



University
of Regina



centre for
management
development
Hill | Levene

September 8, 2020

**UNIVERSITY OF REGINA SCHOOL OF
JOURNALISM
Business Plan**

Chris Street & Jacob Nelson
Faculty of Business Administration // University of Regina
uregina.ca/business/cmd



TABLE OF CONTENTS

Background..... 3

COVID-19 Recognition..... 3

Summary of Prior Strategic Analysis..... 4

Journalism School Strategic Analysis..... 4

Strategic Analysis Summary..... 5

Strategic Program Goals..... 6

 GOAL: Increase Enrolment..... 6

 GOAL: Improve Curriculum..... 6

 GOAL: Expand into Communications..... 7

 GOAL: Enhance Cultural Inclusion..... 7

 GOAL: Stabilize Staffing..... 7

Business Plan Analysis..... 8

Environmental Scan of Journalism Programs in Canada..... 8

 Categories..... 8

 Similarities and Differences Across the Three Categories..... 9

Competitor Analysis..... 10

 Mount Royal..... 10

 MacEwan..... 10

 University of Winnipeg..... 11

 Carleton..... 11

 Competitor Analysis Summary..... 12

Analysis Summary: Strategy and Business Plan..... 13

Implementation..... 14

Goal Priorities..... 14

Step 1. Curriculum Review..... 15

 Task #1. Streamlining the program pre-requisites..... 15

 Task #2. Reviewing the course calendar for redundant courses and overlapped content..... 18

 Task #3. Updating courses to be consistent with current practice..... 19

 PLANNING GUIDE - Curriculum Review..... 19

Step 2. Add Communication Courses..... 20

 PLANNING GUIDE - Communication Course Additions..... 23



Step 3. Increase Enrolment..... 24
 PLANNING GUIDE - Increase Enrolment..... 26

Step 4. Stabilize Staffing 26

Appendices..... 29



BACKGROUND

The School of Journalism (Journalism School) at the University of Regina has been operating for 40 years. In May 2019, the Journalism School completed a unit review that was followed up in December 2019 with a strategic planning process. With the five-year strategic plan set to be completed in 2020, the Journalism School has identified the need for a business plan to be developed in order to begin the operationalization process.

On December 13, 2019, the Journalism School faculty met to discuss plans, priorities, and options. The time was spent on the following five outcomes.

- To identify the most critical factors in the current environment impacting the School of Journalism.
- To identify the most significant internal strengths/weaknesses of the School to be addressed in the strategic action plan.
- To redesign the mandate and programs to achieve best student success.
- To identify the priority areas of focus to guide future actions arising from the review.
- To define the outcomes, future strategies and time frames to address the priority areas and actions.

The December 2019 meeting resulted in a detailed SWOT analysis and the development of five strategic goals for the faculty. This report builds on the outcomes from the December planning meeting and provides an operational plan for attaining these strategic goals. The report authors had the opportunity during the development of this report to develop additional proposals for strategic goals that may not have been recognized earlier. These additions were included in the operational plan.

This report begins with a brief review of the faculty's SWOT analysis, adds our own environmental business scan, and presents the original strategic goals from the faculty's December 2019 meeting. The report then explains the operational plan for attaining these goals. We include a breakdown of steps for each goal and appropriate metrics. Placeholders for timelines are left open to provide the opportunity for the faculty members to work through the planning suggestions at their own discretion.

COVID-19 RECOGNITION

While this report was being written, the province along with the rest of the globe was in the process of managing the spread and effects of the COVID 19 pandemic. The strategic goals for this report were developed in December 2019, prior to any hint of the economic instability and shock to universities, university students, and university programs and faculty both regionally and globally. The information and perspectives in this report are based on the assumption that opportunities to develop the Journalism School program still exist in 2020 and will still exist in the near future, however changed that future may be. In other words, this report provides a description of a development plan that was developed with, and is meant to be interpreted with, an understanding that program development can be carried out in parallel with adaptations made necessary by our current circumstances.

SUMMARY OF PRIOR STRATEGIC ANALYSIS

December 2019

JOURNALISM SCHOOL STRATEGIC ANALYSIS

The results of a faculty-led SWOT analysis indicates that, overall, the Journalism School at the University of Regina is a traditional professional journalism program with a local reputation, currently experiencing declining focus, development backlog, and low EDI balance. The faculty has an opportunity to develop new programs and external relationships, however the stakeholder perception is often that journalism degrees are declining in popularity among university-age students and that there is high uncertainty and negative public opinion about the future of the discipline. A summary of the analysis is shown in Figure below.

STRENGTHS	WEAKNESSES
<p>PROFESSIONAL SCHOOL</p> <ul style="list-style-type: none"> • <i>Internship program</i> • <i>Ready-to-work journalists</i> • <i>Strong media relationships</i> <p>TRADITIONAL PROGRAM</p> <ul style="list-style-type: none"> • <i>Graduate program available</i> • <i>Introduction of open electives</i> • <i>Scholarships and bursaries</i> • <i>Small class sizes</i> • <i>State of the art technology</i> • <i>Integrated model (Critical thinking, Storytelling, Technology)</i> • <i>Highly diversified professional backgrounds of faculty</i> <p>LOCAL BRAND AWARENESS</p> <ul style="list-style-type: none"> • <i>Long-term Community involvement</i> • <i>Known in the Prairies</i> • <i>Strong ties to the alumni</i> • <i>Minifie Lectures - 2021 - 40th year</i> 	<p>PRECARIOUS FUTURE</p> <ul style="list-style-type: none"> • <i>Losing potential recruits, no recruitment or marketing plan, precarious employment</i> • <i>Lack of faculty time (research & teaching)</i> • <i>No clear focus on Communications</i> • <i>Confused brand identity (2 websites, School in invisible, Physically hidden)</i> <p>DEVELOPMENT BACKLOG</p> <ul style="list-style-type: none"> • <i>Lack of University partnerships</i> • <i>Outdated course outlines</i> • <i>No current curriculum assessments</i> <p>POOR EDI</p> <ul style="list-style-type: none"> • <i>Less representative workforce</i> • <i>Hidden racism</i> • <i>Indigenous embedded knowledge and awareness required</i>
OPPORTUNITIES	THREATS
<p>NEW PRODUCTS</p> <ul style="list-style-type: none"> • <i>Expand school to officially include <u>communications</u> - renaming - add in communications</i> • <i>Expand into <u>Indigenous Journalism</u> - create positions/chair/fellowship;</i> 	<p>DECLINING PROGRAM</p> <ul style="list-style-type: none"> • <i>Declining enrollments</i> • <i>Lack of modernization in terms of course names, curriculum, gear, marketing</i> • <i>Identity (mis)alignment between Industry and academic (are we a</i>

