A COMPARISON OF MASS COMMUNICATION/JOURNALISM

CURRICULA IN THREE WORLD REGIONS,

THE UNITED STATES OF AMERICA,

WESTERN AND EASTERN EUROPE

By

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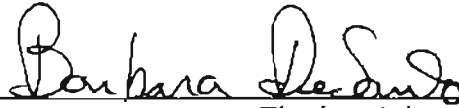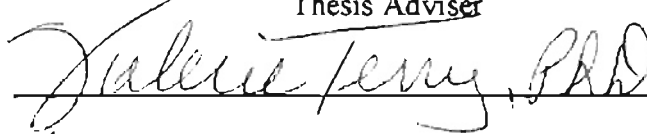
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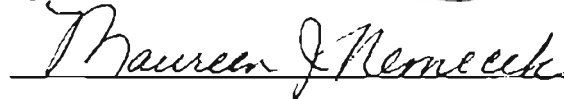for the Degree of
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CHAPTER I

INTRODUCTION

General

This thesis has been written with the purpose of supporting the establishment of the International School of Mass Communication and Public Policy at Vilnius University, Vilnius, Lithuania. This is intended to be done in several years, hopefully when the researcher and her colleagues will have enough knowledge and contacts to accomplish that goal. This comparative qualitative research about mass communication/journalism curricula in three world regions: the United States of America, and Western and Eastern Europe, is the first part of the plan to establish the school at Vilnius University. This study is important because it provides the analysis necessary to establish the curriculum that is the product of each university which may attract students to that school. Therefore, it was important to research and find the components for the intended curriculum that could be offered in a new school and marketed successfully to match the political, social, economic and educational conditions in the Eastern European region.

The study was designed to suggest the curriculum components in a new university program. Traditional Western countries were chosen for the research since Lithuania is located in Eastern Europe where Anglo-Saxon cultural traditions and social organization prevail (A book of millennium, 2000). The Christian religion, beliefs and lifestyle have formed a similar value system in Lithuanian society as it exists in the entire Christian world. Lithuania shares the common values of democracy, free market, education and communication with all Western countries. Therefore, the experience of the United States and Western European universities operating in free market economies can be good

examples for the Lithuanian university since the market in Lithuania is moving toward a free economy and membership in the European Union and World Trade Organization. Eastern European universities' experiences add valuable knowledge of what other schools in Eastern Europe are doing and how they are evolving their communication/ journalism curricula to meet the needs of the market.

Statement of the Problem

There is no universal mass communication/ journalism education curriculum that would work everywhere (Flynn, 1981). The complex system of media and media education is closely related to the culture in each country (Ljunggren, 1996). Therefore, each country, and even each university, may search for the most effective model for its mass communication/ journalism education programs. What is good for one country and certain cultural conditions may not work well in another environment.

However, international communication, global business, and political and cultural components bring similar challenges to all regions and all countries (Ali, 2000). Additionally, because of the development of new technologies, communication has become one of the most influential social forces that affects all sides of social and personal life (Davis, 1994).

Communication has become a critical issue in creating global understanding and successful international co-operation in diplomacy, business and education. In the modern world, communication studies have become more and more important. According to Merten (1994), this happens because "the evolution of communication is a necessary precondition of the evolution of societies (p. 153)."

In this context, mass communication has an important role in cross-cultural understanding and successful international relations (Dizard, 2000; Frederick, 1993). Therefore, mass communication curriculum is an important tool in communicators' education for a new world. Accordingly, this thesis explored literature sources about various elements of curricula design in higher education communication programs. Trends and directions for future communication curricula development were also identified.

Purpose of the Study

The main purpose of this study was to verify whether trends in communication curricula identified in educational literature are found in the most recent educational documents of the schools selected for this study. Tendencies for the future curricula development have been identified first from the literature sources. Then, the content of 31 selected universities websites were analysed, followed by a qualitative questionnaire sent to 31 communication/ journalism educators in the United States of America, Western and Eastern Europe.

Methodology

A qualitative research format was chosen to gather information about development of recent communication/ journalism curricula from 31 universities in three world regions: 11 in the United States, 10 in Western Europe and 10 in Eastern Europe. Two steps were used in gathering the information: 1) each university's website was studied and analyzed for themes, and 2) a qualitative purposive survey with open-

ended questions was distributed to the heads of communication/ journalism departments asking about their curricula.

Thematic textual analysis was used as a main research method for the text analysis of the websites and responses to the qualitative survey. Eleven emerging themes were identified as new areas in communication/ journalism curricula. Two tables were constructed to find how each theme was reflected in universities' websites and in responses to a qualitative survey. Findings were explained and suggestions made to establish a communication school in Lithuania as well as for communication/ journalism educators and their professional organizations in three world regions, the United States, Western and Eastern Europe.

Significance of the Study

This work may be useful for mass communication/journalism and communication educators who work in Western countries. It identifies what themes or topics have been recently developed and implemented in communication curricula and what topics are of lesser importance. This research was not designed to support a particular theory or position, but rather, asked for guidelines from universities' educators.

As mentioned earlier, the very specific and practical task for the researcher was to find the main trends in recent communication/ journalism curricula to prepare recommendations for the establishment of the International School of Mass Communication and Public Policy at Vilnius University, Vilnius, Lithuania. This school will be designed to provide the training necessary for graduates to be able to

successfully function in their professions in the fast-changing political and economic

environment of the Eastern Europe.

Scope and Limitations

The scope of this study is explorative and descriptive as there are no known

studies conducted on comparative analysis about communication/journalism curricula

among different world regions. This is a new field in communication/ journalism

education studies and one that may have importance for the future. More studies need to

be conducted to expand the necessary data and information and to create the baseline

body of knowledge for this field.

This study was limited by its size. The websites of 31 universities and the

results of 12 respondents' opinions about communication/ journalism curricula provide

the basis for this thesis. This study's findings are not generalizable because of the

purposive selection of the websites and educators.

Since the purposive qualitative questionnaire was limited to educators, no

comparison can be made about what practitioners think about communication/

journalism curricula in the three world regions, and what their suggestions for its further

development might be. Follow-up studies with different research designs, different

points of view, and the involvement of both educators and practitioners are needed to

better identify or clarify other curricula trends or topics.

Websites are a valuable source of retrieving information for universities'

offerings about their communication/journalism education programs, but the

information that is retrieved should be evaluated carefully. There are several reasons for

that: 1) the websites are not updated at the same time; therefore, the information in them can be dated; 2) not all websites are designed in the same manner; therefore, similar information pieces can be found in a different place and in a different format; 3) not all of the information sought was displayed in all of the websites (for example, there was not specific undergraduate and graduate courses listed in several websites); and 4) some websites were under reconstruction during the research process, making some information inaccessible.

The two sources of information, websites and responses to a qualitative survey, allowed the comparison of findings about what was presented in schools' websites and what opinion the educators have about their curricula . However, no generalisation can be drawn.

Despite these research limitations, the study provides thoughtful insights into the future development of communication/ journalism education. There was insightful and meaningful information gathered from the universities' websites and survey responses. Findings and recommendations of this work will be useful for further research about communication/ journalism or communication education in three world regions, the United States of America, Western and Eastern Europe.

Organization of the Study

The description of the study is organized in the following order:

Chapter II. Literature Review

Professional communication/ journalism education literature was reviewed for the importance of research and current trends in communication education. Literature

about the global trends in world development, political and market changes also was consulted.

Chapter III. Methodology and Research Design

This chapter describes the qualitative research format and the thematic textual analysis method that was used for the study. An analysed themes list is included. The procedure of gathering information from websites and questionnaire design for the qualitative survey is presented.

Chapter IV. Findings

The results from the website analysis and from the qualitative purposive survey are presented, described and summarized. Tables illustrating findings are presented.

Chapter V. Discussion, Conclusions and Recommendations

Findings are discussed and conclusions are drawn from the information analysis. Recommendations for the intended school's curriculum are made as well as suggestions for the future research.

Appendixes

A list of researched websites is presented. An introduction letter and qualitative survey questionnaire are included. A table of demographic data of survey respondents is also presented.

CHAPTER II

LITERATURE REVIEW

Introduction

Theoretical and practical models of journalism and communication curricula have changed rapidly throughout the world during the past thirty years as a result of dissolution of the Soviet Union, the political collapse of communism, increased pace of globalization and spread of the new communications technology and the Internet (Katzen, 1975; Levy and Gurevitch, 1994; Medsger, 1996). Mass communication education has been evolving to meet these worldwide changes because it is directly influenced by all levels of communication in societies, nationally and internationally.

Recent political, economic, technological, religious, educational and cultural changes in each certain country and the world have directly affected the field of communication and mass communication (Dickson, 2000; Downing, 1992; Verbiest, 1997). The inability of the communist regimes in Eastern Europe to limit communications with the rest of the Western world was the primary reason for collapse of communism and the resultant of political changes in Eastern Europe starting ten years ago (Corcoran and Preston, 1995; Spichal, 1994). The lessons from the past suggest that the open exchange of and free exchange of information and communications may be the most important components in the modern world (Ali, 2000; Cohen, 1997).

The last decade has seen Eastern Europe strengthened its historical ties with Western Europe and the United States. The rapid development of the European Union has

led to increased regional and international communication and political and economic cooperation among the United States, Western and Eastern Europe (UNESCO, 1996).

In this chapter, an overview of the literature about the communication/ journalism curricula of the United States, Western and Eastern Europe is presented. The following topics are discussed:

- Curriculum definition;

- Historical development of communication/ journalism curricula;

- Discussion of the philosophical background for this research based on Habermas' practical communication theory and different meanings in different cultures;

- Global and local conditions in each region for the communication and journalism studies;

- Models of higher education of communication and different educational standards for communication/journalism in the United States, Eastern and Western Europe;

- Different areas of emphasis or specialty study included in communication curricula, such as politics, economics, technology, humanities, interpersonal and mass communication;

- Trends in mass communication education in the United States, Western and Eastern Europe.

Curriculum Defined

Currently, there is no widely accepted definition of the term "curriculum" (Connelly and Lantz, 1991). "There is, therefore, no way of specifically defining curriculum outside of the context of a particular study, paper, presentation, or policy document under discussion (p. 11)."

Toombs' and Tierney's (1992) definition of the term "curriculum" is used in this paper:

> The term "curriculum" is reserved for an institution's entire educational program. It is the locus of corporate responsibility for learning that engages faculty, trustees, administration and students. The curriculum encompasses all the sectors of the institution involved with the process of teaching and learning. (p. 3).

The author of this paper also followed Connelly's and Lantz's (1991) advice that "ultimately, the actual uses of curricula are more important than the prescriptions obtained in the theoretical definition, conceptualization, selection and organization of content since classroom practices define what actually occurs" (p. 13).

Defining communication curriculum, Shoemaker (1994) noted: "The discipline of communication includes the study of its practitioners, processes and products, as well as its effects on people and society" (p. 388). Dickson (2000) wrote that "if media education follows the route of an integrated discipline of communication, it would be following the path envisioned by Wilbur Schramm, the founder of mass communication and communication studies" (p. 151). Is a communication curriculum emerging in reality instead of mass communication curriculum? Many scholars have tried to answer this question, and it was interesting to the researcher of this study to take a look at that problem from a very narrow point of view, from the newly emerging areas in

communication/ journalism studies. The researcher hopes that the results of the study will help to partially answer this question.

Referring to the current mass communication/journalism curriculum and emerging communication studies as umbrella-discipline for that curriculum, Rakow (1994) stated the following:

> What is the current state of the communication curriculum? By and large, it is (a) gridlocked by real and imaginary obligations to students and employers, (b) fragmented and overly specialized, (c) partial and incomplete, and (d) passive in response to the pressing need for global change. In contrast, a curriculum of the future, a curriculum for the future, would be (a) independent, (b) integrated, (c) inclusive, and (d) visionary. (p.379).

Other scholars envision communication curricula as becoming interdisciplinary (Shepherd, 1994) and more designed to meet specific demands of the marketplace (Dickson, 2000, Newsom, 1984).

Historical Development of the Communication/Journalism Curricula

The communication/journalism curricula has being developed since the second half of 19th Century until now, along with mass communication/ journalism education (Dickson, 2000, Katzen, 1975). Numerous researchers emphasize that communication/ journalism curricula have historically changed several times (Dickson, 2000; Levy and Gurevitch, 1994; Medsger, 1996).

Three main periods of accepted journalism curricula worldwide can be described: 1) traditional news reporting and editing with the emphasis on newspapers in the beginning and first three decades of 20th Century and the emphasis on radio and television in 1930s-1950s reflecting rapid changes of mass media technology (DeSanto,

1971); 2) development of advertising and public relations and communication management curricula within the traditional journalism program reflecting market-driven changes of 1960s and 1970s (Dickson, 2000); and 3) the latest process of development of new journalism/mass communication curricula because of emphasis of new technology, the Internet and the world's globalization and interdependence reflecting latest historical political and technology changes (Dickson, 2000, Medsger, 1996).

A fourth, but lesser-known, period or trend is Wilbur Schramm's approach and input into mass communication/ journalism curricula which encompasses the entire field of communication studies, including interpersonal communication, speech communication and mass communication. "These new kinds of communication knowledge would eventually supplant – or at least supplement – the traditional skills-centered curricula" (Schramm, 1997, p. 157).

Schramm's vision and contemporary theorists' predictions that there is an emerging new discipline of communication (French and Richards, 1994; Shoemaker, 1994) leads to the search for the new elements of that curricula. The approach of this study is that there are some new topics or themes that are taught, along with the liberal arts and professional skills subjects.

Theory, Practice or a Combination?

Reviewing undergraduate mass communication programs in the United States, DeSanto (1971) stated the following about journalism development and evolution into a behavioral science:

> Journalism education has changed from an emphasis on the printed media to a recognition and respect for electronic communication, developed during 1940-

1950. This has further affected the nature and content of journalism by introducing more theory and implying a concept of journalism as evolving into a behavioral science. (p. 100).

During the history of the evolution of mass communication curricula, there has always been an active discussion among professionals whether journalism/mass communication education is, or should be, driven by theory or by professional skills. There are two models of mass communication and journalism curricula mostly discussed in the education literature: (1) a liberal arts education model, also referred to as a "broad model" or theoretical model; and (2) a model tailored to focus on journalism and communication skills, also referred to as a "narrow model".

A "broad" model emphasizes the importance of liberal arts education and the theoretical perspectives of mass communication (Dickson, 2000). Professional organizations such as Association of Education in Journalism and Mass Communication (AEJMC), Public Relations Society of America (PRSA), European Journalism Training Association (EJTA) emphasize two purposes of undergraduate studies: 1) to provide a solid background to a student's knowledge, and 2) to introduce a chosen field to a student with the goal to prepare a professional with the adequate knowledge and skills (AEMJC, 2000; PRSA, 2000; EJTA, 2001). The importance of a variety of subjects in liberal arts and social sciences, such as history, political science, communication theories and languages, are stressed in the recommendation standards of AEMJC. The philosophy of a theoretically-based course of study is the belief that students should have a solid liberal arts education base rather than just a craft education in journalism to wisely operate under different conditions in real life (Dressel, 1960; Blanchard and Christ, 1993). Secondary emphasis includes a variety of courses in journalism, e.g. reporting, broadcasting,

advertising, public relations and video production combined with the of broad integrated communication discipline (Heckhausen, 1972; Paulson, 1980).

According to Dickson (2000), the Accrediting Council of Education in Journalism and Mass Communications (ACEJMC), the organization that the Council of Higher Education Accreditation and the U.S. Department of Education recognize as the accrediting body for journalism and mass communication in colleges and universities, had a 75/25 curriculum rule until 1989. This standard meant that all media courses were counted as professional courses and could cover 25 percent of entire undergraduate journalism/mass communication studies. The other 75 percent needed to be covered by broad liberal arts education (Accreditation issues debated at 1983 AEMJC convention, 1984).

