

UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

JOURNALISM EDUCATION IN CHINA:
A DESCRIPTIVE STUDY OF 15 CHINESE JOURNALISM PROGRAMS

JOURNALISM EDUCATION IN CHINA:
A DESCRIPTIVE STUDY OF 15 CHINESE JOURNALISM PROGRAMS

A THESIS

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

Degree of

MASTER OF ARTS

By

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Norman, Oklahoma
2011

JOURNALISM EDUCATION IN CHINA:
A DISCRIPTIVE STUDY ON 15 CHINESE JOURNALISM PROGRAMS

A THESIS APPROVED FOR THE
GAYLORD COLLEGE OF JOURNALISM AND MASS COMMUNICATION

BY


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Chapter One: Introduction

China, this country with a long history and a dramatic economic development year by year, has always been an interesting subject for researchers, economists and politicians. Journalism educators have also been impressed by news reporting China's amazing development in its journalism education in recent years. According to statistics done in 2006 from the Ministry of Education of China, 460 universities opened 661 journalism related programs (journalism, advertising, public relations, broadcasting and TV majors) by 2006. This number had increased by 202 programs compared to 2004. Some 30,000 graduates from journalism related programs joined the job market in 2006 (Ministry of Education of China, 2006). Researchers had reported slow progress in China's journalism education over the years after the field was established in 1918 (Zhang & Peng, 1986). This raises questions about what has made this country's journalism education grow so fast in recent years after 90 years of more measured development. Many studies and news clips also have reported problems of low quality in China's journalism education (Zhou & Zhang, 2011). Those reports cast series of questions about how China's journalism schools were teaching journalism courses in their programs. Does the establishment of the programs shape today's development? Is the curriculum properly designed to support the teaching? Are the educational facilities adequate to support the teaching? Are the faculty members' educations and experience adequate to support the teaching? The answers to all these questions have remained unclear based on the limited literature found in this field.

The purpose of this study is to attempt to answer these questions by providing a descriptive, historical review of the evolution of China's journalism education. This study will also provide an updated records and data from 15 journalism programs in different regions of China.

An Overview of China's Journalism Education

China's journalism history can be traced back to the first newspaper Di Bao, which was published by the imperial court during the Tang Dynasty in 777 (Fang, Chen, & Zhang, 1982). But the first journalism course in China was opened in 1918 in Peking University. This course was taught by Baohuang Xu, who was a journalism graduate from the University of Michigan. Xu, who is recognized as the founder of China's journalism education, first brought the western ideas of journalism to China. These ideas said that newspapers should not only represent the people in monitoring the government, but also air people's suggestions and demands. The ideas were first introduced to the Chinese people at that time by Xu (Xu, 1994) and proved to be enlightening for Chinese journalists. It had a great influence on the later development of China's journalism education (Huang, 1994). By the time of Xu's death in 1930s, journalism had changed from sensationalism into a highly respected profession with a clear mission as Xu's students began to dominate the profession (Huang, 1994).

After Xu launched the first journalism course in Beijing, China began to enter the formative stage of its journalism education. In this period, many western educators helped establish China's regular journalism departments (Nash, 1931).

Representative journalism departments established in this period were St. John's University in Shanghai (1920), Pingmin University in Beijing (1923), Yenching University in Beijing (1924) and Fudan University in Shanghai (1929) (Zhou, 1992). According to Hao and Xu (1997), all these early journalism departments were founded with the help of western educators and adopted western curriculum design and western teaching methods. Among them, St. John's University, a missionary school in Shanghai, is considered by the researchers (Xu, Chu, & Guo, 2002; Zhang & Peng, 1986; Hao & Xu, 1997) to be the first regular journalism department in China. The common characteristics of China's journalism education in its formative stage can be summarized as the direct adoption of the American model (Hao & Xu, 1997).

As the development of journalism education in China was beginning with help from American journalism educators from 1910s to 1930s, it then was hindered by the Japanese invasion and occupation of China between 1931 and 1949. With the outbreak of the Pacific War in 1941, universities were closed down by Japanese military forces. The Department of Journalism of Fudan University moved to Sichuan Province, and Yenching University also re-established its journalism department there in 1941 (Zhang & Peng, 1986). Sichuan Province was the temporary capital city of the Chinese communist party during the Japanese invasion (Wu & Xing, 2002).