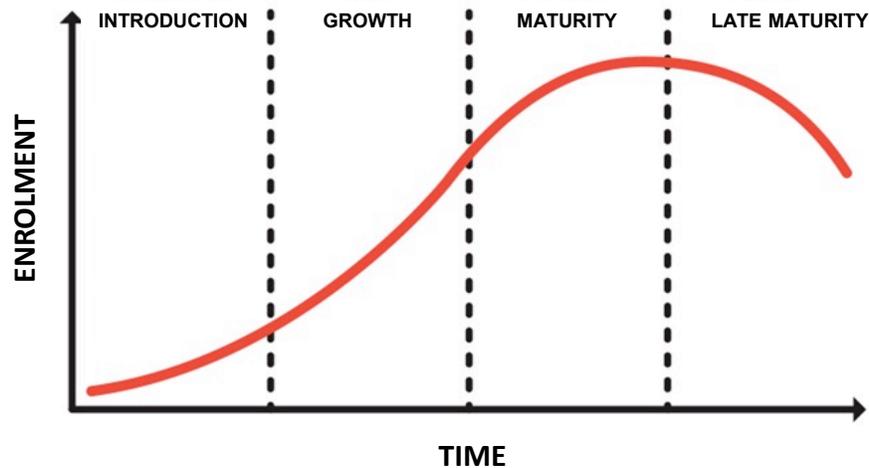


<p><i>enhance Indigenous supports with area for smudging, Implement regular indigenous counselling, room for prayer.</i></p> <ul style="list-style-type: none"> <i>Expand into and integrate <u>digital</u></i> <i>Increase number of open core classes/create new introduction classes</i> <i>Promote the Master of Journalism - thesis option</i> <p><u>NEW RELATIONSHIPS</u></p> <ul style="list-style-type: none"> <i>Strengthen relationships with: Administration; other University departments; Post-secondary Institutions</i> <i>Partnerships with other post-secondary institutions; FNU, CCE; Northern recruitment teleconference</i> <i>Corporate donations for scholarships</i> 	<p><i>professional program or liberal arts program?)</i></p> <p><u>INSTITUTIONAL UNCERTAINTY</u></p> <ul style="list-style-type: none"> <i>Shrinking budgets</i> <i>Changing University Leadership</i> <i>New President-Provost-Dean</i> <p><u>NEGATIVE PUBLIC OPINION</u></p> <ul style="list-style-type: none"> <i>Perceived Isolation - physical location</i> <i>(mis)Conception that journalism is dead</i>
---	--

STRATEGIC ANALYSIS SUMMARY

Results from the strategic planning session indicate that the journalism major is currently a very traditional program, well-known regionally but not nationally, was popular with potential students but has seen a trend of lower interest in the recent past. This summary suggest that the journalism program is in the late maturity period of a product life cycle.

The Product Life Cycle is used to help understand how an organization matures over time. The life cycle consists of four stages, Introduction, Growth, Maturity, and Late Maturity. These four stages act as a developmental timeline for an organization in which program development typically begins with experimentation period followed by a maturation process where a program grows in popularity and reputation. At some point the organization usually finds something that works well and they settle on and stabilize their program. Eventually the organization's program reaches a state of late maturity and risks becoming less relevant as others copy or move ahead with competing programs. People, whether consumers or students, will naturally begin to look for the next big thing. The figure below illustrates the product lifecycle in the context of student enrolment.



Having a traditional professional journalism program with a local reputation could be beneficial in developing new programs and external relationships. In fact, a common late-maturity phase strategy is to develop new programs and relationships. It's important to note that developing new programs could run counter to the strengths of a group of people who are mainly experienced with traditional models, so this potential mismatch should be considered when implementing any plan.

A second conclusion from this analysis is that there is potential interest/demand for new program elements, particularly if external stakeholders such as program graduates and media organizations can be convinced to help. It may be possible to stabilize and grow the program, however it's important to remember that the traditional model is thought by many people to be outdated.

STRATEGIC PROGRAM GOALS

The Journalism faculty proceeded to develop five goals after the SWOT analysis was completed. Faculty participants were asked to define at least five goals and propose what success would look like in 3 years for each strategic goal. The following list represents the outcomes of the discussion.

GOAL: INCREASE ENROLMENT

Successful Outcome in 3 years: Journalism School sees its overall Journalism enrolment operate at capacity (26 students per year) and see increased applications year over year.

GOAL: IMPROVE CURRICULUM

Successful Outcome in 3 years: All redundant courses have been eliminated, all course descriptions have been updated, and courses with overlapping content have been coordinated to remove overlap. Courses will be relevant to the program and real-world market.



GOAL: EXPAND INTO COMMUNICATIONS

Successful Outcome in 3 years: 100-level communications courses and corporate communication internships are standard offerings. The Journalism School's name has been redeveloped to include "Communications".

GOAL: ENHANCE CULTURAL INCLUSION

Successful Outcome in 3 years: A core Indigenous curriculum has been implemented into the program and 100% students surveyed will state that the Journalism School's environment is culturally respectful.

GOAL: STABILIZE STAFFING

Successful Outcome in 3 years: Two new faculty lines, Indigenous and Communications, have been established.

Priorities were not established at the December 2019 meeting for achieving these goals. Priorities and steps to achieve the goals are presented later on in the operational plan.



BUSINESS PLAN ANALYSIS

An environmental scan and a competitor analysis were required for developing the business plan. These two analyses provided the information about what other schools are doing so that the plan's sections related to increasing enrolment and curriculum development are informed by current practice.

ENVIRONMENTAL SCAN OF JOURNALISM PROGRAMS IN CANADA

The planning recommendations in this report are based on both the strategic planning analysis results provided by the Journalism School faculty and also a comparative analysis of other similar Canadian programs. We found that Canadian programs generally fall into three categories (traditional, communication-focused, and balanced approach) and that the schools in each category are noticeably different. We identified what we consider to be the main competing schools for the Journalism School. We also provide a 'lessons learned' section that summarizes useful information to consider in reading the rest of this report.

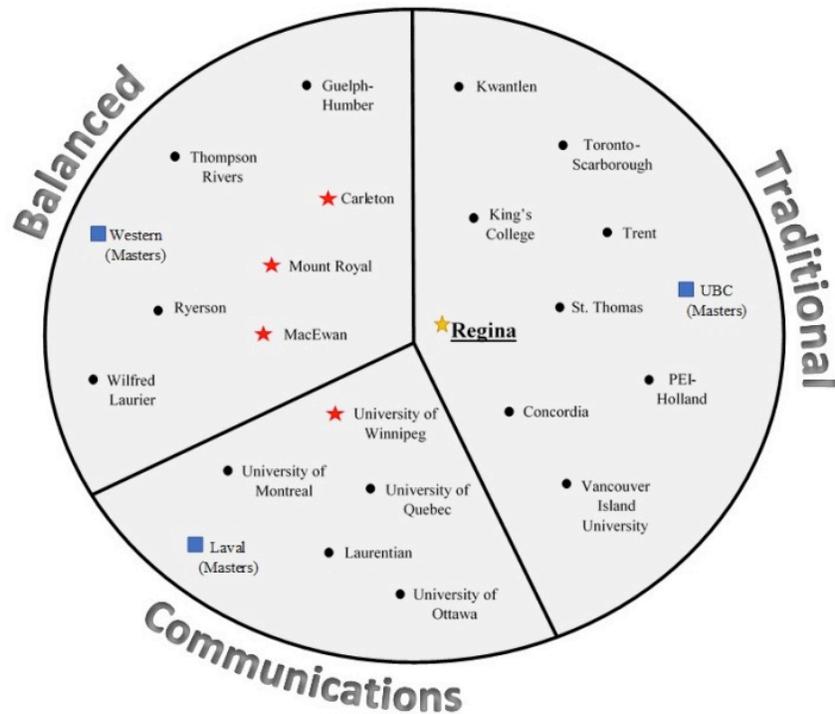
CATEGORIES

There are three general categories of journalism programs in Canadian universities.