The advertising curricula proposed by J.S. Wright (1980) asked advertising programs to train generalists rather than specialists. He suggested courses in marketing and communication, mathematics and research, computers, business and economics, and the fundamentals of advertising and behavioral process.

A different perspective is presented in studies of executives conducted by Johenning (1982) and an advisory group of advertising professionals at New York Institute of Technology (Johenning and Mazey, 1984) which revealed that professionals rated specialized advertising courses more highly than basic liberal arts courses. For example, in a 1982 survey, the five most highly rated courses were Marketing, Advertising Principles, English Composition, Advertising Copywriting and Advertising Media. In a 1984 survey, the first five courses were Marketing, Advertising Principles, Advertising Copywriting, Advertising Media and Marketing Research. Ross (1990)

found in his 1989 survey that more emphasis by professionals was being put on advertising research, strategy and management than 30 years earlier (Link and Dykes, 1959).

PRSA also supports the broad liberal arts education approach for undergraduate studies. For example, in the Report of Commission on Public Relations Education A Port of Entry (1999), the following suggestions for undergraduate education are made:

> Coursework in a public relations major should comprise 25 to 40 percent of all undergraduate credit hours. Of those, at least half should be clearly identified as public relations courses. Five clearly identifiable public relations courses should be the minimum, and programs should move to include more than five if at all possible. A student's program of study should be comprised 60 to 75 percent of liberal arts, social science, business and language courses. The student's program of study should include a minor or double major in another discipline. Especially suggested are business and the behavioral sciences. (p. 16).

However, Trayes (1973) found that half of ACEMJC accredited programs did not meet the 75/25 standard. After severe criticism by numerous authors (Dennis, 1987; Serafini, 1984), AEMJC has changed 75/25 percent rule into 90/65 hours rule. This standard means that 90 but not less 65 academic hours shall be covered by the liberal arts disciplines out of 120-124 hours normally designed for undergraduate journalism/ mass communication studies in the majority of the universities (Accrediting Council of Journalism and Mass Communications, 1997). Again, numerous schools have withdrawn from seeking to be reaccredited under these requirements, including "the University of Wisconsin – the home of Willard G. Bleyer, to whom credit is given for the ACEMJC curriculum standard" (Dickson, 2000, p. 133). According to the author, these schools are looking for the new creative way in teaching journalism and communications.

Regarding public relations graduate curriculum, according to Aldoory and Toth (1999), there is "a lack of adherence to the Foundation for Public Relations Research and Education recommendations and a lack of consistency across the programs as to number and type of courses required or offered" (p.1). The three most often required courses in 26 universities were "research methods (80%), theory of communications (62%), and ethics/law (31%)". (p.2). The full model offered by the foundation included courses in research methods; communication theory; communication processes; public relations principles, practices, and theory; public relations management; public relations programming and production; and public relations specialty option. Students are also strongly encouraged to have a secondary area of emphasis or minor and are required to complete a thesis or graduate project (Aldoory and Toth, 1999).

On the other side, (Parisi, 1992) supported the "narrow" model. This model of curricula emphasizes courses in traditional journalism such as reporting and broadcasting as "a star in the mass communication constellation" (Medsger, 1996, p. 12) The importance of practice and skills is acknowledged under this model; therefore, theory is secondary to the practical work of students. Supporting this particular approach to journalism/mass communication curriculum, Serafini (1984) stated the following:

> Imagine the reaction if, say, medical schools suddenly required that no more than twenty-five percent of course work should be in medicine? What if law schools demanded that most of course work be in fields other than law? (p. 26).

A discussion of how much liberal arts education should be included in a journalism/ communication curriculum and whether media education is or is not a liberal arts discipline by itself led to the major issues of the future curricula development. According to Dickson (2000):

> The most contentious of those [major issues] was whether media education was to continue as a field under a journalism umbrella or whether it would follow some other vision: either the path to greater integration with interpersonal communication and communication studies or the path to fragmentation, a path that would require journalism education off some or all its allied sequences and narrow its focus. (p. 144-145).

For this study, it was important to understand the mentioned crossroad situation of communication/ journalism curricula between the path of integration with communication studies and the path of fragmentation. The researcher has chosen to take a closer look at the path of integration because the overviewed literature suggested that this particular path can be the most effective for communication/ journalism schools (French and Richards, 1994; Levy and Gurevitch, 1994).

Future Development

Because of this ongoing discussion of liberal arts combination with journalism/mass communication practical courses, some authors (Dickson, 2000; Newsom, 1985) envision several scenarios for the future development of communication/ journalism education: from those that would focus on separate specialized areas of mass communication such as journalism, advertising or public relations, to others that would emphasize a more diverse communication approach that includes personal, business, political and mass communication.

The development of new media seems to be one main focus in rapidly changing journalism curricula in both undergraduate and graduate studies (Smethers, 1998). The other focus is the new requirement for graduate journalists and mass communication professionals brought about by the international integration and challenges of the recent international community development like political development and market

development (Ali, 2000, Frederick, 1992). Therefore, several new journalism curricula models, reviewed by Somerville (1999), included two new directions for journalism curriculum: 1) broad theoretical studies of communication and journalism theories and their global impact, and 2) technology-dependent disciplines. According to Somerville (1999), "programs of journalism and mass communication have sought to keep pace with change in the same way they have since early this century: new skills courses in computer use, Web design, online reporting and new-media-oriented integrated marketing" (p. 2). The professional subjects of studies that are also important should be offered more in senior level courses (Report of Commission on Public Relations Education, 1999).

Traditional journalism disciplines as reporting, broadcasting, public relations and advertising have been enriched by broader areas of communication including communication studies, interpersonal, business, political and other branches of communication (Cohen, 1997, Downing, 1996).

Philosophy of Meaning and Habermas' Practical Communication Theory

A practical problem of meaning occurred in the process of this work. Different universities presented information about their communication curricula in different ways, using different terms and different meanings for these terms. For example, the term "communication" was defined as a field of theoretical studies and practical studies of behavioral and human communication (Purdue University, 2001) or as an umbrella-discipline for a variety of specialized studies including mass communication (San Diego State University, 2001). The terms "communication theory" and "communication

theories" were used in websites, obviously having in mind different subjects and different meanings. Also, the phrases "communication law," and "communication ethics" were used as titles of offered courses in some websites versus "mass communication law" and "mass communication ethics" in others. A common theory of the meaning was needed to approach and to take into consideration these different meanings, and to find an appropriate angle to view what communication and communication studies are.

In addition, universities' websites were presented in the different languages of the countries, in American and European English, Dutch, German, French, Italian, Lithuanian, Spanish, Swedish and numerous Slavic languages, such as Bulgarian, Croatian, Polish, Russian and Slovenian. Interpreters and translators were invited to help translating and interpreting the texts; therefore, their understanding of meanings in another language shaped the researcher's understanding of the websites' content in common. Finally, when interpreters or translators were not available, the researcher used parts of the short English translation versions of the websites in Czech, Estonian and Hungarian languages.

Having in mind all the cultural and language diversities of meanings, a common philosophical background for the textual analysis was needed since meaning has a particular value in texts. According to Buhler (1934), there is a threefold relation between the real meaning of a linguistic expression and (1) the intentions of a speaker, (2) the intentions of listener, and (3) how the subject was presented. There are many theories of meaning and the favorites vary depending on cultural approach.

From the practical perspective, a postmodern Habermas (1976) "universal-pragmatic categories of meaning" approach was chosen as a theoretical background for

this research. Habermas' pragmatic communication approach was applied to this particular research for two reasons. The first reason was that Habermas constructed his theory around the act of communication as a social action (Habermas, 1981), what is related to both the main subject of this research, communication/ journalism curricula, and text that itself is a communication act or a "purposive activity" (p. 111). The second reason for choosing Habermas' philosophy as a background was the multicultural character of the research that required a universal and pragmatic background to find a common meaning among many culturally shaped meanings.

Cooke (1998) explained the essence of Habermas philosophy:

He makes clear that "formal" [meaning] is to be understood in a tolerant sense to refer to the rational reconstruction of the intuitive linguistic knowledge of competent subjects, the intuitive "rule consciousness" that a competent speaker has of her own language. ... It makes us aware that, as speakers and hearers, there are certain things we must – as a matter of necessity – always already have presupposed if communication is to be successful. (p. 2).

Those "presupposed assumptions" in this multicultural study were the main items of terminology of mass communication/ journalism education field such as "mass communication/ journalism curricula," "academic programs," "degree requirements," or "courses" – things that education professionals commonly accept in each country. It is important to emphasize the common background for understanding meanings from the universities' web sites and survey responses because of the different indigenous languages of the United States of America, Western and Eastern Europe and because of their cultural differences.

The Changing World as a Global and Local Environment for Media Studies

Communication is the most important virtue that helps people and nations to accommodate modern changes and accumulate necessary modern knowledge (McLuhan and Fiore, 1967). Along with the development of local markets and global political and business cooperation, "mass communication programs and departments have sprung up in large measure because of the need to fuse traditional curricula in journalism, speech, broadcasting, advertising and public relations (Murray and Ferri, 1992, p. 1)." In addition, Gunaratne and Lee (1996) noted that the Internet and high technologies are "bound to become an integral part of mass communication teaching by the turn of the century (p. 26)."

In a broad picture of higher education, the collapse of communism in Eastern Europe with its political and education system, the worldwide development of new information technologies during the two past decades, and the rapid international integration of law, business and economics raise new demands for colleges and universities worldwide. All three world regions are experiencing these modern changes: the information technology revolution from the United States keeps spreading into Eastern and Western Europe (Bender at al, 1996); the collapse of communism greatly increased the political and economical cooperation among the United States, Western and Eastern Europe (Ali, 2000; Downing, 1995); the European Union is expanding and overcoming the old challenges of nationalism and cultural differences throughout Europe (Frederick, 1993) which has led to recent changes in Europe that reduce barriers to trade, commerce and regional communication.

The knowledge and skills of the new generation depend on the quality of the curriculum and the quality of teaching. Corporations, governments and media expect to hire people with particular skills required for the information age working environment with its speed of decision-making-process, technology challenges, individual responsibility and team-working attitude (Dill and Sporn, 1995; National Council for the Social Studies, 1994; Murray & Ferri, 1992). Hirsh & Webber (1999) have identified 11 'auxiliary skills' beyond academic achievement expected from today's graduates if they are to be successful in their careers. From their list, the following are the basic skills necessary for being a successful professional in a communicator's or journalist's profession:

- strong oral and written communication skills,

- good information technologies skills,

- critical thinking ability,

- creativity and initiative. (p.11).

According to numerous authors (Dickson, 2000; French and Richards, 1994; Levy and Gurevitch, 1994), communication and journalism curricula is naturally accommodating these demands of modernity. These urgent needs of the international marketplace are the main factors influencing changes and trends of communication and journalism curricula in three world regions, the United States, Western and Eastern Europe.

Similarities and Differences in American and European
Higher Education of Communication

The most important similarity in all three world regions, the United States,

Eastern and Western Europe, is the development of communication and media education

along with the development of democracy. Democratic traditions have been followed

carefully for about a hundred years in American journalism higher education (DeSanto,

1971), and after two world wars in Western Europe (French and Richards, 1994). The last

two decades of the 20th century were also marked by rapid democratization in media

education in Eastern Europe (Splichal, 1994). For example, according to Splichal (1994):

the following actions were taken for making Charles University in Prague more

democratic:

> After political changes in 1989 and 1990, the faculty of journalism at Charles
> University in Prague was closed down completely, and a new department of
> journalism was established and the new faculty of social sciences with roughly
> forty new professors elected by students. … Such a rigorous action in Prague
> (but not Bratislava in Slovakia) was justified by the government as inevitable
> because with close cooperation of the faculty with the pro-Soviet, or "socialist"
> International Organization of Journalists (based in Prague) after the Soviet
> intervention in 1968. (p. 70).

Though such extremes were not taking place throughout all Eastern European

universities, democratic changes in media and communications education were made in

all countries during the past ten years (Splichal, 1994; Corcoran and Preston, 1995).

Although media and communication education has been changing rapidly in all

three world regions, the reasons for those changes were different. The North American

communications curricula were changed because of the influence of the new

technologies, new media, and formal accrediting agencies, and also because of the

permanent discussion about whether mass communication education shall merge with other communication disciplines or shall stay "pure" in liberal arts family (Dickson, 2000; Medsger, 1996; Newsom, 1985).

In Western and Eastern Europe, the reasons for the changes in communication education were more political and societal. With rapid unification in the European Union, "the field of communication is developing from a subject area towards a becoming a discipline" (French and Richards, 1994, p. 195) in Western Europe. After the velvet revolutions in 1989 and 1990, the Eastern European universities are still looking for their own way to train journalists and communicators as agents in an open society (Corcoran and Preston, 1995). In addition, Eastern European countries, including their education and communication education fields, are greatly influenced by the European Union contradictory realities which are the unification of the market and the rebirth of national feelings at the same time. Therefore, one of the most important tasks of the college is to prepare well-educated students for effective problem-solving in the region at their workplaces (French and Richards, 1994). For example, the European Union authorities have designed Erasmus and Tempus programs to encourage an international exchange of students and faculty within the European Union and with Eastern European countries. This program is designed to help participants to better acknowledge problems that different European countries are facing,and to see at the same time how the same or similar problems are being solved in other countries (UNESCO, 1996). In a narrow sense of curricula, the Erasmus and Tempus programs provide enormous opportunities for enhancing international educational experiences across Europe.

Another similarity among the three regions is the controversy between the process of unification and globalization versus the sense of national and cultural identity in each nation. According to Corcoran and Preston (1995), today's world faces "globalization of economic, political and cultural relations (p.126)" among nations, but cultural identity and orientation to the past on which this identity is built is still very important in every separate country, especially in Europe. Several authors have emphasized this controversy between international and national issues as having a great impact on all aspects of a society's life. American researcher Pickert (1992) has discussed this particular issue concerning higher education curricula:

> In the 1990s, higher education has had to adjust to a more competitive world economy. ... The decentralized nature of American higher education allows state and private institutions to make contact with educators abroad, bring curricula into consonance with job requirements, and devise ways to carry out the international aspects of institutional missions. But other nations view international education differently. Shaped by geography and history, national concerns guide the responses of these countries to the content and form of international education. As colleges and universities worldwide expand joint educational endeavors, they influence one another's views of and participation in this field. (p. 4).

There are several more social contradictions that influence colleges and universities in developing a certain type of curricula. Especially important are contradictions between states and their people, and between states and their economics. As Corcoran and Preston (1995) stated, "The contradiction between the economic sphere and the political sphere of the state is fully developed in Western capitalist countries" (p. 32) while "in the former socialist countries, in Eastern and Central Europe, this contradiction is partly "softened" by the absence of a truly developed market economy and the continuing domination of the state over the economy" (p. 32).

Media is an entity highly accepted by all sides as a powerful force between the state and its people, and between the government and economies within every country. Hence, media development in Central and Eastern Europe would be the appropriate contribution to further evolution of democracy in that region.

A lack of political culture and political ethics in the young democracies of Eastern European countries should be mentioned as a recent problem (Hester, Reybold and Conger, 1992). The political culture of communication among parties and between parties and their publics during the election campaigns and after them is also an important issue in this region (Corcoran and Preston, 1995; Spichal, 1994).

Communication between countries and people was accepted as a useful tool for addressing globalization and regionalism disputes in all countries. McCombs, Shaw and Weaver (1997), discussing their agenda-setting theory, show that the international approach to a national subject widens its horizons and makes the topic interesting to a world television viewer or newspaper reader.

All of these changes have contributed to a new phenomenon in many openly developing societies, called "the challenge of multidimensional citizenship for the 21st Century" (Cogan, 1998). Multidimensional citizenship is "a powerful, overarching set of ideas which have implications for all those involved in policy-making about education at local, regional, national, and international levels" (p. 155). The essence of it means that curricula for a multidimensional citizenship should be set so that educators could instruct students about accepting new ideas on their future professional responsibility at local, regional, national and international levels. As Engle and Ochoa (1988), stated, "both the humanities and social sciences are essential to citizen education" (p.56).