After nearly 20 years of war, the Chinese Communist Party established the People's Republic of China in 1949 (Wu & Xing, 2002). This brought a new era for

China's journalism education. Before PRC was established in 1949, all the journalism departments took the American journalism schools as models and taught the American journalistic principles. But in early 1950s, the departments took a new orientation, learning from the USSR (Union of Soviet Socialist Republics), and displaced American journalism principles with Soviet principles (Zhang & Peng, 1986). The soviet model, which emphasized service to the working class, basic political knowledge, language training and a combination of theory and practice (Journalism education, 1982), was adopted by Mao Zedong, who established his political regime, as "a tool of class struggle" (Mao, 1977). Under the new direction in the teaching model, many journalism departments were established with the help of the new government. Representative journalism departments opened in this period were the Broadcasting College in Beijing Renmin University in Beijing, as well as at Jiangxi, Hangzhou, Jinan and other universities (Zhou, 1992).

The Cultural Revolution (1966-1976) witnessed the greatest setback of China's journalism education as all universities and colleges stopped enrolling students during its most chaotic years. During this time, university education was criticized by Mao and his followers as too rigid and not practice-oriented. Many students were sent to rural areas to work with farmers and industrial workers instead of receiving university education in schools. As a result of the Cultural Revolution, when university education resumed in the early 1970s, the political

orientation of the students was an even more important factor for being accepted to the schools of journalism (Xu, Chu, & Guo, 2002).

In 1978, the Third Plenary Session of the Central Committee of the Communist Party took place. This meeting was considered to be a major turning point in China's history by many historians and researchers (Hao & Xu, 1997). According to Hao and Xu (1997), in this meeting, Chinese Communist leaders summarized lessons learned from the Cultural Revolution, and undertook a new direction in China's economic development. That is to say, the old Soviet-type planned economy changed into a capitalist market economy (Wang, 2005). Along with the dramatic change in the economic system, greater activities in mass communication were promoted. Hao and Xu (1997) reported in their research, that the growth of the media industry during this period resulted in a great shortage of qualified personnel in the journalism industry. To meet these industrial demands, the biggest reform and expansion in the history of journalism education began in 1983, when the central government issued the first state policy to command expansion in journalism education. This policy revived nationwide interests in setting up journalism schools (Xu, Chu & Guo, 2002).

The great expansion in journalism education in China since that time has resulted in many schools being established, especially after the 1978 plenary meeting. Wang (2005) reported in her research that in 1982, there were 16 journalism related programs in China, which was the same number as existed before the Cultural Revolution. Liu (2009) reported that this number increased to

66 in 1994. In the following years from 1995 to 1999, another 58 new journalism programs opened. During the years from 2000 to 2004, there were 335 new programs opened, and the total number of the journalism related programs reached 459 (Liu, 2009). In 2006, the Ministry of Education in China reported the total number of journalism programs nationwide had reached 661, with 130,000 enrolled students and 30,000 graduates (Ministry of Education of China, 2006). The rapid growth of the journalism programs in China is illustrated in the following chart.