Traditional Journalism: This category focuses on the specific discipline of journalism. Courses rarely deviate from Journalism specific studies.

Communications Programs: These schools have almost completely shifted from journalism tailored studies to public and private sector focused courses. Courses in areas such as data analytics, organizational behavior, and strategic marketing are prominent in these programs. Partnerships exist in abundance between these communications schools and other faculties to further enhance offerings to students.

Balanced Approach: A mix of communications, media, and journalism focused programs, these schools want to prepare students for careers in a variety of communications and journalism fields. Courses such as data analytics and data visualization are offered in these programs. **Moving to the balanced approach is recommended in this plan because the inclusion of communication and media courses broadens the program for students and updates the program to better match the journalism job market. Both reasons are expected to draw higher student enrolment.**



- Undergraduate Programs
- ★ Competing Undergraduate Programs
- Masters Programs

SIMILARITIES AND DIFFERENCES ACROSS THE THREE CATEGORIES

Traditional Journalism

The traditional category is where the majority of journalism schools in Canada fall. Making up 43% of Canadian programs, these schools take a direct focus on the study of journalism as well as the application of journalism through internships and co-ops. They offer no benefit greater than what the University of Regina's Journalism School already offers. All of the traditional programs give off a niche student demographic vibe, where recruiting is done primarily through the local region. Websites are not necessarily appealing and the programs themselves are situated far away from Regina's area of concern.

Communication Programs

Communications focused schools have placed virtually all of their resources into their communication programs. The resources necessary to perform this transformation are extremely significant. Because this territory is so modern and undefined, it is best to approach it with caution. Because of this uncharted territory, it is no surprise that only 24% of Canadian schools offer programs with this focus. The University of Winnipeg has reached into this area of education with a strong diploma program that offers students a defined route into the communications workforce.



Balanced Schools

The balanced schools that offer a mix of communications, media, and journalism are the biggest recruiting threat for the Journalism School. Making up a modest 33% of Canadian communications and Journalism programs, these schools have attached themselves to a growing trend. Schools like Mount Royal and MacEwan both have comprehensive departments that offer strong programs in the areas of journalism and communication. They have made a point of not separating the two disciplines, but rather using them both as tools to develop well-rounded students for their post-university careers. Not only do these schools target the same demographic that the Journalism School wants, but they are also within close proximity to Regina as well, reaching into Saskatchewan’s vast territory of potential undergraduates. Because these schools offer 4-year programs it is also likely that prospective students who know they want to enter the journalism or communications field would choose these programs over the Journalism School. While these programs are the biggest threat to the Journalism School’s recruiting efforts, there is much opportunity for the Journalism School to build around what these programs have already done.

Graduate Schools

The same three categories exist across the 3 graduate schools. UBC is very traditional, offering a Master’s in Journalism with primary focus on applying knowledge in the newsroom. Westerns Master’s in Media in Journalism & Communication offers a large mix of Journalism and Communications studies in their curriculum. Laval offers a Master’s in Public Communication that includes 9 areas to focus on, with only one area being dedicated to Journalism.

COMPETITOR ANALYSIS

Four competing journalism programs were identified because they currently have balanced journalism programs (Mount Royal, MacEwan, and Carleton) or they are regionally close by (Winnipeg). Two schools (Mount Royal, MacEwan) are both program competitors and regional competitors.

MOUNT ROYAL

The **School of Communication Studies** offers a 4-year, Bachelor of Communication degree with majors in Information Design, Journalism, Public Relations, and Broadcast Media Studies. All 4 majors provide education geared towards careers in a large variety of multimedia and communications industries.

The eligible GPA is the lowest of all Communications programs at 65%. The school itself is located in the heart of downtown Calgary, a relatively close neighbor to Regina. This makes it a strong competitor for Regina Journalism School in terms of local student recruitment.

MACEWAN

The **Faculty of Fine Arts and Communications** offers a 4-year Bachelor of Communication Studies with two major choices in either Journalism or Professional Communication. Whichever major the student decides, they must then minor in the other discipline. The Faculty defines this degree as preparation for “strategic roles in business, traditional and new media, not-for-profit and public sector organizations.” Some of the industries promoted



to students in the school are Health, Science, Education, Software Development, Government Organizations, and Non-Government Organizations (NGO's).

The minimum acceptable GPA ranges between 65-75%. The school is located in downtown Edmonton. It is a bit further away from Regina than Mount Royal. However, because the University of Saskatchewan does not have a Journalism program, MacEwan is strong competition for potential recruits in northern Saskatchewan.

UNIVERSITY OF WINNIPEG

The **Department of Rhetoric, Writing and Communication** does away with a journalistic approach. The multitude of programs offered, in the form of 3 and 4-year degrees, are tailored towards students that want to move on to graduate studies in such fields as Communications, Composition, Media Studies, and Rhetoric; or enter the workforce in public and private sector careers. The PR, Marketing, and Strategic Communications Management Diploma is the main point of emphasis for Winnipeg. The 13-month diploma sets itself apart from other programs by offering courses in diverse fields such as Organizational Behavior, Strategic Marketing, and Market Research.

Minimum Eligible GPA is 65%. Winnipeg is the closest communications program to the University of Regina. While it does not have the "millennial" appeal of Calgary, it does act as a much larger version of Regina. This view can assist Winnipeg with recruiting in Regina's student market. While Winnipeg acts as a major competitor for the Journalism School in terms of locality, it is not a program that should be replicated in depth, at least not in the short-term. The complete buy-in to communications makes the model vastly different from what Regina's Journalism School is using right now. Trying to replicate a vastly different model could lead to much frustration and confusion.

CARLETON

The **School of Journalism and Communication** offers 3 distinct areas of studies with 4-year programs.

The Bachelor of Journalism offers a very traditional education in the world of Journalism, while preparing students for careers beyond just Journalism.

The Bachelor of Communications and Media Studies acts as a mix between Journalism and business-oriented education. Courses in data mining and analytics are offered in this program.

Finally, the Bachelor of Media Production and Design Program give students the ability to immerse themselves in the world of digital communications in the public and private sectors, without the requirement of being fluent in computer programming.

With a minimum eligible GPA of 70% and the legacy of being the first Journalism School in Canada, Carleton has a lot to offer students that live beyond the province of Ontario. While Toronto is known as an expensive city that may drive potential students away, Ottawa is the less expensive alternate for those students. Therefore, Carleton's mix of offerings and relatively central location within Canada makes it a competitive threat to the Journalism School.



