
** Wabash Valley College	X	X		X	X		X
1 Illinois Valley Community College	X	X	X				X
1 John A. Logan College		X	X				X
1 John Wood Community College	X	X		X	X		X
1 Joliet Junior College	X	X	X				X
1 Kankakee Community College		X		X			X
1 Kaskaskia College		X			X		X
1 Kishwaukee College	X	X	X	X	X	X	X
1 Lake Land College	X	X	X	X	X		X

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	Mass Communication	Newspapers	Film or Cinema	Television	Radio	Other Non-print	Other Print
Illinois Community Colleges Continued							
1 Lewis and Clark Community College	X	X	X		X		X
1 Lincoln Land Community College	X	X					X
1 *MacCormac College							X
1 *Mallinckrodt College							X
1 McHenry County College	X	X					X
*Moraine Valley Community College	X	X					X
1 Morton College	X	X					X
1 Oakton Community College	X	X	X				X
1 Parkland College	X	X		X	X	X	X
1 Prairie State College	X	X		X	X	X	X
1 Rend Lake College		X					X
1 Richland Community College		X		X			X
1 Rock Valley College		X	X		X		X
1 Sauk Valley College	X	X	X	X	X		X
1 Shawnee Community College		X					X
1 Southeastern Illinois College	X	X	X	X	X		X
*Spoon River College	X	X					X
1 *Springfield College in Illinois		X					X
1 State Community College of E. St. Louis		X					X
1 Thornton Community College	X	X	X	X			X
1 Triton College	X	X			X		X
1 Waubensee Community College	X	X	X	X	X		X
1 William Rainey Harper College	X	X		X	X		X

*Denotes private, two-year institutions in Illinois
 1 Denotes community colleges responding to Survey questionnaire.

**Denotes information from Statewide Occupational Programs for Illinois Public Community Colleges (Springfield: I.C.C.B., 1977), and examination of college catalogs.

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APPENDIX D
ILLINOIS COMMUNITY COLLEGE
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APPENDIX E
ILLINOIS COMMUNITY COLLEGE DISTRICTS WITH AND WITHOUT
AND INTRODUCTORY COURSE IN MASS COMMUNICATIONS

Illinois Community College Districts Offering
a Mass Communication Course

<u>District Number</u>	<u>Name</u>
503	Black Hawk College
508	Chicago City Colleges
502	College of DuPage
509	Elgin Community College
512	William Rainey Harper College
514	Illinois Central College
529	Illinois Eastern Community Colleges
513	Illinois Valley Community College
525	Joliet Junior College
501	Kaskaskia College
523	Kishwaukee College
532	College of Lake County
517	Lake Land College
536	Lewis and Clark Community College
526	Lincoln Land Community College
528	McHenry County College
524	Moraine Valley Community College
527	Morton College
535	Oakton Community College
505	Parkland College
515	Prairie State College
506	Sauk Valley College
533	Southeastern Illinois College
534	Spoon River College
510	Thornton Community College
504	Triton College
516	Waubensee Community College
539	John Wood Community College

Illinois Community College Districts Not
Offering a Mass Communication Course

522	Belleville Area College
507	Danville Junior College
519	Highland Community College
520	Kankakee Community College
530	John A. Logan College
521	Rend Lake College
537	Richland Community College

District NumberName

511
518
531
601

Rock Valley College
Carl Sandburg College
Shawnee College
State Community College
of East St. Louis