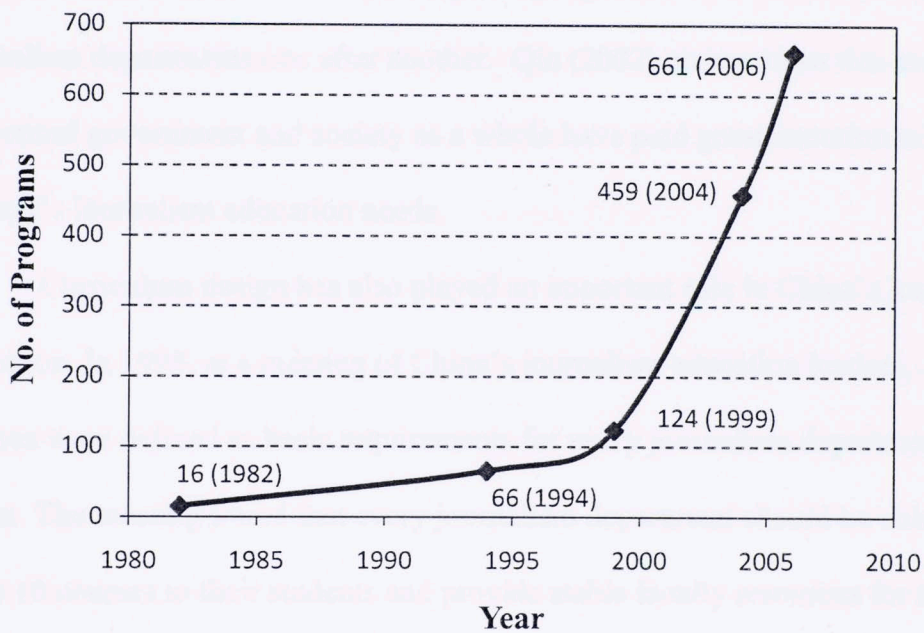


Figure 1 The Growth of Journalism Programs in China (1982-2006)

Besides the increases in the numbers of the programs, the development also showed in the various forms of journalism education. According to Qiu (2002), at the beginning of 1919, China only had only a journalism major when it first started to offer the journalism education. But in recent years, the types of majors have expanded to include advertising, broadcasting, editing, publication and internet

journalism. He claimed that this change has enhanced the relationship of journalism with the industries of advertising, broadcasting and publication (Qiu, 2002, p.101).

Qiu (2002) also reported that after entering the 21st century, more types of universities were establishing journalism departments on their campuses. According to him, in the years of 1919 to 1930, only comprehensive universities with long histories and experiences in teaching journalism courses established journalism departments. But today, teacher training universities, sports universities, politics and law universities, and foreign languages universities are all establishing journalism departments one after another. Qiu (2002) claimed that this shows that the central government and society as a whole have paid great attention to the country's journalism education needs.

Curriculum design has also played an important role in China's journalism education. In 1995, at a meeting of China's journalism education leaders, 10 major courses were defined as basic requirements for every journalism department in China. The meeting found that every journalism department should be able to offer these 10 courses to their students and provide stable faculty resources for teaching the courses. These 10 courses were: Introduction to the journalism, journalism interviewing skills, journalism writing, editing skills, news commenting, photography, Chinese journalism history, Western journalism history, broadcasting and TV journalism, and mass communication theory (Qiu, 2002).

Along with the development of journalism education, academic research in journalism education is flourishing as never before (Qiu, 2002). Qiu (2002)

reported that many journalism departments have established journalism research centers and research institutions and undertook national and local research projects which resulted in outstanding research achievements. For example, Fudan University's journalism department has conducted more than 80 national and international projects since 2001 and obtained 10 Million RMB funding (Fudan University,2011). Xiamen University's journalism department conducted textbook revising projects initiated by the Department of Education in China from 2003 to 2005, and published 4 core textbooks, which are used nationwide for teaching journalism (Xiamen University,2006). The journalism department in Wuhan University conducted 45 national and local projects, and obtained 5 Million RMB research funding over 5 years (Wuhan University,2011).

Many regular academic journals are also published by journalism departments in various universities in China, Examples include, "Journalism University" by Fudan University in Shanghai, "Modern Communication" by Beijing Broadcasting University, "International Journalism" by People's University of China in Beijing, "Journalism and Communication" by Huazhong Science and Technology University, and "Journalism Forum" by Sichuan University (Qiu, 2002). All these academic journals have provided Chinese journalism professionals a forum for academic discussions and communications, which has helped journalism teaching practices to develop. The brief history of China's journalism education can be summarized in the following figure.