COMPETITOR ANALYSIS SUMMARY

Summarizing the competitor analysis raises four conclusions about where the opportunities are for journalism schools in Canada, and specifically western Canada.

The need for communications-focused classes is clear. While schools with communications programs make up over 50% of the Journalism School's competitors, only 33% have adopted a balanced approach. This large gap in the balanced market is the perfect opportunity for the University of Regina's Journalism School to begin planning and integrating a handful of courses with a communications focus.

The University of Regina's Journalism School website is significantly better than the rest. Qualities like aesthetics and user-friendliness give the University of Regina's Journalism School a sophisticated appearance that almost every other school lacks. The most comparable to the Journalism School's website would be Carleton's. Both share similar qualities and give prospective students a clear idea of what each school offers. However, Carleton offers an additional two programs in their School of Journalism and Communication, which draws an abundance of the recruiting pool due to the larger offering. Because Web-based recruiting has become a staple for post-secondary education, it is important for the Journalism School to continue building onto their prominent platform.

No other communications or journalism school in Canada has capitalized on the growing Indigenous community. Stats Canada has concluded that the Aboriginal population in Canada is growing 4 times faster than any other demographic in Canada.¹ Being right next to the First Nations University of Canada, and residing in the heart of Western Canada, the Journalism School has an extremely unique opportunity to work with and develop a program that attracts potential Aboriginal students.

The University of Regina's journalism program has important regional competitors. An improved curriculum is a much-needed next step in order to attract recruits that may be drawn to more broad regionally-competing programs like MacEwan or Mount Royal. Combining a handful of non-journalism classes and strong indigenous inclusion with an already enhanced website, may give the Journalism School the leverage it needs to compete with any school in Canada for prospective students.

¹*Aboriginal peoples in Canada: Key results from the 2016 Census* (2016).
Statistics Canada <https://www150.statcan.gc.ca/n1/daily-quotidien/171025/dq171025a-eng.htm?indid=14430-1&indgeo=0>



ANALYSIS SUMMARY: STRATEGY AND BUSINESS PLAN

The Journalism School at the University of Regina is a traditional professional journalism program with a local reputation, currently experiencing declining enrolment, development backlog, and low EDI balance. Journalism degrees are perceived as declining in popularity amongst university-aged students, and the future is uncertain. With strong local brand awareness and a diverse and open faculty, the Journalism School has an opportunity to develop and enhance new and current programs.

Moving through the market life cycle, the Journalism School finds itself in the late maturity phase. This is due to the outdated traditional journalism program offered. Because of this there is little the Journalism School can do to innovate on its current program and instead must re-tool its current program or develop and entirely new program in order to sustain itself.

Five strategic goals were created in order to create a clear path of future success for the Journalism School. Increasing enrollment, improving the curriculum, expanding into communications, enhancing cultural inclusion, and stabilizing staffing are all objectives that the Journalism School must focus on achieving.

During an environmental scan of the journalism school market in Canada, the Journalism School was compared to 20 other undergraduate programs and 3 graduate programs. Three categories were developed, Traditional, Balanced, and Communications Focused in order to separate the different programs according to their primary mission and values. The Journalism School was placed in the traditional program with a heavy emphasis on pursuing a career in journalism after school. The balanced category is where the Journalism School finds its strongest competition. Schools in the neighboring provinces of Alberta and Manitoba have adopted programs that focus much more on communications as a degree and post-graduate career. The environmental scan showed a path for the Journalism School to offer more communications-focused classes and develop curriculum for indigenous journalism.

The next section presents the business plan implementation details beginning with a suggestion for goal priorities.



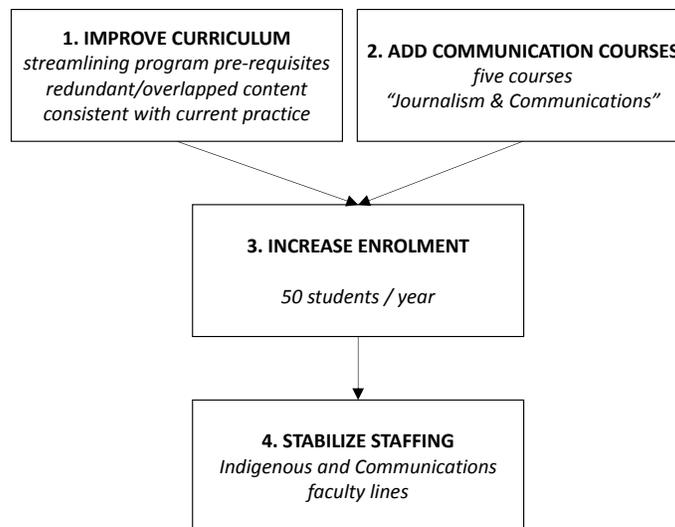
IMPLEMENTATION

GOAL PRIORITIES

There are a series of steps to having this business plan completed. Each step is explained in detail after the priorities section.

We are recommending that the Journalism School work on the curriculum review first. This step involves smaller and more manageable tasks that can be divided among the faculty. Working on smaller tasks makes it more likely that results, and commitment, are seen more quickly than beginning with the larger goals. Also, the remaining steps will be easier to work on if a 'cleaned up' program is available to build on.

Adding communication courses can be done next. If desired, steps 1 and 2 could be done in parallel because adding courses could be seen as part of curriculum improvement. Parallel work would be done sooner, but would require sufficient faculty involvement. A clearer picture of what the Journalism and Communication program consists of should be available once steps 1 and 2 are complete.



A clearer program picture can be used for recruitment to communicate to prospective students and journalism professionals about the school and how it is uniquely relevant. It would be difficult to increase recruitment and community engagement without first completing the curriculum and program name change so we recommend priority on steps 1 and 2.

Step 4, stabilizing staffing, will be dependent on student interest in the courses. It is sometimes difficult to justify staffing changes in a university before stable student demand exists so we recommend that enrolment figures take priority of staffing changes.

Cultural inclusion is a goal that involves tasks in each of the four steps shown above. As such, EDI is considered a complementary objective throughout implementation.



STEP 1. CURRICULUM REVIEW

The first step involves three tasks, (1) streamlining the program pre-requisites, (2) reviewing the course calendar for redundant courses and overlapped content, and (3) updating courses to be consistent with current practice.

TASK #1. STREAMLINING THE PROGRAM PRE-REQUISITES

One of the first interactions students have with the Journalism program is reviewing and selecting Pre-Journalism requirements, the courses to take in years 1 and 2. The table below shows how pre-requisite selection for the University of Regina program is much more complicated than a standard pre-requisite selection system found in other schools. We recommend that the existing pre-journalism requirements be simplified to make it easier for prospective students to visualize what their options are and to confidently make informed selections. We recommend that the standard pre-requisite structure on the right is used as a template to emulate.