The previous literature is a natural forerunner to the international perspectives of curricula design in humanities and social sciences, including communication. It has already become an important issue in the universities and colleges in the United States as well as in Western Europe. Since 1960, when McLuhan (1964) introduced the notion of a "global village" and discussed the implications of electronic media for the different communication domains, the global perspective of communication and journalism education has remained on the scene. It has also developed new links with cultural studies (Carey, 1989) and has been looking toward a new direction from isolated development to becoming an integrated subject studied in all three world regions (Beniger, 1994; French and Richards, 1994). As Bautista (1994) stated, mass communication curricula has been internationalized during two past decades.

According to Eriksson (1994), some universities started to include international issues in their curriculum as natural complements to their programs:

> In recent years the internationalization of Swedish higher education has been given high priority; this is true of the University of Karlstad in general and the programme in Communication Studies in particular. We have determined guidelines for the internationalization of the programme, which involve staff and student exchanges with foreign universities, study visits to other countries, more coursebooks in languages other than Swedish and the introduction of more international issues into content of our courses. (p. 124).

International organizations as the Association for Women in Communications (AWC), the International Communication Association (ICA), the International Association of Business Communicators (IABC) and the International Public Relations Association (IPRA) play more and more important roles in defining communications and journalism curricula (Dickson, 2000). The international perspective is emphasized in many mass communication fields worldwide but the actual availability of courses

develops slowly. For example, "different practitioners and teachers support the need for courses in worldwide public relations, but few courses exist" (Verbiest, 1997).

Different Qualification Systems in American and European Universities

French and Richards (1994) made it clear that communication and media studies education has not been professionalized in the same way as have been some other subjects. According to Dickson (2000), communication studies are not defined in the same strict manner as are defined domains such as law, engineering, medicine or business management. But, although not an historic professionally-recognized discipline, it does have a strong educational history as was advocated in a section about historical development of mass communication curricula.

However, qualification systems still vary in American and European universities (UNESCO, 1996). Degree systems within American and European universities, respectively, remained a separate issue with their own different meanings. For example, the well-known American three-level degree system, Bachelor's, Master's and Doctor of Philosophy or Doctor of Education Degrees, does not have an equivalent meaning in French universities. According to the Pantheon-Assas University's (Paris II) and Universite Catolique de Louvain (2001) websites, there is a four-level or even five-level higher education degree system in Belgium and France. Different systems of qualifications exist in Germany, Sweden and the United Kingdom – including almost all of Western Europe (UNESCO, 1996).

In Eastern Europe, universities have been struggling to switch from the previous Soviet system of education and qualifications to the American or Western European

systems of education during the last ten years (UNESCO, 1996). Some of them adopt the American system of qualifications while others adopt different systems of Western European countries.

Recently, efforts were made by the European Community to acknowledge and accept the higher education qualifications among European countries within the European Union (Orzack, 1989; UNESCO, 1996). The European Community has issued several documents about mutual acceptance of higher education diplomas by member states in the 1980s and 1990s. However, it is remarkable that those education standards were never mutually approved for the specific professions of communication and mass communication by the authorities of the European Union (UNESCO, 1996). It reflects the fact that communication studies are still on their way to development from a field to a discipline in Europe (French and Richards, 1994; Levy and Gurevitch, 1994). In other words, it reflects a discussion whether communication and mass communication studies are a subject, a field or a discipline, and whether communication and mass communication themselves are certified professions.

There is a similar situation about communication studies in the United States expressed in the certification system. As was stated above, in a section about the discussion on different models of mass communication education, i.e. the liberal arts, professional skills or a combined model, different organizations, scholars and schools have their own points of view on what is an appropriate communication curricula (AEJMC, 1996; Dickson, 2000; Levy and Gurevitch, 1994). This fact of different models of suggested curricula leads to a discussion about the place of communication education

in the academic society of the United States as well as in Western and Eastern Europe (Levy and Gurevitch, 1994).

However, although different models of higher education have been existing recently in the United States, Western Europe and Eastern Europe (UNESCO, 1996), there are particular standards of higher education mutually accepted. For example, there are two systems of education in each country based on university level and non-university level (UNESCO, 1996).

The system of three levels of earned degree, Bachelor's Degree, Master's Degree and Doctor of Philosophy or Education Degree, is important for this work to find out how the different models of education fit together. According to UNESCO (1996), "in the Anglo-Saxon systems, the pattern (although with exceptions) is that of a triple progression from BA/Bsc to MA/MSc to Ph.D. (p.xviii)." Under limitations of this thesis, "Anglo-Saxon systems" represent Western-culture countries. For example, under this system, a Hungarian student who graduates from his/her bachelor's studies at an international college in Lithuania, should be able to get his/her Master's degree and Ph.D. in any other standard university in the United States, Western and Eastern Europe. The mutual recognition of academic qualifications is "embodied in the various regional conventions of the mutual recognition of studies, degrees and diplomas which have been drawn up on its (UNESCO) initiative and most recently in the Recommendation of the Recognition of Studies and Qualifications in Higher Education adopted by the general Conference at its twenty-seventh session in November 1993" (UNESCO, 1996, p. xvi).

Several professional associations such as Association for Education of Journalism and Mass Communication (AEJMC), the Journalism Education Association, Inc. (JEA),

the Public Relations Society of America (PRSA), the European Journalism Training

Association (EJTA), and the International Public Relations Association (IPRA) and

others in both the United States and Western Europe have particular requirements for

higher education and job qualifications in the field of communication and journalism

(French and Richards, 1994; Levy and Gurevitch, 1994). For example, the US-based

Association for Education in Journalism and Mass Communication (AEJMC) and the

Journalism Education Association, Inc. (JEA) provide guidelines for course sequences,

facilities, faculty requirements, and recommendations about curricular elements in the

U.S. (AEJMC, 2000). The European Journalism Training Association (EJTA) located in

the Netherlands stimulates European co-operation in journalism education enabling

"different training centres in Europe to collaborate and to broaden the European

dimension" (EJTA, The European Journalism Training Association in Headlines, 2001,

p. 1). Another organization, the International Center for Journalists, was established in

Washington, D.C., in 1984 with the purpose "to improve the quality of journalism in

nations where there is little or no tradition of independent journalism" (International

Center for Journalists, 2000, p. 1).

Similarly, the Public Relations Society of America's (PRSA) Commission on

Public Relations Education provides guidelines for public relations curricula in the U.S.

The Public Relations Consultants Association (PRCA) and the Institute of Public

Relations (IPR), both located in London, the United Kingdom, assist in public relations

education throughout Europe (IPR, 2000; PRCA, 2000; PRSA, 2000). The

Communication Advertising and Marketing Education Foundation, Ltd. (CAM

Foundation) has established a Higher Diploma in Integrated Marketing Communications

that includes professional workshops in certain areas of communication studies as public relations, advertising, management and marketing. However, this diploma is not a certification of university level studies or continuing education but rather it is an acknowledgment of professional mastery.

Significance of the Literature to the Specific Model of Curricula

The reviewed literature provided significant insights on what models of communication education are important for the future development of the field, and what important topics and themes should be chosen as research subjects. A specific list of themes was developed from the literature for this study.

From the perspective of a very specific model of curricula that could be developed for the intended communication school at Vilnius University, Vilnius, Lithuania, the reviewed literature suggested that particular issues would have to be taken into account before designing such a model of studies. These important issues are market demands of the Eastern European area for communication studies, subjects that are being traditionally taught in that geographic area, and subjects that will be important as new themes in modern communication curricula worldwide. This research was designed to concentrate on newly emerging themes of communication curricula in three world regions: the United States, Western and Eastern Europe.

CHAPTER III

METHODOLOGY AND RESEARCH DESIGN

General

This research is designed to verify which themes are identified as trends and directions of the development of the future journalism/ communication curricula. Rich historical literature on the subject provided good insights about how communication/journalism curricula developed. Eleven important issues were identified as future trends that will impact recent and future mass communication curricula.

A qualitative research format was chosen to gather information about particular changes that have occurred in recent curricula and to suggest which identified important themes may influence the future development. There were two equally important parts of research: (1) classification of information from universities' websites on the Internet, and (2) a qualitative purposive survey of the high ranking education officials and heads of journalism/ communication schools in three world regions, the United States of America, Western and Eastern Europe.

Thematic textual analysis was applied to the information gathered. Initially, thirty schools were chosen, ten in each geographic research area: the United States, Western and Eastern Europe. After some work with the research material, one more school from the United States, Brigham Young University, was added to a sample because of its unique mass communication program in media arts. Altogether, 31 examples of online curriculum were reviewed, and 31 mass communication education professionals were asked to answer a qualitative survey of 12 questions.

Twelve questionnaires, or 40 percent from 31 selected educators were returned, four from the United States, five from Western Europe, and three from Eastern Europe. Some heads of the journalism/ communication and communication schools answered the questionnaire by themselves; others gave it to the professionals within their schools or departments. All but one participant answered questions in English. A participant from Pantheon-Assas University (Paris II, France) answered the questionnaire in French (see Tables 8-16, p. 98-112).

All responses were analyzed using the thematic textual analysis method. The information from both procedures, websites' classification and the qualitative survey, were compared afterwards for understanding the findings.

Thematic Textual Analysis

According to experts on qualitative and educational research (Krathwohl, 1997; Miles and Huberman, 1994; Silverman, 1997), thematic textual analysis has been used in social sciences, including educational research, on a regular basis. In this work, two categories of texts were analyzed: 1) texts of organizational online self-presentation documents (communication/ journalism schools' websites); and 2) opinions of organizational professionals represented by their replies to a qualitative questionnaire. The websites represent documents that "are being produced for external, even public, consumption" (Silverman, 1997, p. 46). The opinions of professionals were expressed in individual correspondence with the researcher. Both categories of texts revealed their own thematic topics for comparison.

As far as the social policy of 31 universities toward their communication/ journalism curricula, this research matches the specifications of applied social policy research (Ritchie and Spencer, 1994). Acording to Walker (1985), "what qualitative research can offer to a policy maker is a theory of social action grounded on the experiences – the world view – of those likely to be affected by a policy decision or thought to be part of the problem" (p. 19). A thematic textual analysis is an appropriate method to analyze the texts of policy research (Ritchie and Spencer, 1994). When textual analysis is constructed from different dimensions of texts, i.e. what is in the text and what is hidden, what is said by whom (Lewis and Jhally, 1998), the thematic textual analysis becomes focused on patterns, themes and topics that are represented in the text (Miles and Huberman, 1994).

Thematic textual analysis is broadly used also in media and communication studies and has different applications in the field. It is used for rhetorical education (Burgchardt, 1994), in news research (Durham, 1998) and in advertising research (Stern, 1996).

Study Subjects and Procedures

Two different sets of study subjects were selected for this research: 1) the websites of the schools of mass communication/journalism in three world regions, the United States, Western and Eastern Europe; and 2) the professional opinions of the schools' heads or chairs about communication/journalism curricula.

Altogether, 420 Schools of Journalism and/or Mass Communication listed in the Association of Schools of Journalism and Mass Communication directory (ASJMC,

2000-2001) exist in colleges and universities in the United States. A particular resource containing the number of journalism/ communication schools providing higher education in Western Europe and Eastern Europe was not used because there is not such a directory in the European Union or in countries that do not belong to the European Union. However, according to French and Richards (1994), the number of media and communication departments in European universities has been rapidly growing "from a position in the 1970s with a small number of students at very few universities" (p. 194).

Some subjects from the mass communication program such as public relations and advertising are also being taught in the business schools and departments or departments of communication (Shoemaker, 1994). Finally, some closely-related subjects such as business communication, political communication and media, entertainment and health care promotion are being taught in business, political or speech departments respectively (French and Richards, 1994).

Despite the diverse academic homes of communication, the websites of the Schools or Departments of Journalism/ Mass Communication and their heads or chairs were chosen as the main study subjects. The fact that particular officials were in the position of a head or chairperson of the respective school or the department was the main criteria for approaching him or her with the qualitative survey.

A purposive convenience sample of 31 heads of the schools or departments of journalism/ communication was represented by 11 professionals from the United States and by 10 professionals each from the Western Europe and Eastern Europe respectively. Some of 31 schools and their mass communication education professionals were chosen from suggestions of mass communication/journalism education professionals. Among

others, opinions of the members of the researcher's committee, suggestions and recommendations about schools were taken into account and their professional network was used to construct the list of surveyed schools. Other additional schools were chosen after careful preliminary examination of universities' websites. The main criteria for choosing a school was its strong liberal arts and professional skills' background in its journalism/ mass communication curriculum.

Geographic diversity was also followed. The researcher has chosen one school from each Western and Eastern European countries. There were also schools from the West Coast, East Coast and Middle West chosen in the United States.

After the websites of the universities were categorized, 31 qualitative questionnaires were sent to the heads of the journalism/mass communication or communication schools or departments. As a first step, an introduction letter about the research and a draft version of a qualitative questionnaire was sent to respondents by mail between December 5-10, 2000, period. The purpose of this step was to introduce the research goal and method to respondents and to give them time to think about the questions. As a second step, a revised qualitative questionnaire was sent to all respondents by e-mail. An embedded model of sending questionnaire was used versus attached model since Dommeyer and Moriarty (2000) strongly suggested that "an embedded e-mail survey with its flat text yields a response rate that is almost five times that of an attached e-mail survey with its professional looking format (p. 48)."

Some potential respondents refused to participate in the survey because they believed that all the needed information for the study was presented in their school's

website. Swanson (1999) has emphasized in his study an extremely law response rate to the e-mail survey:

> The author is inclined to believe that there is "something", some social order variable at work, either individually or interacting with technology which may make some faculty in some programs more willing as a group to become involved in online communication. (p.141).

The researcher of this study believes that the very presence of the World Wide Web makes some administrators believe that their mission of providing information about their schools is fulfilled by the website and no personal communication is necessary. It was interesting to observe this attitude of administrators even among professional communication educators.

There were 12 responses to a qualitative survey or 40 percent returned to the researcher. This information was also analyzed according to themes list.

Finally, as the third part of research, information from the websites and from the responses was compared to ensure a more accurate report of the results received under each procedure of textual analysis. According to Barrett and Cason (1997), the cross-comparison procedure yields more accurate results, especially in overseas research.

Lists of Themes

After review of the literature, the researcher assumed that the traditional areas of curricula such as news reporting, broadcasting, public relations and advertising, were firmly established in current journalism/ mass communication curricula. Therefore, these areas were not considered as themes in developing the list of themes. As was stated

before, only newly emerging areas of the communication/ journalism curricula were included in this list.

Based on qualitative research literature (Bryman and Burgess, 1994; Patton, 1990) and topics on the websites of 31 universities observed on the Internet, the following list of themes for the qualitative research was developed:

1. Communication studies

2. Economic/ Business/ Organizational communication

3. Political/ Government Communication

4. Interpersonal/Group communication

5. Rhetorical (Speech) communication

6. Media arts

7. New technologies

8. International orientation

9. Environmental communication

10. Health Communication

11. Entertainment/Sports communication

The theme, "Communication studies", was identified as a broad field that covers all theoretical topics that are taught in researched universities "including communication theory and methodologies" (San Diego State University, 2001, p. 3). According to Shoemaker (1994):

Such scholarship takes place in university departments, schools and colleges under various names, including communication, journalism, communication arts and mass communication plus in sociology, psychology, political science, economics, history, law, and others. (p. 93).

Therefore, in this research, the theme "communication studies" was marked every time a researcher met the word "communication" in any context, i.e. in a title of the school, in a context of studies emphasis or programs, description of undergraduate or graduate courses or granted degrees/ qualifications.