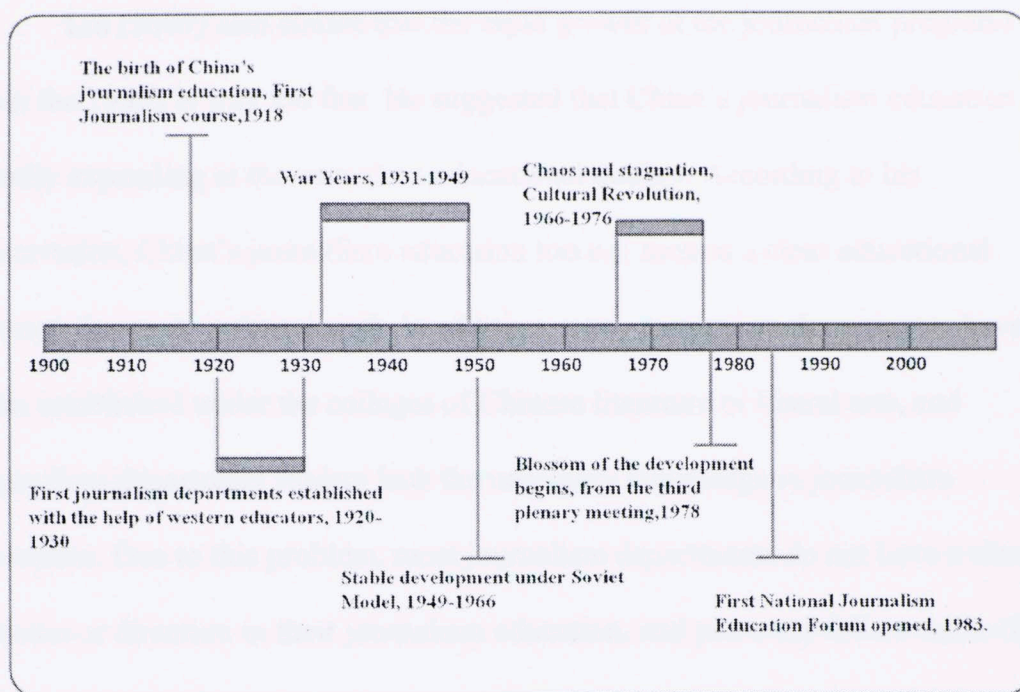


Figure 2 Brief History of China’s Journalism Education Development (1900-2010)

Along with the great speed of development, problems facing China’s journalism education have been observed by many researchers in recent years (Liu, 2009; Qiu, 2002, Wang, 2005; Zhu, 2009; Tang, 2006).

The most frequently discussed problem among researchers regarding China’s journalism education is the excessive pell-mell development of journalism schools (Wang, 2005; Qiu, 2002, Feng, 2007; Liu, 2009). As stated above, the number of new journalism schools in China is expanding at a great speed every year, which is a good sign of development in one hand but also generates a problem of the quality of journalism education (Liu, 2009). Liu (2009) claimed that the rapid growth of the journalism programs from the 1980s until today is not matching the development speed of the journalism industry.

Liu (2009) also claims that the rapid growth of the journalism programs from the 1980s is way too fast. He suggested that China's journalism education is blindly expanding at the cost of its educational quality. According to his observation, China's journalism education has not formed a clear educational concept due to its political shift. In addition, many journalism departments have been established under the colleges of Chinese literature or liberal arts, and journalism department leaders lack the necessary knowledge in journalism education. Due to this problem, most journalism departments do not have a clear mission or direction in their journalism education, and passively follow some rigid requirements by the Education Department of Higher Education in curriculum designs (Liu, 2009, p.153).

Another problem observed by researchers in China's journalism education is the shortage of the educational resources (Qiu, 2002; Lliu, 2009; Greensburg &Lau, 1990; Chu, 1980). This includes both the faculty resources and the teaching facilities. Problems have been observed by Chinese researchers (Liu, 2009; Qiu, 2002) that some journalism programs in China do not have qualified faculty members who have journalism or related degrees or even do not have any journalism related working experiences (Qiu, 2002, p. 103). In some rural areas, journalism programs in China only have faculty members who have doctoral degrees and theoretical knowledge in journalism but are without any practical experience. It is suggested that he or she cannot even write news stories (Liu, 2009, p.152). American researchers also found the educational facilities and resources to

be a big problem in early 1980s and 1990s. Greensburg and Lau (1990) reported that the library resources were few and largely outdated and even computers were still seen rarely in China's universities. Chu (1980) also claimed that the most serious problem in China's journalism education was the lack of instructional materials.