In the table below, standard pre-journalism requirements were developed by reviewing required courses from journalism programs at MacEwan, Mount Royal, University of Winnipeg, and Carleton. For each school, a list of all required courses were collected and separated by school. The most-frequent similar courses across all schools were then identified. University of Regina naming (e.g. MAP) was applied to the standards for convenience.

Comparison of Existing Pre-Requisites with Standard Pre-Requisites Structure

Regina Pre-Journalism Requirements

Department	Course Level	Credit Hours
ARTS	99	0
ENGL	100	3
MATH, STAT, CS (Not CS 100), ECON 224, PHIL 150, 352, 450, 452, 460, SOST 201	Any Course Level or Level indicated	3
ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, or THST	Any Course Level	3
ASTR, BIOL, CHEM, GEOL, PHYS (with Lab component), or GEOG 121	Any Course Level or Level indicated	3
ENGL 110, PHIL 100, RLST 245,	Course Level Indicated	3

Standard Pre-Journalism Requirements

Department	Course Level	Credit Hours
HUM, SOC SCI	Introductory Level	6
HUM, SOC SCI	Beyond Introductory Level	6
SCI, MATH, COMP SCI	Any Course Level	6
ENGL	100 Critical Reading and Writing	3
PHIL	150 Critical Thinking	3
INDIG	Any Course Level	6
BUS*	200 Introduction to Marketing	3
MAP	Any Course Level	6
COMS*	Introductory Level	9
COMS*	Beyond	12



248, SOST 110		
Two language courses	Any Course Level	6
ANTH, GEOG 100 or 120, INDG 232, 234, 238, 332, 432, RLST (not 181, 184, 186, 188, 284, 288)	Any Course Level or Level indicated	3
HIST, CATH 200, CLAS 100, IDS 100, INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230, or INDL 241, 242, 240 AA-ZZ	Any Course Level or Level indicated	3
ECON, GEOG (not 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, 431), INDG 236 258, 305, 358, IS, JS, LING 270, PSCI, PSYC, SOC, SOST, or WGST	Any Course Level or Level indicated	3
INCA, INDG (not 208, 210, 215, 216, 218, 219, 221, 228, 229, 230, 232, 234, 236, 238, 258, 305, 332, 358, 432), INHS, ENGL 214, 310 AA-ZZ1 GEOG 334, HIST 310, JS 350, 351, KIN 105, LING 230, PSCI 338, SOC 214, or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies.	Any Course Level or Level indicated	3

	Introductory Level	
Total		60

*Course column refers to the department or faculty in which the course would be taken. Course level refers to the experience required, or difficulty of the course being taken. Credit Hours explains how many courses the student must take with the course options given (1 class = 3 credit hours).

HUM, SOC SCI: Humanities & Social Sciences

SCI: Sciences

MATH: Mathematics

COMP SCI: Computer Science

INDIG: Indigenous Studies

ENGL: English

PHIL: Philosophy

BUS: Business Administration

MAP: Media, Arts & Performance

COMS: Communications



ECON, a course emphasizing Canadian History, a course above the introductory level emphasizing Canadian politics and government, SOST 110, INCA 283, or PSCA 434	Any Course Level or Level indicated	9
Six Additional Electives (PSCI 100 Recommended)	Any Course Level	18
Total		60

For the table above:

Department: This column represents the title of the department that the student must select a course from. The Abbreviations of the department (HUM, PHIL, ENGL, BUS, etc.) have been taken from the University of Regina’s Course Calendar. In the case of a specific course being required, recommended, or omitted from the calendar, a course number or description will follow the department abbreviation. For example, in row 9 of the “Regina Pre-Journalism Requirements” table it says that students may take a RLST course, but not the specific RLST courses of 181, 184, 186, 188, 284, 288.

Course Level: This column represents the course level that a student may pair with the course in the “Department” column.

“Any Course Level” indicates that a student may choose from any of the 4 levels (100, 200, 300, 400) in that department. If the department given was MATH, the student would be able to choose any 100, 200, 300, or 400-level MATH that they were eligible for.

“Level indicated” refers to the specific course levels that have been given in the department column that follow the department abbreviation. In row 4 of the “Regina Pre-Journalism Requirements” table it gives the option of taking ECON 224 specifically. In this case a student could not take any level of economics course they want, they can only choose 224.

“Introductory Level” represents courses in the introductory stages of their respective departments. While this would normally be considered any 100-level course within a faculty or department, exceptions like Economics, where 200-level courses are considered introductory, do exist.

Credit Hours: this column refers to the amount of credit hours a student must take from the department in the same row. In row 8 of the “Regina Pre-Journalism Requirements” table it states that a student must take 6 credit hours of “Two language courses”. While certain departments offer courses with different credit hours attached, such as ARTS 99 with 0 credit hours, the standard for most departments is that standard course (semester long) equates to 3 credit hours. So, in the case of row 8, a student

would need to take two language courses to fulfill the requirements. Using row 7 as an example from the “Standard Pre-Journalism Requirements” table (INDIG – ANY COURSE LEVEL - 6) it means the student must take 6 credit hours of any level course (100, 200, 300, or 400) from the department of Indigenous Studies.

TASK #2. REVIEWING THE COURSE CALENDAR FOR REDUNDANT COURSES AND OVERLAPPED CONTENT

Moving to years 3 and 4 in the Journalism program, the next task after pre-requisite review is to review the main program course. The table below lists these courses and course numbers.

Course	Course Description	Credit Hours
JRN 300	Introduction to Print Journalism	3
JRN 301	Introduction to Broadcast Journalism	3
JRN 302	Rights and Responsibilities of the Journalist	3
JRN 303	Research Techniques for Journalists	3
JRN 304	Foundations of Interviewing for Journalists	3
JRN 308	Contemporary Issues in Journalism	3
JRN 401 or 402	Advanced Print/Broadcast Journalism	3

We recommend that this task be done in two steps. First, compare the course content for each course using a template such as the one below. Discuss and remove redundant content from the courses using the template as a guide. Ideally the content template should show that each topic is unique to a course, although there are situations where topics are repeated on purpose.

Completed Content Review Course Comparison Table																
Topics	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
Course	X	X														
Introduction to Print Journalism			X	X												
Introduction to Broadcast Journalism					X	X										
Rights and Responsibilities of the Journalist							X	X								
Research Techniques for Journalists									X	X						
Foundations of Interviewing for Journalists											X	X				
Contemporary Issues in Journalism													X	X		
Advanced Print/Broadcast															X	



Journalism																			
------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Once the content review is complete the information should be explicitly available to determine if the courses are sufficiently differentiated by content, and if not, decisions can now be made about what courses can be re-tasked or deleted. This is the second step.

TASK #3. UPDATING COURSES TO BE CONSISTENT WITH CURRENT PRACTICE

The final task in a curriculum review is verifying that the courses are consistent with and teaching current practice. We recommend for this task that a formal or informal advisory group of professionals from outside the university review the course descriptions to answer the question of whether the courses are sufficiently up to date. We recommend that the advisory board be kept informal and small, perhaps even one individual if that individual is deemed to be sufficiently experienced.