Similarly, the theme, "Economic/ Business/ Organizational communication", also reflects a broad variety of subjects taught in mass communication/journalism curricula. The theme, for example, covers a broad theoretical perspective as it is explained on Purdue University's (2001) Website: "organizational communication examines the relationship between communication and organization through the study of discourse, meanings, symbols, and information flow (p.2)." The theme also covers all courses delivering basic economic knowledge as well as specific skills of marketing or business management.

The Political/ Government communication theme was identified as a new and important topic for future mass communication/journalism curricula from works of Downing (1996) and Simpson (1994). In this work, the theme covers all times that political communication or government relations: programs offered by universities, courses and structural organizations are mentioned.

The Interpersonal/ Group communication theme as well as Rhetorical (Speech) communication as important topics for the future communication/journalism curricula are identified from Schramm's (1969) works. After the universities' websites were examined, it was noticed that some universities offered interpersonal/ group communication programs or courses under their communication/journalism curricula. In this work, all

topics that refer to interpersonal-group or within-group communication are classified under this theme.

Media arts as an important theme was identified from Dickson's (2000) work on mass communication curricula studies. He mentioned that some universities have a media arts emphasis as a different conceptual approach to mass communication as an art versus a popular approach to mass communication as a social science. Under the media arts title, all topics that refer to media as an art are listed. For example, these topics are creative writing, including scriptwriting for film or television, performance studies and digital arts studies, when they refer to performing activities.

New technologies as an important curriculum theme was identified according to suggestions of numerous scholars (Dickson, 2000; Newsom, 1985; Smethers, 1998; Somerville, 1999). All titles of degrees, specialized programs and the variety of courses in computer-human interaction or computer and Internet usage as a skill were identified under the theme of new technologies.

International orientation in communication/journalism curricula as an important theme for the future development was identified from works of Bautista (1994), Downing (1996), Levy and Gurevitcz (1994), Simpson (1992) and Verbiest (1998). A rich variety of information was gathered from the websites and found in qualitative survey responses about the international dimension. It was implemented by universities in different situations, including exchanges of students and faculty, courses offered, programs and degrees, numerous elements in other courses and research facilities.

Environmental, health and entertainment/sports communication themes were also identified. These themes as important social life elements were mentioned in literature

that discusses global communication issues (Cofen, 1997; Frederick, 1993). Each time the words "environmental communication," "health communication" or "entertainment/sports communication" were mentioned in the websites, they were classified under their respective categories.

Website Information

Rich information about offered curricula was drawn from the websites of 31 universities. This information was analyzed by dividing it into themes and categories and marking whether a particular theme was reflected on a particular university's website or not. As little overlap of themes was expected as possible. However, if there was a course suggested in "political international communication," one mark referred to the theme "political communication" and one mark referred to the theme "international orientation." This overlap occurred because of the phenomena of different meanings across countries and cultures and because of their indigenous languages as it was referred to in literature review section.

Also, websites contained different types of data. For example, Charles University in Prague (Czeck) and Eotvos Lorand University in Budapest (Hungary) did not have their courses listed on the website. In this case, themes were identified from the mass communication/communication program's description on the websites. Moscow State University's website simply contained subjects listed under offered degrees' sections without specifying whether there were courses or programs or other classifications listed on the website. However, it provided information about important curricular themes.

The majority of all studied universities had numerical indexes of the courses listed along with each course's title. Some of them also had course descriptions. These descriptions made the researcher's job more accurate and easier since there was a guarantee that the same course wouldn't be counted twice because of its unique index.

Questionnaire Design

Section I of the questionnaire contains questions about respondents' gender, years devoted to teaching mass communication and/or journalism, title of their official position and their degree achievements (see Appendix D, Table 3, p. 98-97). Altogether, it represents the basic demographic data about respondents.

Section II was designed to find answers to research questions and identify specific patterns in communication/ journalism curricula.

Specifically, Question 8, "What was the first year your communication curriculum was taught in your university?" was asked for two reasons: 1) often, it was often the only source to find how many years that particular curriculum was taught in the university since not all websites contained that data; and 2) it was designed to find the meaning of what is "recent communication curricula" expecting that participants will further explain particular curriculum segments that have been taught for different numbers of years.

Question 9, "What are the most important topics or subjects you think your program offers students?" was designed to find professionals' opinions about the most urgent subjects that future communicators need to learn to fulfill their career

requirements. It also revealed the direction of professional education executives' thoughts about the curriculum subjects that are most likely to have a future in their departments.

Question 10, "Are you planning any communication curriculum changes within the next two or three years? Why or why not?" was designed with a purpose to find out what is planned and why, further identifying future trends.

Question 11, "What specialized areas of communication practice (such as political, or government or health applications) are included in your curriculum? Are the specialized areas taught in your department or in another university department?" was designed to find out whether different trends in communication/ mass communication/ journalism education are developing together or becoming multi-disciplinary.

Question 12, "What types of technology skills, such as desktop publishing or creating web pages, are offered in your communication courses?" was designed to find out whether new technologies have an implication in recent curricula changes and what particular skills are taught.

Question 13, "Please describe any international communication components your curriculum offers as a part of its program. If these are offered in other departments, please list which departments" was designed to find out whether international issues are shaping communication/ journalism curricula and what particular international aspects are important.

Question 14, "In what jobs and careers do your program graduates work after completing this program" was asked for two reasons: 1) to find out whether schools have a constant relationship with their alumni and are aware of their career paths and the ways communication/ journalism studies contribute to their careers; and 2) to find out whether

schools were checking the real world practice and shaping their curricula towards its needs.

Question 15, "What areas of professional practice (from journalism to advertising to public relations) could or should communication education contribute to?" was designed to identify traditional and new areas of social life where it would be beneficial to have a degree in communications.

Question 16, "In your professional opinion, what are the most important things that future communicators need to study?" was designed to identify any important issues or aspects of the mass communication/ journalism curricula that were not covered in a questionnaire. This question also provided respondents with the opportunity to express their opinions about a variety of things, from the importance of traditional concepts about liberal arts education to the importance of new fields of studies.

Lists of Abbreviations

There were two sets of abbreviations developed after the information from both websites and qualitative survey was gathered. These abbreviations were needed for two charts developed to represent the information from each source, websites and survey. The following abbreviations represent the list of developed themes:

C - Communication studies.

E - Economic/ Business/ Organizational communication.

P - Political/ Government Communication.

Pe - Interpersonal/Group communication.

S - Rhetoric (Speech) communication.

M - Media arts.

T - New technologies.

Int - International orientation.

En - Environmental communication.

H - Health Communication.

Et - Entertainment/Sports communication.

O – Other.

There was also a list of abbreviations developed for the schools examined to fit into the charts. The following list represents how the abbreviations were used for school titles in the charts:

The United States of America

Brigham Young – Brigham Young University, Utah;

Colorado State – Colorado State University, Colorado;

Eastern Washington – Eastern Washington University, Washington;

Univ. of Florida – University of Florida, Florida;

George Washington – George Washington University, Washington, D.C.;

Univ. of Oregon – University of Oregon, Oregon;

Purdue – Purdue University, Indiana;

San Diego State – San Diego State University, California;

Univ. of S. Carolina – University of South Carolina, South Carolina;

Southern Utah – Southern Utah University, Utah;

Syracuse – Syracuse University, New York.

Western Europe

Univ. of Amsterdam – University of Amsterdam, the Netherlands;

Aristotle Tsessaloniki – Aristotle University in Tsessaloniki;

Instituto FG – Instituto per la Formazione al Giornalizmo, Italy;

Univ. de Louvain – Universite Catolique de Louvain, Belgium;

Univ. de Madrid – Universidad Complutense de Madrid, Spain;

Manchester Metro – Manchester Metropolitan University, the United Kingdom;

MT Hannover – University for Music and Theatre Hannover, Germany;

Orebro – Orebro University, Sweden;

Pantheon-Assas – Pantheon-Assas University (Paris II), France;

Univ. of Salzburg – University of Salzburg (Austria).

Eastern Europe

Adam Mickiewitcz – Adam Mickiewitcz University in Poznan, Poland;

Univ. of Bucharest – University of Bucharest, Romania;

New Bulgarian – New Bulgarian University, Bulgaria;

Charles – Charles University, Czech;

Condordia – Concordia International University Tallinn, Estonia;

Eotvos Lorand – Eotvos Lorand University, Hungary;

Univ. of Ljubljana – University of Lubljana, Slovenia;

Moscow State – Moscow State University of Lomonosov, Russia;

Vilnius – Vilnius University, Lithuania;

Univ. Zagreb – University of Zagreb, Croatia.

CHAPTER IV

FINDINGS

General Observations

This chapter discusses each theme in detail and the ways it was reflected in the websites and in qualitative survey responses. First, the findings from the websites and an overview of the responses to a qualitative survey is presented. Second, each theme or a cluster of themes is reviewed in terms of how it is presented in websites and responses to a survey.

Expected outcomes about particular changes in journalism/mass communication curricula were supported by findings, in general. All eleven identified themes were found in 31 universities' websites, and the majority of the themes were supported by responses of communication/ journalism educators to the qualitative survey.

The collected information suggests that some of the newly emerging themes are firmly established in the communication/ journalism curricula in all three world regions, the United States, Western and Eastern Europe. These leading themes are communication studies, economic/ business/ organizational communication, political communication, international orientation and new technologies.

The other six identified themes are still in the process of development within communication/ journalism curricula. They are taught in some universities and not taught in others. They can be opportunities foo schools that are seeking to enhance their communication/ journalism curricula and to better respond to market demand. These themes are media arts, rhetorical (speech) communication, interpersonal/ group

communication, environment communication, entertainment and sports communication, and health communication.

There were also new themes found in some websites such as gender/women studies and communication, minorities studies and communication. A new theme, media and family studies, was also identified by one response to a qualitative survey. All three new identified themes are the trend-setters for the future communication/ journalism curricula. They also provide communication/ journalism schools with the new opportunities for the future curricula development.

Strong liberal arts background and professional skills development were observed on all universities' websites. It is important to mention that the majority of reflected subjects were from both traditional liberal arts and professional education areas, and that the emerging topics were in the minority in the common context of journalism/mass communication curricula.

Findings from the Websites

Eleven identified themes were found in 31 universities websites. The following table was constructed to display the findings from the websites:

TABLE I

THEMES REFLECTED IN THE UNIVERSITIES' WEBSITES

School	C	E	P	Int	T	M	S	Pe	En	Et	H	O
The United States												
Brigham Young	x	x	x	x	x	x	x	x				
Colorado State	x	x	x	x	x				x		x	
Eastern Washington	x	x	x	x	x	x	x	x		x	x	1
Univ. of Florida	x	x	x	x	x					x		
George Washington	x	x	x	x	x		x					
Univ. of Oregon	x	x		x		x						
Purdue	x	x	x	x	x		x	x	x			1
San Diego State	x	x	x	x	x	x	x		x		x	2
Univ. of S. Carolina	x	x	x	x	x							1,2
Southern Utah	x	x	x		x							
Syracuse	x	x	x	x	x							
Western Europe												
Univ. of Amsterdam	x	x	x	x	x	x		x	x	x		1
Aristotle Tsessaloniki	x	x	x		x							
Instituto FG		x		x								
Univ. de Louvain	x	x	x	x	x							
Univ. de Madrid	x	x	x	x	x			x				
Manchester Metro	x	x		x		x				x	x	
MT Hannover	x	x		x		x				x		
Orebro	x			x			x					
Pantheon-Assas	x	x	x	x	x							
Univ. of Salzburg	x	x	x	x	x			x				
Eastern Europe												
Adam Mickiewitcz	x	x	x	x					x			
Univ. of Bucharest	x	x	x	x	x			x	x	x		
New Bulgarian	x	x		x	x	x				x		
Charles	x											
Concordia	x	x	x	x	x			x				
Eotvos Lorand		x										
Univ. of Ljubljana	x	x	x			x	x					
Moscow State		x	x	x	x		x					
Vilnius	x	x	x	x	x			x		x		
Univ. of Zagreb	x	x	x	x	x							

All abbreviations in the Table I are used according the Lists of Abbreviations section that is presented in Chapter III. In addition, there are the following signs used in the Table I:

x – means the fact that an appropriate theme was found on a particular website;

1 – stands for the new theme "gender/women and communication studies";

2 – stands for the new theme "minorities and communication studies".

In a Table 1, five themes are represented in nearly each university's website in all three world regions: the United States, Western and Eastern Europe. These leading themes are communication studies, economic/ business/ organizational communication, political communication, international orientation and new technologies. Each theme will be explained as to how it was presented in universities' websites.

Qualitative Survey Findings

In general, qualitative survey findings supported the identified themes as did findings from the websites. Many themes were mentioned in the responses but not all of them. The following table displays how the themes were reflected in the survey responses:

TABLE II

THEMES REFLECTED IN QUALITATIVE SURVEY

School	C	E	P	Int	T	M	S	Pe	En	Et	H	O
The United States												
Brigham Young	x	x		x	x				x			3
Colorado State		x		x	x		x					
Purdue	x	x		x	x							
Southern Utah		x	x	x	x							
Western Europe												
Univ. de Louvain		x		x	x		x					
Manchester Metro		x	x	x	x							
Orebro		x		x	x							
Pantheon-Assas		x		x	x							
Univ. of Salzburg	x	x	x	x	x		x					
Eastern Europe												
Univ. of Bucharest	x	x	x	x	x				x			1
Concordia		x		x	x	x						
Vilnius	x	x	x	x	x							

All abbreviations and signs in this table have the same meaning as in Table I.

Number 3 in the Table II stands for a newly identified theme, "media and family studies".

According to the demographic information from the Section I, questions 1-7 of the Questionnaire (see Appendix D, p.98), the majority of respondents had a degree of the Doctor of Philosophy or an equivalent graduate degree from the Western European university (10 from 12), two of respondents had a Master's Degree. There were seven heads of the schools or departments among respondents and five assistant professors or lecturers. The majority of respondents were males (nine from 12), in their age range 40-59.

Open-ended questions 8-16 in Section II were answered in different manners by each correspondent (see Appendix D, p. 99-112). Obviously, they understood the nature

of questions in a different manner because of their various professional educational experiences in each of the three world regions. Altogether, the qualitative section of the questionnaire provided rich information in terms of professionals' comments about the type of curriculum that they had in their respective schools.

Question 8. What was the first year your communication curriculum was taught in your university? The schools located in the United States mentioned years 1965-1968, with an exception of the Brigham Young University (Utah) where the journalism curriculum was established in approximately 1935-1940. Respondents from the Western Europe answered that their study programs were established in different universities from 1971to 1986, with the exception of the Catholic University of Louvain where the program was established in 1946. The newest communication/ journalism curricula are in the Eastern Europe where study programs were established in different universities from 1991 to 1997.

Question 9. What are the most important topics or subjects you think your program offers students? Different respondents understood this question in different ways; therefore, their answers varied: some professional educators mentioned liberal arts background and professional skills importance; some suggested that personal traits were important, and some listed specific courses. For example, representatives of the University of Salzburg (Austria), the Catholic University of Louvain (Belgium), Orebro University (Sweden), Concordia University Tallinn (Estonia) and Vilnius University (Lithuania) have mentioned liberal arts background and communication theories in close relation to practice as important subjects. Respondents from Brigham Young University (Utah, the U.S.A.), Colorado State University (Colorado, the U.S.A.), Manchester

Metropolitan University (the United Kingdom) and University of Bucharest (Romania) have mentioned excellence in journalism, public relations and advertising as important subjects. Some personal auxiliary skills such as critical thinking, strategic planning or planning competence, and creativity and individual abilities were mentioned by the respondents from the Southern Utah University (Utah, the U.S.A.), Orebro University (Sweden) and Concordia University Tallinn (Estonia). Specific courses and subjects such as media law, economy, sociology and history of media, technology, business communication, international and political communication were mentioned by almost all schools (see Appendix D, p. 99-112).