Other researchers also mentioned that the age of the curriculum was hindering the development of China's journalism education. Feng (2007) stated that current curriculum design was too old. It did not reflect the latest trends in the journalism industry or practical experiences with the industry. According to him, in the last 50 years, the curriculum of journalism has been divided into the following four main categories: political theories, journalism theories, journalism professional skills and other elective courses. Feng (2007) argued that the main textbook used for teaching was barely changed every 10 years, and the main emphasis of journalism education was still on political theories. He argued that these old textbooks no longer represented the latest trends in journalism practices and were misleading the students about the reality of journalism in society (Feng, 2007, p.163).

Purpose and Significance

Most U.S literature in this field consists of studies done in 1980s and 1990s. A majority of them are case studies of elite journalism schools in China. Data used in those studies are becoming too outdated to reflect current changes in China. Recent studies done by Chinese researchers are helpful to understand the current

development of journalism education in China, but most of them are based on the authors' observations and have not adopted social science research methodologies.

Few studies have been done in this field in the U.S. after 2002. Thus, the current development of China's journalism education remains a vacant spot in academia. Some researchers have studied curriculums, some studied facilities, and others organizational structure, but none of them have studied an integral subject, which could reflect the current development of China's journalism education from a well-rounded perspective.

In order to close the gap between the current development of China's journalism education and the academy, this study will provide an updated report on China's 15 journalism programs. It will help researchers and educators in this field better understand how journalism is taught in China, what the current development status of China's journalism education is and where the future of China's journalism education is leading.

In this study, some common characteristics of the development of China's journalism education will be explored based on the literature. A questionnaire, on the other hand, will form a descriptive report on China's ten key journalism schools and five schools from different regions of China, which will reflect the current development of China's journalism education. This report will cover the following aspects of China's journalism programs: historical background, curriculum design, faculty resources, and educational facilities. The purpose of the study is to answer

the question: does the current development of China's journalism education match the characteristics found in the literature?

The historical evolution of China's journalism education has always been a primary concern for researchers in the U.S. and China. When the early research was published in the 1950s, the historical evolution of China's journalism education took a good perspective from which to get to know the development of China's journalism education, because China at that time was still a new country in the world. Early researchers looked for historical documents and some reports to obtain information about China's journalism education and other fields. They themselves to get hands-on data and for their own needs. The earliest research reports in this area were written by Che (1950) and later researchers developed and enriched the understanding about the historical evolution of China's journalism education.

Chang and Peng (1982) gave comprehensive and up-to-date descriptions about the history of China's journalism education from early 1912 to the 1970s. They reported that the first journalism education in China's modern history was initiated by Xu Baohuang, a returned graduate from America who had studied Journalism at the University of Michigan (Chang & Peng, 1982, p.10). Xu initiated the first journalism program in China in Peking University in 1912 and published the first journalism textbook in China, *An Outline of Journalism* in 1917 (Chang & Peng, 1982, p.10; Liu & Xu, 1994; Wang, 2004; Liu & Peng, 2005). Journalists and researchers have the understanding of the first journalism education in China from a U.S. scholar University in 1950 (Liu, Che, & Guo, 2002). According

Chapter Two: Literature Review

The History of China's Journalism Education

The historical evolution of China's journalism education has always been a primary interest for researchers in the U.S and China. When the early research was published in the 1980s, the historical evolution of China's journalism education was a good perspective from which to get to know the development of China's journalism education, because China at that time was not open to the rest of the world. Early researchers looked for historical documents and news reports to collect information about China's journalism education and visited China themselves to get hands-on data and the latest news. The earliest research done in this area was written by Chu (1980) and later researchers developed and enriched the understanding about the historical evolution of China's journalism education.