PLANNING GUIDE - CURRICULUM REVIEW

We recommend the following planning guide be used to formally assign tasks and roles to make responsibilities explicit.

		Start Date	End Date
Task	Task #1. Streamlining the program pre-requisites		
Rec.	We recommend: <ul style="list-style-type: none"> Existing pre-journalism requirements be simplified to make it easier for prospective students to visualize what their options are and to confidently make informed selections. The standard pre-requisite structure (provided) is used as a template to emulate. 		
People	<i>the following people are working on this task</i>		
Task	Task #2. Reviewing the course calendar for redundant courses and overlapped content		
Rec.	We recommend: <ul style="list-style-type: none"> Compare the course content for each course, discuss and remove redundant content from the courses using the template (provided) as a guide. Use the review results to determine if the courses are sufficiently differentiated by content, and if not, decide what courses can be re-tasked or deleted. 		
People	<i>the following people are working on this task</i>		
Task	Task #3. Updating courses to be consistent with current practice		
Rec.	We recommend: <ul style="list-style-type: none"> A formal or informal advisory group of professionals from outside the university review the course descriptions to answer the question of whether the courses are sufficiently up to date. The advisory board be kept informal and small, perhaps even one individual if that individual is deemed to be sufficiently experienced 		
People	<i>the following people are working on this task</i>		



STEP 2. ADD COMMUNICATION COURSES

We are proposing that five new communication courses be added to the journalism major. These course descriptions were developed by reviewing the standard core classes required by the communications programs in the schools identified in the competitor analysis. Because we must consider that the Journalism School only offers a 2-year program at this time, we have decided to leave our course levels undefined.

COMS ZZZ (Introduction to Communication Studies) - This course will introduce students to the discipline of Communication Studies. It includes an examination of processes of communication within various settings. Topics such as nonverbal communication, listening, and public speaking will also be covered.

A typical outline for this course is as follows:

- Thompson Rivers University <https://www.tru.ca/distance/courses/cmns1161.html>)
 - Module 1: Introduction to Communication
 - Module 2: Introduction to Communication Theories
 - Module 3: Intrapersonal Communication
 - Module 4: Interpersonal Communication
 - Module 5: Group and Team Communication
 - Module 6: Organizational Communication
 - Module 7: Public Discourse
 - Module 8: Intercultural Communication
 - Module 9: Mass Media Communication
 - Module 10: Critical and Cultural Studies in Communication
 - Module 11: Postmodern Theorizing in Communication
 - Module 12: Communication Theories in Practice
- [textbook](#)

COMS YYY (Issues in Communication and Media) - An introduction to the history and key events in the development of professional communication and media. This course will explore contemporary societal issues surrounding professional communication within Canada.

A typical outline for this course is as follows:

- Athabasca University <https://www.athabascau.ca/syllabi/cmns/cmns202.php>
 - Part I: Introduction to the Study of Communication and Power in Canada
 - Unit 1: What Makes Communications in Canada Unique?
 - Unit 2: Understanding the Relationship Between Communication and Power
 - Unit 3: Representation and Cultural Identity
 - Part II: Media Industries and Their Powers
 - Unit 4: The Media Industries
 - Unit 5: Public Broadcasting
 - Unit 6: Communication Rights and Restraints Part 1 - Communication as a Human Right and Media Reform
 - Unit 7: Communication Rights and Restraints Part 2 - Protection of Privacy and Intellectual Property Rights
 - Part III: Regulating and Challenging Media Power
 - Unit 8: Communication Policy and the CRTC



- Unit 9: Alternative Media
- Part IV: Digital Transformations and the Power of Networks
- Unit 10: Canada as a Network Society
- Unit 11: Convergence
- Unit 12: Critical Questions for Big Data
- [Textbook](#)

COMS XXX (Communication Theory) - This course examines historical and current political, social, and economic contexts in the study of communication. With an emphasis on central ideas that have shaped communications, students will apply theories to current issues that they have discovered.

A typical outline for this course is as follows:

- University of Kentucky <https://www.uky.edu/~drlane/tce/syllabi/351f11syl.pdf>
 - o Introduction to Communication Theory considers various theoretical perspectives on communication processes.
 - o In this course, we will examine the foundation of theoretical inquiry (including the nature and development of theory), selected approaches to theorizing, applications of theory, and ethical implications of theory in a number of communication contexts.
 - o The primary objectives of this course are to
 - explicate the nature of theory in general and of communication theory in particular
 - trace the development of theoretical inquiry in the field of communication
 - evaluate the utility of theory by applying specific criteria and standards
 - distinguish among metatheoretical assumptions and various approaches to communication theory
 - examine communication processes in a variety of contexts
 - apply communication theory in the development of an original research project
 - hone individual writing skills.
- [Textbook](#)

COMS WWW (Communication Law) - Students examine how the Canadian constitution, legislation and jurisprudence interact to delineate the boundaries of a writer's legal rights and obligations within the scope of contemporary communication technologies.

A typical outline for this course is as follows:

- Athabasca University <https://www.athabascau.ca/syllabi/cmns/cmns311.php>
 - o Part I: Fundamental Principles of Canadian Law
 - o Unit 1: Basic Principles of Law
 - o Unit 2: The Shape of Government and the Law in Canada
 - o Part II: Freedom of Expression and Related Issues
 - o Unit 3: Freedom of Expression and the Charter
 - o Unit 4: Issues in Free Speech and the Law
 - o Part III: Legal Issues Researching the Story
 - o Unit 5: Access to Government-Held Information
 - o Unit 6: Privacy Law



- o Part IV: Legal Issues Before the Court
 - o Unit 7: Confidentiality
 - o Unit 8: Public Access to Information about Judicial Processes
 - o Unit 9: Contempt of Court
 - o Part V: Legal Issues Writing the Story
 - o Unit 10: Copyright Law
 - o Unit 11: Defamation
- [Textbook](#)

COMS VVV (Professional Ethics) - Explores ethical problems and controversies relating to research in media and communication. Students reflect on the knowledge and skills they have gained in their classroom study and explore their readiness to work. Students will then apply this knowledge to relevant ethical issues within the professional communications work environment.

A typical outline for this course is as follows:

- University of Waterloo
https://uwaterloo.ca/philosophy/sites/ca.philosophy/files/uploads/files/phil_215_-_001_-_course_syllabus_-_d._van_bruwaene_-_accessible_copy.pdf
 - o Week 1: Ethical Theory Chapter 1 (pp.1-24)
 - o Week 2: Political Theory Chapter 1 (pp.25-47)
 - o Week 3: Public and Private Ethics Chapter 2
 - o Week 4: Corporate Social Responsibility Chapter 3
 - o Week 5: Regulation and the Market Economy Chapter 4
 - o Week 6: Ethics of Sales and Advertising Chapter 5
 - o Week 7: Whistleblowing Chapter 7
 - o Week 8: Corporate Governance Chapter 8
 - o Week 9: Codes of Ethics and Professional Ethics Chapter 10
 - o Week 10: Equality and Discrimination Chapter 6
 - o Week 11: Markets and the Environment Chapter 11
 - o Week 12: International Business Ethics Chapter 12
 - o Week 13: Money, Value, and the Good Life
- [Textbook](#)

COMS UUU (Introduction to Technical Communication) - Technical communication skills are required in service, technical, and business environments. Students develop researching, planning, designing, and writing skills to prepare documents. Individually and collaboratively, students learn and apply information structures to produce documents such as descriptions, instructions, and manuals.