Question 10. Are you planning any communication curriculum changes within the next two or three years? Why or why not? It is remarkable that all 12 respondents answered "yes" to that question. Six schools will add a Master's Degree program. A representative of Southern Utah University (Utah, the U.S.A.) and Pantheon-Assas University (Paris II, France) didn't specify what particular professional programs will be developed into a Master's Degree. The Catholic University of Louvain (Blegium) is developing a Master's Degree program in multimedia and new technologies. The Manchester Metropolitan University (the United Kingdom) and Orebro University (Sweden) are establishing master's programs in international public relations. The Concordia University Tallinn (Estonia) is launching a new master's program in media management.

In addition, new courses will be added in numerous universities. For example, online journalism and new technologies in public relations courses will be introduced respectively at the Concordia University Tallinn (Estonia) and the University of

Bucharest (Romania). More business and organizational communication courses will be started at Vilnius University (Lithuania).

Question 11. What specialized areas of communication practice (such as political, or government or health applications) are included in your curriculum? Are there specialized areas taught in your department or in another university department? Among traditional skills courses such as public relations or advertising, there were mentioned courses such as environmental communication (Brigham Young University, Utah, the U.S.A.; the University of Bucharest, Romania), political and government communication (Southern Utah University, Utah, the U.S.A.; the University of Bucharest, Romania; Vilnius University, Lithuania). Economic/ business/ organizational communication and new technologies were mentioned by almost all schools. The representative from Orebro University (Sweden) wrote a broader explanation about the specialization system in his university:

> We teach about all but not deeply. But deeply depends on what you mean, as the Swedish university education is more "theoretical" than normally in the U.S., you can say that in many specializations we teach rather deep anyway...

This quotation could also illustrate different understanding of meanings in American and European Universities. It is an illustration how multi-meaningful a text can be in answers to the open-ended questions.

Question 12. What type of technology skills (such as desktop publishing or creating web pages) are offered in your communication courses? All schools also reported having a variety of new technologies courses. Web page creating, web design and desktop publishing were mentioned mostly, but there such courses as photo developing and printing, radio production (the University of Salzburg, Austria), sound

editing (Colorado State University, Colorado, the U.S.A.), camerawork and multi-camera production (Concordia University Tallinn, Estonia) were mentioned among other courses. These answers lead to a conclusion that new technologies merge into all traditional journalism areas, i.e. the print journalism, television and radio broadcasting, public relations and advertising. More about the new technologies topic will be discussed under the theme report in new technologies section.

Question 13. Please describe any international communication components your curriculum offers as a part of its program? This question was also theme-driven. Also, all schools reported having specific courses or even a specific international dimension that interfaces with a variety of courses and programs. All 12 respondents reported that their universities have developed international orientation or dimension. The rich information about this topic is overviewed under the theme "International Orientation" in a special section (see p. 68)

Question 14. In what jobs and careers do your program graduates work after completing their programs? All schools but Pantheon-Assas University (Paris II, France) answered this question. The majority of correspondents mentioned public relations careers in business, non-profit, government offices and international organizations; also journalism, advertising, media management. New professions related to the new technologies such as web and multimedia designer or online editor were mentioned by a representative of Concordia University Tallinn (Estonia).

A respondent from Purdue University (Indiana, the U.S.A.) acknowledged that the university has not conducted systematic surveys on where its graduates go. Other schools didn't specify whether their provided information was from surveys or from the non-

systematic contacts with their alumni. Therefore, it is impossible to state whether the information about the post-graduates careers is systematic or not and in what schools.

However, the answers provide the information that the majority of post-graduates stay and pursue their careers in a communication field. That leads to a conclusion that their education in communication and mass communication has to be valuable in their careers.

Question 15. What areas of professional practice (from journalism to advertising to public relations) could or should communication education contribute to? This question was understood by educational professional in different ways. Some of them emphasized the liberal arts importance (Purdue University, Indiana, the U.S.A.); others mentioned again professional skills areas such as advertising, public relations or journalism, both reporting and broadcasting (Southern Utah University, Utah, the U.S.A.; the University of Bucharest, Romania). The representative of the Catholic University of Louvain (Belgium) mentioned new technologies field, and the representative from the Southern Utah University (Utah, the U.S.A.) mentioned human resources development. The broadest answer was provided by the respondent of Vilnius University (Lithuania). This respondent mentioned that communication education could contribute to traditional mass communication fields such as reporting, broadcasting, public relations and advertising, as well as to broad areas of political, business communication and even to related humanitarian professions such as sociology and psychology (see the thematic section "Communication Studies", p. 66).

Question 16. In your professional opinion, what are the most important things that future communicators need to study? This question provided the broadest

options for educational professionals to cover all topics or themes that were not covered or suggested by other questions. However, the same themes were mentioned. Again, there was a strong emphasis of liberal arts by the respondents from the United States (Colorado State University, Colorado, the U.S.A.; Purdue University, Indiana, the U.S.A). representatives from Western and European universities more mentioned business communication and management practices (Manchester Metropolitan University, the United Kingdom; Pantheon-Assas University, Paris II, France; Orebro University, Sweden; Concordia University Tallinn, Estonia; and Vilnius University, Lithuania). The representative from the University of Salzburg (Austria) responded that implementation of new media and ethical standards in communication were the most important areas for the future curricula.

Three Clusters of Themes

The Tables I and II show that all identified themes can be grouped into three clusters: 1) leading themes that are found in almost all websites and are mentioned in all or almost all responses of the qualitative survey; 2) potential themes that are mentioned in some websites and in some responses of the survey; and 3) trend-setters that were not identified initially from the literature review and preliminary overview of websites but were found in the research process.

Specifically, different themes were reflected in a different manner on the websites and survey. For example, the theme "economic/business/organizational communication" was the most reflected in the websites and in the survey. Similarly, the themes "new technologies" and "international orientation" were mentioned almost on the all websites

and in all responses to the survey. The themes "political communication" and "communication studies" were mostly mentioned on the websites but by fewer schools mentioned in responses to a qualitative survey. The findings lead to the conclusion that the themes that were reflected stronger in the websites tend to be more important recently, and that the themes that were reflected strongest in survey will be more developed in the future.

The other six themes were found in lesser amount of universities' websites. For example, theme "environmental studies" was found in 12 websites, themes "entertainment/sports studies", "interpersonal/group communication", "media arts" and "rhetorical (speech) communication" were found in eight websites, and theme "health communication" was found in four websites. These themes were mentioned less in the qualitative survey. These are potential themes that provide many opportunities for universities in their future curricula development.

Three new themes were identified in the process of research, two on the websites and one in a qualitative survey. As was stated above, these new themes are gender/woman and communication studies, minorities and communication studies, and media and family studies. These newly identified themes are trend-setters that emerged within the communication/ journalism curricula. They also provide numerous opportunities for the communication schools in their curricula development.

CHAPTER V

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

General

The reviewed literature discussed a history of mass communication/journalism curricula and revealed the main trends of its future development. Many articles and books identified the main themes of the future curricula and the tendency of all communication subjects to gather under the umbrella of communication studies. However, there was not any specific study found about the comparison of world regions in terms of mass communication/ journalism curricula. Therefore, this research is the first attempt to compare what kind of curricula is offered by the universities to communication and mass communication/ journalism students in three Western culture regions, the United States of America, Western and Eastern Europe.

The websites of 31 universities and 12 responses to a qualitative survey in these regions were analyzed using thematic textual analysis. Five leading themes were identified that are established as new areas in contemporary mass communication/ journalism curricula in Western culture countries. These themes are economic/business/ organizational communication, communication studies, international orientation, political communication and new technologies. Six other themes were identified as emerging recently under communication/ journalism studies and as having a strong future potential. These themes are media arts, rhetorical (speech) communication, interpersonal/group communication, entertainment/sports communication studies, environment communication studies and health communication studies. Three more new topics that

will probably be important in communication/ mass communication/journalism curricula in the future were noticed in the process of research. Two of them, gender/women and communication studies and minority and communication studies, were found in the universities' websites. The theme "media and family studies" was mentioned in one response to the survey.

There was not a purpose of this study to search for the importance of strong background of liberal arts education and professional mass communication/ journalism skills. However, it is important to report that the information gathered from websites and qualitative survey supports the significance of liberal arts and professional skills education, and the balance of those two.

Leading Themes

According to the websites' analysis, there were five leading themes found in emerging communication/ journalism curricula: economic/business/organizational communication, communication studies, international orientation or dimension, political communication and new technologies. Because the same market forces are affecting all of these three world regions, all of these five themes have the potential to grow further in their importance in the communication/mass communication/ journalism curricula in all three Western culture regions, the United States of America, Western and Eastern Europe. This trend was supported by findings from a qualitative survey. There could be suggestions made that these five leading themes would grow fastest in the future as subjects of communication/ journalism curricula.

Also, there is a pattern that all kinds of communication studies, including traditional mass communication/journalism courses such as reporting, broadcasting, public relations and advertising, the leading themes of this study and all other identified emerging themes will gather under an umbrella of broadly interpreted communication studies. This process is mostly obvious in the United States of America, but it has been developed lately in Western Europe, and it also has started in Eastern Europe.

Again, the character of this study is rather exploratory than predictive. No generalizations can be made. More in-depth research is needed to confirm or deny the above predictions.

Economic/Business/Organizational Communication

This is the most frequently found theme in the websites (found in 29 websites) and in the qualitative survey (mentioned in responses of 10 correspondents), according to findings presented in the tables I and II.

From the presented Tables I and II (p. 50, 52), it seems that the market forces and conditions have a real impact on the development of economic, business and organizational communication education in all three world regions. According to Ali (2000), "enhancing the firm's worldwide image" (p.179) is one of strategic approaches of global companies while going to different countries and cultures. Appropriate communication style with the national and local communities is the most necessary skill for the image enhancement (Frederick, 1993). This is one of the reasons why communication and information professionals have been under a great demand all over the world.

It is remarkable that the theme was mentioned in nearly each website. It means that the same market forces affect mass communication/journalism education worldwide. The theme "economic/business/organizational communication" was presented by studies' program applied to business. It included various related undergraduate and graduate courses at studied universities in all three world regions, the United States of America, Western and Eastern Europe.

The importance of economic, business and organizational communication education under mass communication/journalism curricula was also supported by responses to a qualitative survey. For example, respondents mentioned business/ organizational communication answering the Question 9, "What are the most important topics or subjects you think your program offers students?". Among important specific subjects, mentioned were "strategic public relations planning" (Colorado State University, the U.S.A.), "economy" (Pantheon-Assas University, Paris II, France), "planning competence and orientation about production forms" (Orebro University, Sweden), "public relations management, strategic management and business awareness" (Manchester Metropolitan University, the U.K.), "production and managerial experience in a multi-media environment" (Concordia University, Estonia).

Answering the Question 11, about specialized areas of communication practice that are included in curriculum, respondents mentioned "management, marketing, one other elective in business" (Colorado State University, the U.S.A.), "organizational communication" (Southern Utah University, the U.S.A.), "business communication and promotion of companies" (University of Salzburg, Austria), "marketing communications,

corporate and financial public relations, e-business, strategy and strategic management"
(Manchester Metropolitan University, the U.K.)

Answering the Question 16, "In your professional opinion, what are the most
important things that future communicators need to study," respondents wrote the
following about economic, business, organizational communication: "some management"
(Colorado State University, the U.S.A.), "communication functions in organizations"
(Southern Utah University, the U.S.A.), "economy" (Pantheon-Assas University, Paris II:
France), "knowledge management" (Vilnius University, Lithuania).

Two respondents from Manchester Metropolitan University (the United
Kingdom) and Vilnius University (Lithuania) sent more detailed explanations that
provided valuable insights into their approaches to formation of curriculum. For
example, there were valuable observations about public relations curricula in the United
Kingdom from the respondent of Manchester Metropolitan University:

> Our programme and most UK programmes reflect what you would call a "broad"
> model of PR education – they are multidisciplinary and embrace organisational
> theory, communications theory, management and marketing as well as core PR
> theory and practice units. The main difference between most US and UK PR
> programmes is the strong managerial focus within the UK. There are in fact only
> two PR degree courses in the UK which are located in departments of Journalism.
> The most UK PR programmes tend to be located in Management or Business
> departments rather than in Journalism departments.

Discussing the necessary skills for public relations professionals, the same

respondent from Manchester Metropolitan University stated the following:

> We believe that our graduates should be prepared for a "managerial career" in PR
> rather than simply equipping them with technical skills. Hence, the most
> important modules we believe are those that examine management theory and
> strategy. We do cover the basic communication skills and media relations but
> these skills are ones which most graduates will hone out in the field.

The responses of other participants also indicate that strategic approach to communication professions and occupations are critical ones. Strategic thinking and planning were mentioned by many participants in business education context or as personal traits and skills. For example, answering the Question 9, "What are the most important topics or subjects you think your program offers students?," the respondent from Brigham Young University (the U.S.A.) answered that it is "strategic thinking and problem solving and strategic planning"; the respondent from Vilnius University (Lithuania) answered that it is "Strategic Communication and Strategic Information Management". The respondent from Orebro University (Sweden) answered Question 16, "In your professional opinion, what are the most important things that future communicators need to study?" in the following manner: "The most important is to get into an academic way of thinking and analyzing, to act strategically, to get a world view of your job.

In his broader correspondence, the respondent from Vilnius University (Lithuania) pointed out a new direction in the economic/ business/ organizational communication education. In his opinion, it is "knowledge management". He provided the following definitions of the subject when asked to specify what did he have in his mind:

> Knowledge management is one of the hottest topics in business consulting. It provides a powerful way of looking at the way the society organises itself and uses its intellectual resources and promises of humanising our approach to modern technology, putting the understanding of human intellect and motivation at the centre.

> Knowledge management is the conceptualization of an organization as an integrated knowledge system, and the management of the organization for effective use of that knowledge. The knowledge refers to human cognitive and innovative processes and the artifacts that support them.

This new area of study is inspired by new technologies, computer-human interaction and the outcomes that affect society. A similar topic, "mediation of knowledge", was reported by a representative of Catholic University of Louvain under the Question 11 (about specialized areas). A similar topic was also found on the website of the University of Amsterdam (the Netherlands) that was called "Technology dynamics: dynamics of technological changes and between markets organized knowledge development" (the University of Amsterdam, Inhoud, 2001, p. 20). The description of the course explained that the subject deals with "mostly not-intended result of technical innovation in continuing transformation of society and culture caused by science-based technologies (p. 20)." The course is designed to encourage thinking whether the society can react afterwards or is it also possible to foresee the innovation's influences beforehand.

It is hard to tell now how much the new subject of knowledge management will be related to the communication education and to the communication curricula in few years. But the fact that this subject is already included in economic/business/ organizational communication courses in some schools shows that communication education professionals are looking for the new ways to enhance communication/ journalism curricula in reaction to new demands of the marketplace.

Communication Studies

The second theme found in websites is "communication studies" (found in 28 websites and mentioned in 5 responses to a qualitative survey). The meaning of a term

"communication" vary because this word was found in three different contexts: 1) titles of the schools and departments, 2) titles of degree programs, and 3) titles of courses.

From the view of structural aspect, words "journalism", "mass communication", "media" or "public communication" were used in 19 titles of the schools or departments, the word "communication" was used in 15 titles. For example, there is a College of Journalism and Communications at the University of Florida (the U.S.A.), Department of Journalism and Communication Research at the University for Music and Theatre Hannover (Germany), Institute of Communication Studies and Journalism at Charles University (Czech). There are also schools that have both Communication and Journalism Departments or other departments that teach professional subjects of communication, mass communication and journalism.

This diversity of structural organizations and titles leads to an idea that universities and schools are still searching for the appropriate term in representation of their services to society. The term "communication' is used along with the words "mass communication", "journalism" "media" in schools/ departments titles most often, probably because of the different meanings and with the intent to emphasize that the school is providing education for mass communication professions as well as for other communication fields.