A typical outline for this course is as follows:

- Georgian College <https://www.georgiancollege.ca/course-outlines/COMM/1020/Fall/2014>
 - o Incorporate research into writing.
 - o Produce writing projects individually and collaboratively.
 - o Integrate information to meet the needs of specified audiences.
 - o Design documents to specified format and layout criteria.
 - o Evaluate products for organization, design, and style.
- [Textbook](#)

COMS TTT (Applied Communication for Business and Industry) - This course focuses on the knowledge and skills required for writing pertinent business correspondence and business or technical proposals and reports, as



appropriate to the program of study. Examples from the specific field of study will be evaluated for their effectiveness, and students will learn to write abstracts and executive summaries. Common software packages (Word, Excel, PowerPoint) are utilized to communicate material in a variety of print formats. Effective use of e-mail within an e-learning system is examined and incorporated throughout the course. Students will participate in individual and group presentations for a variety of purposes and audiences.

A typical outline for this course is as follows:

- Seneca College
<https://apps.senecacollege.ca/ssos/findOutline.do?subjectCode=ENG205>
 - o Identify the appropriate uses of e-mail and print communication.
 - o Create e-mails and memos for specific purposes and audiences.
 - o Apply fundamental techniques of business and/or technical writing.
 - o Develop a planning proposal for a Canadian business or financial institution.
 - o Create business or technical reports utilizing appropriate research techniques.
 - o Evaluate related business and/or technical writing for its effectiveness.
 - o Develop a written abstract and executive summary.
 - o Demonstrate computer skills through the completion of a technical paper, sending and receiving e-mail and incorporation of visuals into print material.
 - o Create presentations for a variety of audiences using appropriate tools and techniques.
 - o Critique presentations using a standard critique sheet.
- [Textbook](#)

PLANNING GUIDE - COMMUNICATION COURSE ADDITIONS

We recommend the following planning guide be used to formally assign tasks and roles to make responsibilities explicit. New course development typically has three steps (department, faculty, university approval) so these steps are shown below. Each faculty has slightly different processes for proposing new courses so the recommendations are left generic.

		Start Date	End Date
Task	Task #1. Develop course outlines for proposed courses (up to 5)		
Rec.	We recommend: <ul style="list-style-type: none"> • Assign a lead to develop the syllabus for each course 		
People	<i>the following people are working on this task</i>		
Task	Task #2. Present course syllabus to department for acceptance		
Rec.	We recommend: <ul style="list-style-type: none"> • Complete a draft of the course syllabus and circulate to department faculty • Meet after one week to discuss required revisions 		
People	<i>the following people are working on this task</i>		
Task	Task #3. Present course syllabus to faculty for acceptance		
Rec.	We recommend:		

	<ul style="list-style-type: none"> Submit course syllabus to faculty for discussion and voting
People	<i>the following people are working on this task</i>

STEP 3. INCREASE ENROLMENT

We recommend that enrolment be increased mainly by developing a different program structure to attract new students. We recommend that three program options, Journalism, Communications, and Indigenous Journalism, be developed to appeal to a larger base of prospective students. The tables below describe potential program-specific structures.

Journalism Major (already exists)		
Course	Course Description	Credit Hours
JRN 300	Introduction to Print Journalism	3
JRN 301	Introduction to Broadcast Journalism	3
JRN 302	Rights and Responsibilities of the Journalist	3
JRN 303	Research Techniques for Journalists	3
JRN 304	Foundations of Interviewing for Journalists	3
JRN 308	Contemporary Issues in Journalism	3
JRN 401 or 402	Advanced Print/Broadcast Journalism	3

The courses in the table above are already in the university course calendar.

Communications Major (already proposed above)		
Course	Course Description	Credit Hours
JRN ZZZ	Introduction to Communication Studies	3
JRN YYY	Issues in Communication and Media	3
JRN XXX	Communication Theory	3
JRN WWW	Communication Law	3
JRN VVV	Professional Ethics	3
JRN UUU	Introduction to Technical Communication	3
JRN TTT	Applied Communication for Business and Industry	3

The courses in the table above are described in the previous section.

Indigenous Journalism Major (new major)		
Course	Course Description	Credit Hours
INDG 100	Introduction to Indigenous Studies	3
INDJ 2XX	Summer Institute in Journalism	3
INDJ 2XX	Indigenous Media in Canada	3
INDJ 2XX	Managing Indigenous Media Businesses	3
INDJ 2XX	Indigenous History Within Canada: Eastern Canada	3
INDJ 2XX	Indigenous History Within Canada: Western Canada	3
INDJ 2XX	Gender Issues and Indigenous Societies	3
INDJ 3XX	Radio Production	3
INDJ 3XX	Comparative Indigenous Media Study from Selected	3



	Countries	
--	-----------	--

Introductory Courses

INDJ 1XX Introduction to Indigenous Studies

This course introduces the subject of Indigenous studies with a survey of Indigenous peoples in Canada from their origins, through European influence, and to the present.

Intermediate Courses

INDJ 2XX Summer Institute in Journalism

The INCA Summer Institute is an intensive 7-week course that provides instruction and practical experience to prepare students for entry level positions in print, online, radio and television media organizations. Students complete daily and weekly assignments and are trained by professional Indigenous journalists from Indigenous and mainstream media.

INDJ 2XX Indigenous Media in Canada

Students review Indigenous media in Canada, the legislative and policy developments that have impacted communication, and the role in Indigenous media in constituting alternative public spheres of discourse. Topics include early newspaper publishing, Indigenous language radio and developments in television broadcasting that culminated with the creation of APTN.

INDJ 2XX Managing Indigenous Media Businesses

Students consider a variety of Indigenous media organizations with the goal of understanding how various forms of business—private for profit, non-profit, cooperatives and quasi-public organizations—are financed and managed. Students will come to appreciate the challenges and opportunities of managing media businesses.

INDJ 2XX Indigenous History within Canada: Eastern Canada

This course surveys the history of Indigenous/non-Indigenous relations in Eastern Canada from contact to the present, emphasizing the historical perspectives of specific Indigenous societies.

INDJ 2XX Indigenous History within Canada: Western Canada

This course surveys the history of Indigenous/non-Indigenous relations in Western Canada from contact to the present, emphasizing the historical perspectives of specific Indigenous societies.

INDJ 2XX Gender Issues and Indigenous Societies

This course examines the concepts of gender both within and among Indigenous societies. The holism of Indigenous perspectives will be demonstrated.