According to Schiller (1994), "for a variety of reasons, the study of communication as a social force has converged, directly and at main points, on an encompassing critique of contemporary capitalism (p. 359)." The diversity of the meaning of the term "communication," as it is used in universities' websites, is a good example of that divergence from communication studies perspective.

The term "communication" was mentioned 13 times in different contexts in qualitative survey. It meant personal communication skills as well as communication subjects that are taught. This fact leads to a conclusion that participants used that term rather as an umbrella-term that covers all communication areas including mass communication with its traditional professions (journalism, public relations and advertising) as well as emerging topics including interpersonal/group, rhetorical, political communication and other fields. As was put by a respondent from Catholic University of Louvain (Belgium) answering the Question 9, "What are the most important topics or subjects you think your program offers students?": "theoretical knowledge of the different fields of communication as an interdisciplinary field: sociology, philosophy, psychosociology, anthropology, linguistics, semiotics, narratology…"

Altogether, it seems that the subject of communication has different faces as representing the pure theoretical approach of communication, as a term that covers many fields of human communication and even as an interdisciplinary field that brings together different branches of social sciences. Therefore, the findings from this study support the view that there is a switch "from media education to communication education" (French and Richards, 1994, p. 160).

International Orientation

The third theme most frequently found on the websites was international orientation (found in 26 universities' websites and mentioned by all 12 respondents in the qualitative survey).

The rich experience of the universities in international approach to mass communication/journalism curricula was reflected in different contexts. For example, universities have international communication courses including international journalism, public relations or advertising as well as international components in the majority of other courses that are offered under different titles and as different subjects. They also have students/faculty exchanges with universities in other countries, international research projects and other international activities.

For example, the Brigham Young University in Utah has an extensive International Media Studies Program established in 1992 with a purpose "to become a center for research, study, journalistic exchanges, and training in international communications" (Brigham Young University, 2001, p.2). It is designed as a complex center with available resources as curricular elements, international internships/study experiences, international media studies faculty, coordination with David M.Kennedy Center for International Studies and library/ research facilities. Such a rich experience deserves to be studied specifically and thoroughly in a separate study.

The San Diego State University (California, the U.S.A.) has an International Center for Communications as a study and community service of a vision to a Pacific Community, a new American Gateway to the Asia-Pacific region (San Diego State University, 2001). The University of Amsterdam in the Netherlands has an American Studies Program (The University of Amsterdam, 2001). The Manchester Metropolitan University has Studies Abroad Program (Manchester Metropolitan University, 2001). The University of Bucharest (Romania) has Canadian Studies Program (University of Bucharest, 2001).

Some other universities also have special international programs. There are three studies programs in the Pantheon-Assas University (Paris II, France) that obviously provide many undergraduate and graduate courses under them (Universite Pantheon-Assas, Paris II, 2001). They are called "European and international law of information," "Geopolitics of media" and "Media: national and international developments." Two first programs are designed for 112,5 hours each and the last one is a seminar for 75 hours.

The University of Madrid in Spain provides five degrees with international orientation, i.e., Master/Magister of International Relations and Communication, Specialist (Especialista) of Communication and Foreign Policy, Specialist of Communication and Military Conflicts, Specialist of Foreign Media and Component of New Technology, and Specialist of International Information of Southern European Countries (Universidad Complutense de Madrid, Titulos Propios 1999-2000 Facultad de Ciencias de la Informacion, 2001).

The University of Bucharest (Romania) offers an international Canadian Studies Program for one of its Master's degree. There are also media courses offered to undergraduate students throughout their four years program. For example, history and analysis of contemporary American press and French Press are offered in clusters of each semester's courses along with the Romanian press. In addition, there are offered elective courses History of Civilizations or World Geography.

There are five international centers for communication/ journalism studies in Moscow State University of Lomonosov (Russia): French College of Journalism; Free Russian-German Institute of Publicistics; Russian-Finish Centre for Research in Journalism, Mass Media and Culture; Centre for Media Law and Policy; and Ecumenical

Centre of the Alostole St. Paul for religious Information and Studies. In addition, there is a Division of International Journalism established at the Journalism Department of the university. In the main core of program are courses offered on history of Foreign Literature and Foreign Journalism, along with Russian Literature and Russian Journalism history courses. Special international courses are also included in contemporary media, public relations and advertising programs on all levels of studies. Altogether, there are 21 international courses offered in the Moscow State University of Lomonosov (Russia) that are mentioned on its website.

Provided are only few examples of all variety of international forms of studies, programs and directions that are reflected in the universities' websites. Almost all universities have international courses listed in their websites.

A good reason for the large diversity of the international orientation theme in Western and Eastern European universities' websites may be the European Union's special programs for higher education as Erasmus and Tempus (UNESCO, 1996) that encourage and financially support the international dimension in Western and Eastern European universities. In addition, the Eastern European universities are naturally driven to learn more and provide their students with international knowledge after long 50 years of previous "Iron Curtain" and the lack of information about the western world under Soviet supervision from 1944 until 1989 (Hester, Reybold and Conger, 1992).

The rich information from websites was supported by the qualitative survey responses. The international orientation topic or "international dimension' was mentioned 39 times in education professionals' responses. A specifically designed Question 13, "Please, describe any international communication components your curriculum offers as

a part of its program" also revealed a large variety of forms of studies and the depth of international dimension of universities' programs. Every university from 12 reported about having such a dimension, a special program or international components in many subjects in their curricula, or at least one course.

For example, Purdue University in Indiana (the U.S.A.) reported about having a Study Abroad Program that was not represented on their website. The University of Salzburg (Austria) reported about several courses with international perspective that are a good illustration how political and business communication overlap with international dimension: there are History of Political Ideas, International Political relations, International Business Relations and Comparative Political Communication courses in the University of Salzburg. The Catholic University of Louvain (Belgium) reported about impressive exchanges with 18 European universities under Erasmus program of the European Union, also exchanges with Quebec (Montreal and Laval) universities in Canada and a project for a Master's degree with Laval (Canada), Lille (France) and London (the U.K.) universities. Pantheon-Assas University, Paris II (France) offers courses and seminars in world media, media in developing countries and "international and transnational media". Orebro University in Sweden offers "a special international line which means that students study international communication instead of more common communication". The study program in Manchester Metropolitan University (the U.K.) "has an international dimension throughout and includes international business options".

The Eastern European Universities have also their original approach to the international dimension. The representative of Concordia University (Estonia) reported:

Since CIUE is an American style university where most of the courses are taught in English by the faculty primarily from the U.S. and Western Europe, most of the courses have international component and are based on an international approach and experience.

Vilnius University (Lithuania) offers Master's degree in International Communication. It also offers international courses as the World Communication, International and Intercultural Communication, International Public Relations, Public Diplomacy, Professional Ethics, Theories of International Economics, International Marketing and Advertising.

Answering the Question 10, "Are you planning any communication curriculum changes within next two to three years? Why or why not?," two professionals of Western European universities mentioned their intent to add Master's Degrees in international subjects. Orebro University in Sweden is planning to add a Master's degree in international public relations and Manchester Metropolitan University in the United Kingdom is planning to develop "a new international variant of MA programme".

The information gathered from the websites suggest that the international theme overlaps greatly with two other themes: economic/ business/ organizational communication and political communication. There were websites reflecting a great interest of universities toward political and also international communication (Adam Mickiewitzc University in Poznan, Poland) and in business and international communication (University of Salzburg, Austria; Manchester Metropolitan University, the United Kingdom).

Political Communication

The theme of political communication was the fourth frequent theme (found in 23 universities' websities and mentioned by five respondents). However, only three universities, George Washington University in Washington, D.C. (the U.S.A.), the University of Zagreb (Croatia) and the Adam Mickiewitcz University in Poznan (Poland) offered explicit combined programs in mass communication and political communication. These programs and courses are even located in the commonly titled departments at all three universities: School of Media and Public Affairs at the George Washington University, Faculty of Political Science at the University of Zagreb and Institute of Political Studies and Journalism at Adam Mickiewitcz University. There are courses of strategic political communication, public affairs and government information, and political ideas offered commonly under these programs. The international orientation of political communication was more noticed in Eastern European universities' courses, the University of Zagreb and the Adam Mickiewitcz University in Poznan.

The majority of universities' websites represent that there are usually offered 2-7 courses in political campaigning and advertising and the basic understanding of political communication. Comparing to other universities, more political communication courses were offered at Purdue University in Indiana (the U.S.A.) - 16 courses (Purdue University, 2001), and at Vilnius University (Lithuania) – 12 courses (Vilnius University, 2001).

Findings from websites were partially supported by the responses to the qualitative survey. The political communication theme was mentioned seven times in answers to a questionnaire. However, no one answered from the three schools in

Washington, D.C., Croatia or Poland that offer the most explicit political communication along with mass communication program.

Respondents mentioned political communication as one of the most important subjects and as a specialized area that are offered under their curriculum. A representative of the University of Salzburg (Austria) mentioned the following political communication courses that had international communication components: History of the Political Ideas, International Political Relations, Comparative Political Communication. Again, it is a confirmation that political and international communication overlap.

New Technologies

The theme of new technologies was represented in 22 universities' websites and mentioned by all 12 respondents in a qualitative survey.

The new technology classes are comparatively new subjects in the mass communication/ journalism curricula (Smethers, 1998). However, findings from this study indicate that a new technology theme has been firmly establishes new subject of curricula in the majority of the universities. Some universities even offer already specifically designed degrees in new technology studies. For example, San Diego State University (California, the U.S.A.) offers Bachelor's and Master's Degrees in Television, Film and New Media Production. The Pantheon-Assas University, Paris II (France) offers a Master's (Maitrise) Degree in Audiovisual and Multimedia, the third cycle Diploma in Information Communication and New Technologies and the third cycle Diploma of social studies in Information Communication and New Technologies. The University of Madrid (Spain) has a Master's Degree program in Digital Interactive Technologies and

Audiovisual Communication and a Specialist's program Foreign Media and a Component of New Technology.

There is a large variety of courses and their topics under the new technology theme. Universities offer courses in conceptual theoretical approach of analyzing new media and its influences on society (the University of Amsterdam, the Netherlands; Vilnius University, Lithuania) as well as skills courses for using the computer and Internet as professional tools. For example, the S.I. Newhouse School of Public Communication at Syracuse University in New York (the U.S.A.) offers an Interactive Communications core for undergraduates and graduates with courses in writing and designing for interactive media, interactive advertising, advanced interactive communication and others (Syracuse University, 2001, p.166). In many universities, there are also courses offered in desktop publishing, web design, computer-assisted reporting, graphic design and other computer skills.

The theme of new technology was strongly supported by answers to the qualitative questionnaire. The new technology theme was mentioned 41 times in survey responses altogether, under different questions and in different contexts. Representatives of each university answered the specifically designed Question 12, "What types of technology skills (such as desktop publishing or creating web pages) are offered in your communication courses?", and explicitly discussed the subject in their responses to other questions. It is the most important theme, according to the qualitative survey, because this is the largest amount of times when one theme was mentioned in responses to a questionnaire. Respondents mentioned desktop publishing, web design, multimedia and Internet courses as the most frequently offered ones in new technology programs.

Old mass communication/journalism skills like editing, newspaper design or camerawork seem to have been shaped significantly by the influence of new technologies. This conclusion was made after reading through all respondents to the qualitative survey. It is best represented in the response of a representative of the Concordia University (Estonia) when he mentioned two skills among others, editing and multi-camera production, as offered technology courses under the Question 12.

The technology theme also newly inspired an old discussion about mass communication/journalism education, whether it should be theory driven or skills-training driven. For example, a respondent from Orebro University, Sweden, answered the Question 12 in the following manner:

> Students participate in average 10 weeks course where they learn the most common programmes, but our aim is not to give them complete skills. That is not a task of the university system in Sweden. The students are to function to order the types of jobs when they start working at a company.

In researcher's opinion, this citation represents one side of discussion that supports theory-based education. There should also be another opinion in the three region universities but, again, the subject needs thorough research because of its new phenomena.

Other Potential Emerging Themes

The other six analyzed themes also have a potential to grow in communication/ journalism curricula, although probably not as rapidly as leading themes. The other six themes are media arts, rhetorical (speech) communication, interpersonal/group

communication, entertainment/sports communication, environment communication and health communication.

Three new themes were identified as trend-setters that have the potential to grow, along with communication/ journalism studies in a research process. These new themes are women/gender and communication studies, minorities and communication studies and media and family studies. These themes were not analyzed in this study because of too little information available from the universities' websites and qualitative survey.

The number of the studied subjects was too small to draw conclusions whether there are patterns about newly emerging themes, whether some of them emerge in any specific region of the world. More quantitative research is needed to draw this kind of conclusion. From the findings of this survey, it is possible to see that all three studied regions, the United States of America and the Western and Eastern Europe have influences to each other in terms of higher communication education. The patters of leading themes and newly emerging themes were the same in all three regions.

The Need for the Future Research

Because of the innovative character of this study, there were numerous areas identified where in-depth future research will be helpful for communication/ journalism educators to better understand and design studies' curricula. Both educators and practitioners of communication, mass communication and journalism as well as users of their services; representatives of businesses, politics, and different kind of organizations, should be included in the future research.

First, there is a need for more studies conducted about the comparison of communication/ journalism curricula across the countries, nations, cultures and regions. It will help to better understand and foresee what direction the communication education is going.

Second, there was a need identified to have a directory of communication/ journalism schools in Western Europe and Eastern Europe as such a annual publication by AEMJC in the United States of America. This task will require a thorough research of schools and their offered subjects and curricula across the European countries and will probably take several years to accomplish. Therefore, a professional organization of the mass communication and journalism education that is operating in Europe may be the one most likely to do this.

Third, there is a large area of mass communication/ journalism education qualifications and degrees that needs some road-marks as to how they can be compared across the different systems of education in different world regions. This area of future research should also include the evaluation of mass communication and journalism curricula: how it is and should be designed and implemented in different world regions.

Fourth, each analyzed theme, 11 of them, as well as the newly identified three trend-setters, deserves a thorough in-depth research about its own future development. It is needed for the communication/ journalism education professionals in order to better design their own curricula and offer subjects for study that of market demand.

Fifth, having in mind the practical purpose of this study to suggest a curriculum for the intended an International School of Mass Communication and Public Policy in Lithuania, there are also some areas identified that need further research for the

establishment of such a school. The literature and the common findings of this study reveal that there is a great probability of market demand for such a school or more schools of similar profile in the Eastern Europe. However, a thorough market analysis is needed in order to know the size of the school and the marketing tools that would work for such a school's region. Also, it would be useful to research what kind of governmental or professional organizations, foundations or private sponsors would financially help to establish and maintain such a school until it is available to become self-supporting. Finally, more in-depth research is needed about the mass communication/ communication curricula in order to more accurately predict what subjects will be under a greatest demand in the future.

Sixth, from the former researchers (Swanson, 1999) and from the experience of this study, it seems that World Wide Web has replaced some part of professional communication for research purposes. Specifically, the response rate to e-mailed questionnaires will be a good topic for the future research, especially compared with the breadth of information presented on the communication/ journalism curricula websites of the universities.

The comparison studies across cultures of mass communication/journalism curricula have been started. The field is large, and there is a lot of work to do. It is a meaningful work and research because of its importance to the future development of the mass communication/ journalism curricula and communication studies worldwide. The processes of global cooperation in politics, business and culture has been creating and will further create a demand for professional communicators.

Conclusions and Recommendations

This section is designed to make the final conclusions of the study and to suggest recommendations for two purposes of mass communication/journalism education: (1) to suggest the main topics of curricula for the intended to establish International School of Mass Communication and Public Policy at Vilnius University, Lithuania, and (2) to suggest some common enhancements of mass communication/journalism curricula for the professional educators in three Western culture regions, the United States of America, the Western and Easter Europe.

In researcher's opinion, based on the findings of this study, the intended to establish International School of Mass Communication and Public Policy would benefit if its curricula is based on strong liberal arts and professional skills of mass communication/ journalism education. The curricula can be enhanced by strong international dimension and broad theoretical communication studies, also studies of leading themes included. The themes of economic/business/organizational communication and new technologies are recommended the most from this research. They are recommended because of the strong demand of these professionals in the rapidly economically developing region, Eastern Europe. The new technologies subjects are recommended because they have the highest potential for the future development worldwide. Political communication, communication studies and international dimension will be beneficial for a newly established school to have in its curricula because of the importance of these three themes in the Eastern European region.

Rhetorical (speech) communication and interpersonal/group communication from six emerging themes list would be recommended to have along with political communication and economic/ business/ organizational communication studies.

However, it would be helpful to have a strong section of research in the school to focus on one of the of three newly identified themes, trend-setters. For example, it would be very useful in the Eastern Europe to have a research center for media and family studies because this particular topic is needed in the region. The theme of gender/women and communication studies can also be recommended, but the theme of minorities and communication studies cannot be recommended because there is no demand of this theme in the region. Instead, the ethnicity and communication studies could be recommended in Eastern Europe, but not in Lithuania since Lithuania has no ethnic problems.

The common suggestions for mass communication/ journalism curricula throughout Western culture regions, the United States of America, the Western and Eastern Europe, are also based on 11 analyzed themes and three newly identified themes. All deserve to be further developed because of the demand of the market. It is very difficult to suggest some of the discussed themes specifically because different schools have their own directions of development that they have chosen years ago. However, it seems from the findings of this study, that schools will benefit if the discussed fourteen themes (11 analyzed and three newly identified) fit into their chosen direction of curriculum development. Again, it is helpful to mention once more that strong liberal arts and professional skills education background is the first focus of mass communication/ journalism curricula in three Western world regions and that emerging 14 themes can be subjects of the secondary focus.

Summary

This study was designed as a qualitative research with a purpose to design some recommendations for the intended International School of Mass Communication and Public Policy at Vilnius University, Lithuania. Mass communication/ journalism curricula models in three Western world regions, the United States, the Western and Eastern Europe were studied. This research is the first attempt to compare mass communication/journalism curricula across three world regions.

The websites of 31 universities and 12 responses to a qualitative survey were analyzed using thematic textual analysis. Five leading themes were identified for current mass communication/ journalism curricula in Western culture countries. They are economic/ business/ organizational communication, communication studies, international dimension, political communication and new technologies. Six other themes were identified as having a strong future potential: media arts, rhetorical (speech), interpersonal/ group, entertainment/sports, environmental, and health communication. Three new themes trend-setters were identified but not analyzed in the process of research: women/gender and communication, minorities and communication, and media and family studies.

The information from websites and qualitative survey supported the significance of liberal arts and professional skills' education, and the balance of these two.

Recommendations were suggested for mass communication/ journalism curriculum for the international school in Lithuania and for mass communication/ journalism education professionals in three world regions, the United States of America, the Western Europe and the Eastern Europe.

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APPENDIXES

APPENDIX A

LIST OF UNIVERSITIES AND THEIR WEBSITES

Title of the School   Website

The United States of America

Title of the School	Website
1. California: San Diego State University	http://www-rohan.sdsu.edu
2. Colorado: Colorado State University	http://www.colostate.edu
3. Florida: The University of Florida	http://www.jou.ufl.edu
4. Indiana: Purdue University	http://www.sla.purdue.edu
5. New York: Syracuse University	http://www.syr.edu
6. Oregon: University of Oregon	http://www.uoregon.edu
7. South Carolina: University of South Carolina	http://www.jour.sc.edu
8. Utah: Brigham Young University	http://www.gyu.edu
9. Utah: Southern Utah University	http://www.suu.edu
10. Washington, D.C.: The George Washington University	http://www.gwu.edu
11. Washington: Eastern Washington	http://www.ewu.edu

Western Europe

Title of the School	Website
12. Austria: The University of Salzburg	http://www.sbg.ac.at
13. Belgium: Universite Catolique de Louvain	http://www.ucl.ac.be
14. France: Universite Pantheon-Assas (Paris II)	http://www.u-paris2.fr
15. Germany: University for Music and Theatre Hannover	http://www.ijk.hmt-hannover.de

16. Greece: Aristotle University of Tsessaloniki   http://www.auth.gr

17. Italy: Instituto per la Formazione al Giornalismo   http://www.nettuno.it/fiera/ifg

18. The Netherlands: The University of Amsterdam   http://www.uva.nl

19. Spain: Universidad Complutense de Madrid   http://www.ucm.es

20. Sweden: Orebro University   http://www.oru.se

21. The United Kingdom:
Manchester Metropolitan University   http://www.mmu.ac.uk

Eastern Europe

22. Bulgaria: New Bulgarian University   http://www.nbu.bg

23. Czech: Charles University   http://www.cuni.cz

24. Croatia: University of Zagreb   http;//www.unizg.hr

25. Estonia: Concordia University, Tallinn   http://www.ciue.edu.ee

26 Hungary: Eotvos Lorand University   http://emc.elte.hu

27. Lithuania: Vilnius University   http://www.kf.vu.lt

28. Poland: Adam Mickiewitcz University in Poznan   http://www.amu.edu.pl

29. Slovenia: University of Ljubljana   http://www.uni-lj.si

30. Romania: University of Bucharest   http://www.fjsc.ro

31. Russia: Moscow State University of Lomonosov   http://www.msu.ru

APPENDIX B

Introduction Letter

Dear Prof. _____ :

I am a graduate student pursuing a Master's degree in mass communication at Oklahoma State University. I am conducting a qualitative research on mass communication curricula in three world regions, the United States and Western and Eastern Europe. My academic adviser is Dr. Barbara DeSanto, APR, a member of the Commission of the Body of Knowledge in Public Relations Society of America (PRSA).

Your school, University of Oregon, was chosen as an example mass communication school for this study because of its good reputation in your region of the United States.

The study is designed as a series of in-depth questions with heads of the Journalism/Mass Communication Departments in American and European universities. Information received from these interviews will be analyzed and used for the future qualitative and quantitative research on the same topic.

A list of open-ended questions is attached to this letter. We will contact you by e-mail within two weeks and ask you to answer these questions as completely as possible. We appreciate your cooperation and your contribution to the greater body of knowledge about mass communication education.

Please, feel free to ask me any questions about this research or about the questionnaire. Looking forward to receiving your positive answer soon by the following e-mail address: user_virgo@hotmail.com

Sincerely,

Virginia Benetiene   Dr. Barbara DeSanto APR
Graduate Student, OSU

Oklahoma State University   School of Journalism & Broadcasting
91 S University Pl. Apt. 10   E-mail: paradoc@cowboy.net
Stillwater, OK 74075-4053
Tel. (405) 332-0645
E-mail: user_virgo@hotmail.com

Enclosure: Questionnaire, 2 pages.

APPENDIX C

Questionnaire
Sent by E-mail

DEAR PROFESSOR,

I am a graduate student pursuing a Master's degree in mass communication at Oklahoma State University. ABOUT A MONTH AGO, I SENT YOU A LETTER INTRODUCING MYSELF AND MY RESEARCH PROJECT ABOUT MASS COMMUNICATION CURRICULA in three world regions, the United States, and Western and Eastern Europe. I am NOW sending you a REVISED version of my questionnaire.

I APPRECIATE YOUR PROMPT ATTENTION TO THIS SURVEY, AS I WILL BE USING THE INFORMATION TO HELP DEVELOP A PROGRAM IN MY HOME COUNTRY OF LITHUANIA.

IF YOU HAVE ANY QUESTIONS, PLEASE DO NOT HESITATE TO ASK. IF YOU WOULD PREFER TO RECEIVE A PAPER COPY OF THIS QUESTIONNAIRE, PLEASE LET ME KNOW WHAT NUMBER I MAY FAX IT TO.

I WILL APPRECIATE YOUR REPLY BY FEBRUARY 20, 2001.

Sincerely,

Virginia Benetiene

In-Depth Interview Questions

THE TWO SECTIONS OF THIS questionnaire ARE designed to DETERMINE characteristics and trends in communication education. Please, complete each section. PLEASE PLACE EACH ANSWER DIRECTLY FOLLOWING THE RELEVANT QUESTION.

SECTION I: BACKGROUND INFORMATION

1. _____ Male _____ Female

2. Your age range: ____20-29; ____30-39; ____40-49; ____50-59; ____60+

3. WHAT IS YOUR OFFICIAL POSITION TITLE:

4. HOW MANY YEARS HAVE YOU BEEN WORKING IN THIS POSITION?

5. HOW MANY YEARS HAVE YOU BEEN TEACHING FULL TIME IN THE COMMUNICATION FIELD?

6. WHAT IS THE HIGHEST ACADEMIC DEGREE YOU HAVE EARNED?

7. WHICH COMMUNICATION CLASSES OR COURSES ARE YOU CURRENTLY TEACHING?

SECTION II: CURRICULUM INFORMATION

8. WHAT WAS THE FIRST YEAR YOUR COMMUNICATION CURRICULUM WAS TAUGHT IN YOUR UNIVERSITY?

9. WHAT ARE THE MOST IMPORTANT CONCEPTS OR TOPICS YOU THINK YOUR PROGRAM OFFERS STUDENTS?

10. ARE YOU PLANNING ANY COMMUNICATION CURRICULUM CHANGES WITHIN THE NEXT TWO TO THREE YEARS? WHY OR WHY NOT?

11. WHAT SPECIALIZED AREAS OF COMMUNICATION PRACTICE (SUCH AS POLITICAL OR GOVERNMENT OR HEALTH APPLICATIONS) ARE INCLUDED IN YOUR CURRICULUM? ARE THERE SPECIALIZED AREAS TAUGHT IN YOUR DEPARTMENT OR IN ANOTHER UNIVERSITY DEPARTMENT?

12. WHAT TYPES OF TECHNOLOGY SKILLS (SUCH AS DESKTOP PUBLISHING OR CREATING WEB PAGES) ARE OFFERED IN YOUR COMMUNICATION COURSES?

13. PLEASE DESCRIBE ANY INTERNATIONAL COMMUNICATION COMPONENTS YOUR CURRICULUM OFFERS AS A PART OF ITS PROGRAM. IF THESE ARE OFFERED IN OTHER DEPARTMENTS, PLEASE LIST WHICH DEPARTMENTS.

14. IN WHAT JOBS OR CAREERS DO YOUR PROGRAM GRADUATES WORK AFTER COMPLETING THEIR PROGRAMS?

15. WHAT AREAS OF PROFESSIONAL PRACTICE (FROM JOURNALISM TO ADVERTISING TO PUBLIC RELATIONS) COULD OR SHOULD COMMUNICATION EDUCATION CONTRIBUTE TO?

16. IN YOUR PROFESSIONAL OPINION, WHAT ARE THE MOST IMPORTANT THINGS THAT FUTURE COMMUNICATORS NEED TO STUDY?

AGAIN, THANK YOU VERY MUCH FOR YOUR ATTENTION TO THIS SURVEY. IF YOU WOULD LIKE TO RECEIVE A COPY OF MY FINDINGS THIS SPRING, PLEASE ADD YOUR MAILING ADDRESS TO THIS QUESTIONNAIRE.

APPENDIX D

RESPONSES TO A QUALITATIVE SURVEY

TABLE III

DEMOGRAPHIC DATA OF PARTICIPANTS
Responses to Questions 1-7

School	Gender	Age Range	Official Position	Years in Position	Years in Comm Field	Highest Degree Earned	Currently Teaching
The United States							
Brigham Young	F	40-49	Chair, Dept. of Comm	4	12	Ph.D.	Case Studies In PR
Colorado State	M	50-59	Assistant Professor	11	8	Ph.D.	PR Intro; PR Graduate Seminar; Managing Comm Systems
Purdue	M	40-49	Professor	18	19	Ph.D.	Mass Media & Society; Theories of Mass Comm
Southern Utah	M	60+	Dept. Chair, Comm	30	36	Ph D.	Interpersonal Comm; Nonverbal Comm; Intercultural Comm; Human Resource Development
Western Europe							
Univ. de Louvain	M	40-49	Dept. Head, Comm	6	10	Ph.D. in French Lit.	Narratology & Media; Media Content Analysis; Political Comm; Fiction at TV: Serials
Manchester Metro	M	40-49	Principal Lecturer & Co-Director of the Center for	7	14	MA	PR Theory & Practice

			Corporate & Public Affairs				
Orebro	M	50-59	Senior Lecturer	8	½ T Teach; ½ T Research	Ph.D.	PR above all
Pantheon-Assas	F	50-59	Directeur L'IFP	1.5	30	DE Economie	Licence Maitrise DEA (3eme Cycle)
Univ. of Salzburg	M	50-59	Assistant Professor	5	5	Ph.D.	Print Media; Photojourn; News Writing
Eastern Europe							
Univ. of Bucharest	F	40-49	Dean, School of Journ & Comm Studies	1	11	Ph.D.	Semiotics & Mass Media; Discourse Analysis; Gender & Mass Media
Concordia	M	50-59	Dean, Media School	3.5	3.5 FT & 25	MA	No answer
Vilnius	M	40-49	Dean; Faculty of Comm	10	10	Dr. Social Sciences	Information Management; Strategic Information & Comm Management; Strategic Comm

Abbreviations

Comm – Communication(s)

DE - Le diplome d'etude (A title of Degree in the universities of France and Belgium)

DEA – Le diplome d'etudie approfondie (A title of Degree in the universities in France and Belgium)

Dept. – Department

F - Female

Intro - Introduction

Journ - Journalism

Lit. Literature

M - Male

MA – Master of Arts

Ph.D. - Doctor of Philosophy

Photojourn - Photojournalism

APPENDIX D

RESPONSES TO A QUALITATIVE SURVEY

TABLE IV

RESPONSES TO QUESTION 8

Q.8. What was the first year your communication curriculum was taught in your university?

School	Answer
The United States	
Brigham Young	- PR curriculum for 35 years; - Journalism curriculum for 60-65 years.
Colorado State	1968
Purdue	I haven't a clue.
Southern Utah	1965
Western Europe	
Univ. de Louvain	1946
Manchester Metro	1992/1993
Orebro	1977
Pantheon-Assas	1971
Univ. of Salzburg	1986
Eastern Europe	
Univ. of Bucharest	1991
Concordia	1997
Vilnius	1991

APPENDIX D

RESPONSES TO A QUALITATIVE SURVEY

TABLE V

RESPONSES TO QUESTION 9

Q.9. What are the most important topics or subjects you think your program offers students?

School	Answer
The United States	
Brigham Young	- strategic thinking and problem solving; - strategic planning; - targeted writing; - excellence in print, broadcast and online journalism; - ethics in mass media; - mass media and family studies; - international media studies.
Colorado State	- Strategic PR Program Planning; - Publicity; - Campaigns.
Purdue	- I don't teach a concept or topic that I think is unimportant. This would take the entire curriculum to answer. Impossible question.
Southern Utah	- Critical thinking; - Writing skills; - Professional preparation.
Western Europe	
Univ. de Louvain	- Theoretical knowledge of the different fields of communication as an interdisciplinary field: sociology, philosophy, psycho-sociology, anthropology, linguistics, semiotics, narratology; - Methodological approach: statistics, socio-semiotic, empirical approach, content analysis; - Link between theory and practice: teachers are for one part university researchers and for other part specialists coming for enterprise (journalism, public relations).
Manchester Metro	- PR Management; - Strategic Management; - Business Awareness.
Orebro	- communication theories and strategies; - planning competence; - orientation about production forms.
Pantheon-Assas	- Droit; - Economic; - Technologie des Medias; - Sociologie des Medias; - Semiologie; - Historie des Medias.
Univ. of Salzburg	- Combination of theory and practical journalism knowledge.
Eastern Europe	
Univ. of Bucharest	- 2 sections at the undergraduate level. - PR;

	- Advertising; - Master in Communication Studies; - Master in Mass Media Management and - Master in Canadian Studies.
Concordia	- Foundations in humanities and social sciences; - Basic theoretical knowledge in the fields of media and mass communication; - Media research and analysis skills, and abilities for the critical approach to media in contemporary society; - Extensive hands-on training in audiovisual and new media; - Production and managerial experience in a multi-media environment; - Creativeness and individual abilities; - Professional approach and high ethical standards.
Vilnius	- Faculty of Communication at Vilnius University is the only one academic institution that offers such topic courses as: - Information and Communication Theory; - Information and Communication Policy; - Information and Communication Management; - Strategic Communication and Strategic Information Management; - Political Communication; - Public Relations, etc.