Senior Courses

INDJ 3XX Radio Production

In this course, students will learn theory and skills of storytelling and audio production to produce the elements of a radio program, including documentary packs, talk tapes, interviews, soundscapes and voicers. Students will also learn how to combine these elements with music to create radio broadcasts and podcasts. ***Prerequisite: INCA 200***

INDJ 3XX Comparative Indigenous Media Study from Selected Countries

This course will focus on a comparison of how the media portrays Indigenous peoples in selected countries and Canada.



PLANNING GUIDE – INCREASE ENROLMENT

We recommend the following planning guide be used to formally assign tasks and roles to make responsibilities explicit. New course development typically has three steps (department, faculty, university approval) so these steps are shown below. Each faculty has slightly different processes for proposing new courses so the recommendations are left open.

		Start Date	End Date
Task	Task #1. Develop a proposal and course outlines for adding an Indigenous Journalism major		
Rec.	We recommend: <ul style="list-style-type: none"> • Assign a lead to chair the proposal development • Select five courses from the list (or add others) to make the major of similar size as the others • Develop course outlines for those five courses 		
People	<i>the following people are working on this task</i>		
Task	Task #2. Present proposal with course outlines to department for acceptance		
Rec.	We recommend: <ul style="list-style-type: none"> • Complete a draft of the proposal and circulate to department faculty • Meet after one week to discuss required revisions 		
People	<i>the following people are working on this task</i>		
Task	Task #3. Present proposal with course outlines to faculty for acceptance		
Rec.	We recommend: <ul style="list-style-type: none"> • Complete draft of the course outlines and circulate to department faculty • Meet after one week to discuss required revisions 		
People	<i>the following people are working on this task</i>		
Task	Task #4. Present proposal with course outlines to university for ratification		
Rec.	We recommend: <ul style="list-style-type: none"> • Submit proposal to university for approval • Meet after one week to discuss required revisions 		
People	<i>the following people are working on this task</i>		

STEP 4. STABILIZE STAFFING

The last step in this plan involves reviewing the Journalism department’s faculty complement to match student demand with teaching and supervision requirements.

At this time it isn’t reasonable to develop a specific plan for staffing for the following reasons:

1. Student demand does not yet justify additional faculty.
2. There is high likelihood that post-secondary budgets for the immediate future will be held constant or possibly cut back to account for increased provincial and federal spending due to COVID responses.
3. Other departments and faculties in the university will likely be competing for scarce budget dollars in the immediate future. This



competition can be expected to make it difficult to successfully argue for department resources.

At the same time, a plan for making budget requests to support a renewed Journalism major can be started immediately. The following table shows a series of measures that can be used to show progress in developing a strong academic program. We recommend that these measures be explicitly recorded on a regular basis if they are not already tracked today.

Measure	Examples	What You Want To Show
Market Awareness	<ul style="list-style-type: none"> • Webpage traffic • High School visits • Information requests • Media requests 	You want to demonstrate that students and other interested parties such as PR businesses and news outlets know about your program and are sufficiently motivated to find out more about you.
Student Demand	<ul style="list-style-type: none"> • Program inquiries • Student applications • Enrolment numbers 	You want to demonstrate that the pool of prospective students is significant and growing.
Student Success	<ul style="list-style-type: none"> • Progression rates (3rd year to 4th) • Graduation rates • Student awards and recognition • Employment rates, by major 	<p>You want to demonstrate that once students are in your program that they are likely to finish it, and that upon finishing that they have landed in a satisfactory job.</p> <p>“Jobs” can be broadly interpreted to represent the variety of outcomes that graduating students are considering as worthwhile.</p>
Faculty Engagement	<ul style="list-style-type: none"> • UofR faculty survey results • Faculty outcomes for tenure and promotion 	It’s sometimes overlooked that strong arguments for staffing can be based on how productive the existing faculty are. Happy faculty are often productive faculty, and being part of a strong, popular program that attracts good students can be highly motivating. You want to demonstrate that the faculty culture is productive and satisfied to make it easier for administration to increase resources.

The strongest argument for staffing requests will involve demonstrating that these measures are stable and increasing. These measures can also be used to track and manage the outcomes of the prior three steps in this plan. If you assume that it takes some period of time for prospective students and other interested parties to learn about the renewed program, then you should expect to see changes in these measures by the end of that timeframe.

Two measures that are likely the first to show changes are website traffic and faculty engagement. If these two measures do not show changes in a favorable direction at some point at some reasonable point after renewal



begins then this provides a warning sign that something in the plan may need attention.



APPENDICES

School	Department	Link
Ryerson	School of Journalism	https://www.ryerson.ca/journalism/
Carleton	School of Journalism and Communication	https://carleton.ca/sjc/
Concordia	Department of Journalism	https://www.concordia.ca/artsci/journalism.html
King's College	School of Journalism	https://ukings.ca/area-of-study/journalism/
Toronto-Scarborough	Department of Journalism	https://utsc.calendar.utoronto.ca/section/journalism
Guelph-Humber	Department of Journalism	https://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c09/c09baama.shtml
University of Ottawa	Department of Communication	https://arts.uottawa.ca/communication/en/undergraduate/journalism/cegep
Laurentian	Department of Journalism	https://laurentian.ca/program/communication-studies
PEI-Holland	Department of Journalism	https://www.upei.ca/programs/applied-arts-journalism
Trent-Durham	Department of Journalism	https://www.trentu.ca/futurestudents/degree/journalism-and-creative-writing?target=undergraduate
Regina	School of Journalism	https://www.urJournalismSchool.ca/about/
University of Winnipeg	Department of Rhetoric, Writing and Communication	https://www.uwinnipeg.ca/rhetoric/index.html
Mount Royal University	School of Communication Studies	https://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/Communications/
Kwantlen	Faculty of Journalism	https://www.kpu.ca/faculty-journalism



MacEwan	Faculty of Fine Arts and Communications	https://www.macewan.ca/wcm/SchoolsFaculties/FFAC/Programs/BachelorofCommunicationStudies/index.htm
St. Thomas	Department of Journalism	https://www.stu.ca/journalism
Thompson Rivers	Department of Journalism	https://www.tru.ca/arts/departments/journalism.html
University du Montreal	Department of Communication	https://com.umontreal.ca/english/home/
University du Quebec	Communication Faculty	https://communication.uqam.ca/programmes/programmes-de-premier-cycle/
Vancouver Island University	Arts, Humanities, and Social Sciences	https://www.viu.ca/programs/arts-humanities-social-sciences/creative-writing-and-journalism-ba
Wilfred Laurier	Faculty of Liberal Arts	https://www.wlu.ca/programs/index.html
UBC (Graduate)	Graduate School of Journalism	https://journalism.ubc.ca/
Western University (Graduate)	Faculty of Information and Media Studies	https://www.fims.uwo.ca/programs/graduate_programs/master_of_media_in_journalism_communication/
Laval (Graduate)	Graduate Department of Journalism	https://www.ulaval.ca/les-etudes/programmes/repertoire/details/microprogramme-de-deuxieme-cycle-en-communication-et-journalisme-scientifiques.html#presentation-generale