APPENDIX D

RESPONSES TO A QUALITATIVE SURVEY

TABLE VI

RESPONSES TO QUESTION 10

Q. 10. Are you planning any communication curriculum changes within the next two or three years? Why or why not?

School	Answer
The United States	
Brigham Young	- Complete revision to narrow and focus the curriculum to provide more appropriate theoretical and practical training, and to better use resources.
Colorado State	- Probably will increase number of permissible credits from 33 to nearer 40, the new limit for schools accredited by ACEJMC; - Will probably introduce several additional technology courses, in addition to those added 2-3 years ago.
Purdue	- Yes. Because we believe our mass comm curriculum needs to reflect the changing contours of the mass media landscape
Southern Utah	- Some course additions; - Add a Master's degree.
Western Europe	
Univ. de Louvain	- Yes, we develop a next program (third cycle) in multimedia, open to questions of communication and new technologies.
Manchester Metro	- Yes, new international variant of MA programme.
Orebro	- An International Master's Degree in PR.
Pantheon-Assas	- Un DEA (3eme cycle) de plus sur l'etude des audiences.
Univ. of Salzburg	- Yes, we started implementing brand new curriculum this year and next 3 years we have to work it out. We are running simultaneously now old curriculum who started studying under that curriculum and we have to implement the new one in 4 years.
Eastern Europe	
Univ. of Bucharest	- At the PR and Advertising section we plan to introduce new courses in PR Management, Advertising & New Technologies.
Concordia	- In addition to major programs in electronic media and public relations, we are planning to launch a new major in online journalism and a MA program in Media Management during the next 2-3 years.

Vilnius	- This year, we have planned to introduce such courses as:
	  - Knowledge Management;
	  - Political Advertising and Marketing;
	  - Organizational Theory (Knowledge Management approach).

APPENDIX D

RESPONSES TO A QUALITATIVE SURVEY

TABLE VII

RESPONSES TO QUESTION 11

Q.11. What specialized areas of communication practice (such as political, o government or health applications) are included in your curriculum? Are there specialized areas taught in your department or in another university department?

School	Answer
The United States	
Brigham Young	- Public Relations; - Advertising Management; - Media Sales; - Creative Track Advertising; - Print, broadcast and online journalism; - Environmental Communication.
Colorado State	- Students in PR must take 21 credits of outside option courses, usually 9 credits of Business (Management, Marketing, one other elective) and 12 credits in a liberal arts or science concentration. Students who complete minors outside the department are frequently permitted to use their minor to fulfill their entire option requirement.
Purdue	- We teach public relations, media production and writing, and advertising.
Southern Utah	- Political Communication; - Organizational Communication.
Western Europe	
Univ. de Louvain	- Journalism (written press, radio, TV and multimedia); - Mediatic Narratology; - Mediation of knowledge (in socio-educative field; museums, with new technologies).
Manchester Metro	- Government & Public Affairs; - Marketing Communications; - Corporate & Financial PR; - E-Business; - Strategy and Strategic Management.
Orebro	- We teach about all but not deeply. But deeply depends on what you mean, as the Swedish university education is more "theoretical" than normally in the U S., you can say that in many specializations we teach rather deep anyway ..
Pantheon-Assas	- Voir reponse n 9.
Univ. of Salzburg	- In first two years, students are studying theory and part of the practical classes. On the third year, studies are divided into 4 main sections: print, radio, television and public relations. Specialized areas in communication included in curriculum are the following: - verbal communication and rhetoric; - visual communication; - public communication; - law aspect of communication; - media management;

	- sociology of mass communication; - business communication and promotion of companies.
Eastern Europe	
Univ. of Bucharest	- Cultural Journalism; - Environmental Journalism; - Governmental Journalism; - Management of Cultural Events and many other optional courses are open to students on both sections.
Concordia	- We don't have any specialized area but students can concentrate on the area of their writings, production and research what is primarily based on students individual interests and personal instruction.
Vilnius	- Information and Communication Theory; - Information and Communication Politics; - Political Communication; - Information Infrastructure, etc.

APPENDIX D

RESPONSES TO A QUALITATIVE SURVEY

TABLE VIII

RESPONSES TO QUESTION 12

Q. 12. What types of technology skills (such as desktop publishing or creating web pages are offered in your communication courses?

School	Answer
The United States	
Brigham Young	- All new technology in use in media today.

Colorado State	- Now required:
	  - PhotoShop;
	  - Sound Editing;
	  - Web Design (DreamWeaver);
	  - Desktop Publishing (Page Maker).
	- Many PR students also take broadcast courses.

Purdue	- Intro to the Web; - All technology skills related to writing for media. All you can think of.
Southern Utah	- Thorough course in Communication Graphics.
Western Europe	
Univ. de Louvain	- Press Graphism; - TV & Radio Journalism; - Multimedia & Internet.
Manchester Metro	- Design and Editorial Management course which includes electronic publishing and website design.
Orebro	- Students participate in average 10 weeks course where they learn the most common programmes but our aim is not to give them complete skills, that is not a task of the university system in Sweden: the students are to function to order the types of jobs when they start working at a company.
Pantheon-Assas	- Seminaire d'ecriture de Presse PAO; - Stage Radio/TV.
Univ. of Salzburg	- DTP; - Web Page Creating; - Photo Developing & printing; - Radio Production.
Eastern Europe	
Univ. of Bucharest	- Desktop Publishing; - Internet.
Concordia	- Camerawork; - Lighting; - Editing; - Web Design; - Multi-Camera production.
Vilnius	- Basic knowledge working with PC; - Computer-human Interaction; - Informatics and Creation of Databases; - Information Retrieval, etc.

APPENDIX D

RESPONSES TO A QUALITATIVE SURVEY

TABLE IX

RESPONSES TO QUESTION 13

Q. 13. Please, describe any international communication components your curriculum offers as a part of its program. If these are offered in other departments, please, list which departments.

School	Answer
The United States	
Brigham Young	- Two International Media Studies courses; - International components of other courses; - International internships; - International media practitioners as visiting scholars and professors; - International study programs.
Colorado State	- Offer JT412 International Communication once a year, not very many PR students enroll, most news editorial. Not enough time in PR curriculum to do as much on international as we'd like.
Purdue	- We have a study abroad program. - At the grad level, we have courses in comparative telecommunication systems.
Southern Utah	- Intercultural Communication course.
Western Europe	
Univ. de Louvain	- Exchanges with 18 European universities (Erasmus program of the EU); - Exchanges with Quebec (Montreal and Laval) and project for a Master in International Journalism with Laval, Lille and London; - The half part of our students in the third cycle come from other countries (Africa, South America, Eastern Europe).
Manchester Metro	- The programme has an international dimension throughout and includes international business options.
Orebro	- We offer a special international "line" which means that these students study international communication instead of more common communication; - It is impossible to me to list all other departments international courses, it's a whole university.
Pantheon-Assas	- Cours et seminaires sur les Medias dans le monde; - le Medias dans les pays en voie de developpment; - les Medias internationaux and transnationaux.
Univ. of Salzburg	- History of the Political Ideas; - International Political Relations; - International Business Relations; - Comparative Political Communication.
Eastern Europe	
Univ. of Bucharest	- MA in Canadian Studies; - At the Department of Political Sciences in the frame of our university.

Concordia	- Since CIUE is an American-style university where most of the courses are taught in English by the faculty primarily from the U.S. and Western Europe, most of the courses have international component and are based on an international approach and experience.
Vilnius	- We offer International Communication MA Programme. - The main courses concerned with communication are: - World Communication; - International and Intercultural Communication; - International Public Relations; - Public Diplomacy; - Professional Ethics; - Theories of International Economics; - International Marketing and Advertising, etc.

APPENDIX D

RESPONSES TO A QUALITATIVE SURVEY

TABLE X

RESPONSES TO QUESTION 14

Q. 14. In what jobs and careers do your program graduates work after completing their programs?

School	Answer
The United States	
Brigham Young	- Media, journalism, advertising, public relations, media sales. Many go to the corporate route.
Colorado State	- About half work in PR – not-for-profit, a lot of Denver agencies, some corporate.
Purdue	- Undergraduates do everything from working in PR firms, graduate school, TV stations, etc., to waiting on me at the local Olive Garden. - We have had no systematic surveys on where our graduates go.
Southern Utah	- Public relations, advertising, broadcasting, print journalism, human resource development, education.
Western Europe	
Univ. de Louvain	- All jobs in the field of communication: media, public relations, human resources, museums, education, Internet, teachers, public administration.
Manchester Metro	- Over 96% of all graduates find FT employment in the PR field on graduating.
Orebro	- As information managers, etc. mostly, as PR/communication consultants, working in TV, some has been journalists (though there are special journalist schools.
Pantheon-Assas	- No answer.
Univ. of Salzburg	- Media companies, PR companies, advertising companies, spokespersons, governmental offices of information, PR or information officers in business companies, and international organizations.
Eastern Europe	
Univ. of Bucharest	- Students work in print journalism, radio, TV, press agencies and also in mayor's offices, ministries, governmental and non-governmental institutions, PR and advertising agencies, etc.
Concordia	- Journalist, editor, director, producer, cameraman, manager, TV-programmer, copywriter, PR officer, media planner, PR and advertising campaign manager, online editor, Web and multimedia designer.
Vilnius	- Most of students work as managers, public relations specialists, journalists, information specialists, project managers for advertising companies, etc.

APPENDIX D

RESPONSES TO A QUALITATIVE SURVEY

TABLE XI

RESPONSES TO QUESTION 15

Q. 15. What areas of professional practice (from journalism to advertising to public relations) could or should communication education contribute to?

School	Answer
The United States	
Brigham Young	- Same as above.
Colorado State	- Don't know what you mean by this question.
Purdue	- We take a liberal arts approach here, at Purdue. We believe that our students are and should be prepared for all of those areas – but we don't concentrate for teaching for set of skills for a specific job. We educate them more broadly, so they can survive wherever they go and are able to learn whatever they need to learn.
Southern Utah	- Advertising, public relations, broadcasting, journalism, human resources development.
Western Europe	
Univ. de Louvain	- These two fields but also in education and in the field of new technologies.
Manchester Metro	- Obviously, all areas of communication practice benefit from communication education from advertising to PR to journalism
Orebro	- See above.
Pantheon-Assas	- No answer.
Univ. of Salzburg	- Raising professional skills and standards in journalism and PR; - Improving ethical standards; - Developing communication skills; - Implementing new information technologies.
Eastern Europe	
Univ. of Bucharest	- In our institution, we offer both formations
Concordia	- All of them.
Vilnius	- Communication education must be delivered to most of the academic spheres. - Basically the most important areas communication managers (that includes advertising, public relations, diplomatic journalism), politicians, managers, marketers, etc. - Could be useful for psychologists, sociologists, philosophers, educators, etc.

APPENDIX D

RESPONSES TO A QUALITATIVE SURVEY

TABLE XII

RESPONSES TO QUESTION 16

Q. 16. In your professional opinion, what are the most important things that future communicators need to study?

School	Answer
The United States	
Brigham Young	- Technology; - The basic principles of human and mass communications; - Ethical practice.
Colorado State	- Liberal arts – good grounding in humanities; - Psychology, other social sciences; - Some management; - One or two speech courses beyond Intro to Public Speaking.

Purdue	- No change here from it has always been. We need to study:
	   - the production of messages;
	   - the nature of messages;
	   - the effects of messages;
	   - the ability to offer constructive criticism about any aspect of these three.

Southern Utah	- Communication functions in organizations; - Mass Media.
Western Europe	
Univ. de Louvain	- Intellectual mobility, ability to analyze a problem and to find a solution.
Manchester Metro	- An awareness of the business context and management practices – this is the context in which communication operates and which functions such as PR service.
Orebro	- The most important is to get an academic way of thinking and analyzing, to act strategically, to get a world view of your job.
Pantheon-Assas	- Droit des Medias; - Technologie; - Economie.
Univ. of Salzburg	- Implementation of new media; - How to communicate using new media; - More about ethical standards in communication; - Respecting recipients as human beings with human rights.
Eastern Europe	
Univ. of Bucharest	- Both axes (technical skills with emphasis of new technologies as well as theoretical and methodological).
Concordia	- See question 9.
Vilnius	- Now there is the most important area to study – knowledge management.

APPENDIX E

IRB APPROVAL FORM

Oklahoma State University
Institutional Review Board

Protocol Expires: 3/19/02

Date : Tuesday, March 20, 2001   IRB Application No   AS0145

Proposal Title·   COMPARISON OF MASS COMMUNICATION/JOURNALISM CURRICULA IN THREE
                   WORLD REGIONS. THE UNITED STATES OF AMERICA, WESTERN AND EASTERN
                   EUROPE

Principal
Investigator(s)

Virgina B. Benetiene   Barbara DeSanto
1511 Southwest Blvd Apt 17K   315 JB
Tulsa, OK 74107   Stillwater, OK 74078

Reviewed and
Processed as: Expedited

Approval Status Recommended by Reviewer(s) . Approved

Signature :

Tuesday, March 20, 2001

Carol Olson, Director of University Research Compliance   Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted   Any modifications
to the research project approved by the IRB must be submitted for approval with the advisor's signature   The IRB office
MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB Expedited
and exempt projects may be reviewed by the full Institutional Review Board.

VITA ?

Virginija B. Benetiene

Candidate for the Degree of

Master of Science

Thesis: A COMPARISON OF MASS COMMUNICATION/ JOURNALISM
CURRICULA IN THREE WORLD REGIONS, THE UNITED STATES OF
AMERICA, WESTERN AND EASTERN EUROPE

Major Field: Mass Communication

Biographical:

>   Personal Data: Born in Shiauliai, Lithuania, October 15, 1959, the daughter of
>   Bronislovas Kanisauskas and Pranciska Kanisauskiene.

>   Education: Graduated from the 11th High School, Shiauliai, Lithuania, in June
>   1977; received Bachelor of Science Degree in Journalism from Vilnius
>   University, Vilnius, Lithuania in June 1986; completed requirements for
>   the Master of Science degree at Oklahoma State University in May, 2001.

>   Professional Experience: Reporter in Lithuanian News Agency ELTA and
>   daily newspaper "Lietuvos Rytas", 1984 to 1990; Vice-Head of the
>   Information Service of the Government of the Republic of Lithuania, 1990
>   to 1992; Head of the Information and Press Department of the Ministry for
>   Foreign Affairs of the Republic of Lithuania, 1992 to 1993; Head of the
>   Chancellery of the Ministry for Foreign Affairs of the Republic of
>   Lithuania, 1993 to 1994; Head of the Chancellery of the Lithuanian
>   Embassy to Estonia, Tallinn, 1994 to 1995; Public Relations officer at the
>   Open Society Fund-Lithuania, Vilnius, Lithuania, 1995 to 1996; owner
>   and director of the private public relations agency "Reziume", Vilnius,
>   Lithuania, 1996 to 1999; Internship in Tulsa Global Alliance, Tulsa,
>   Oklahoma, June, 2000, to August, 2000.

>   Professional Membership: President of the Lithuanian Public Relations
>   Association, 1996 to 2001.