Zhang and Peng (1986) gave comprehensive and up-to-date descriptions about the history of China's journalism education from early 1918 to the 1980s. They reported that the first journalism education in China's universities was initiated by Xu Baohuang, a returned graduate from America who had studied journalism at the University of Michigan (Zhang & Peng, 1986, p.20). Xu initiated the first journalism program in China in Peking University in 1918 and published the first journalism textbook in China: *An Outline of Journalism* in 1919 (Greensburg & Lau, 1990; Hao & Xu, 1997; Wang, 2005; Hu & Peng, 2009). Some researchers reported that the establishment of the first journalism department in China was at St. John's University in 1920 (Xu, Chu & Guo, 2002). According

to the literature, the general opinion about the initiation of China's journalism education at Peking University is shared by the most researchers in this field. St. John's University is seen as the establishment of the first formal journalism department. It was a more systematic approach in journalism education compared to Xu's.

With Xu's establishment as a start, China's journalism education has gone through more than 90 years of development and the change has been dramatic. The history of its development can be divided into five different phases: the birth of China's journalism education from 1918 to 1930; the war years from 1931 to 1949; the stable development from 1949 to 1966.; the chaos and stagnation from 1966-1978; and the blossom of development from 1978 until now. The following sections will cover these five periods by examining important events and the results found in the important literature in each period.

The birth of China's journalism education

The beginning of China's journalism education was born at a turbulent time. The Xinhai Revolution in 1911 broke the monarchy empire system which control China over 2,000 years. Sun Zhongshan, who was the leader of this revolution, established the Republic of China in 1911. But right after the victory, various warlords represented by Yuan Shikai tried to recover the monarchy system. The fighting among these warlords brought a long time of internal war, which did not provide a stable political environment for educational development (Xinhai Revolution, 2011).

The breakdown of the monarchy system made China more open to the rest of the world, and brought new ideas from other western countries. As a result, western educators became the first influence for China's journalism education. This period can be characterized as the birth of China's journalism education and the huge influence of the American journalism model in journalism education. Many researchers have agreed that American journalism professors had helped shape the formative stage of Chinese regular journalism departments (Zhang, 1993). Zhang and Peng (1986) reported that there were four major journalism departments established with the help of American missionaries at this time: St John's University in Shanghai (1920), Pingmin University in Beijing (1923), Yenching University in Beijing (1924) and Fudan University in Shanghai (1929). They claimed that "these journalism departments were the pillars of journalism education in China and made important contributions to Chinese newspapers" (Zhang & Peng, 1986, p.11). Famous American journalism professionals such as Edgar Snow and D.D. Patterson taught journalism at these universities. Hao & Xu (1997) also stated that China's first journalism departments hired quite a number of American professors and Chinese graduates from American institutions such as the University of Missouri and Columbia University of New York (Hao & Xu, 1997, p.36).

This influence from the American model has played an important role in the formative stages of China's journalism education. Xu's book, which was considered the primary textbook for journalism teaching, was based on the ideas discussed in American textbooks (Fang, 1994). The basic principle of Xu's

textbook was the role of journalism as representatives of the people. This idea, though well established in the West at that time, proved to be enlightening to Chinese journalists and had a profound influence on the later development of China's journalism (Hao & Xu, 1997, p.36).

Hu and Peng (2009) also agreed on the influence of the American model on the early development of China's journalism education. They reported that there were many new journalism programs established during 1920 and 1949. These programs were widely influenced by the American education model, forming an education ideology concentrating on both social science knowledge and professional skills, while contributing valuable journalism teaching experiences (Hu & Peng, 2009, p.97).

Researchers have slightly different opinions about the characteristics of China's journalism in the early period of development.

Hu and Peng (2009) said there were three characteristics of China's journalism education at that time: 1. Chinese journalism programs paid special attention to develop basic journalism skills of students, such as editing, writing, commenting and interviewing. 2. Programs provided as many social science courses as possible for students to cultivate broad knowledge in sociology, humanity, culture and economy, etc. 3. Recruiting Chinese graduates from American universities as well as American journalism professionals as faculty resources to widely absorb Western journalism skills and knowledge.

Xu, Chu and Guo (2002) on the other hand, summarized the journalism education in the 1920s and 1949 as having the following five characteristics: multiple layers of secondary and tertiary institutions; narrow concentration in a few large cities; heavy influence of western, especially American thinking; strong emphasis on practical skills rather than social science theory; and inadequate training facilities.

Wang (2005) stated that early development of China's journalism education had the following characteristics: 1. Combined theory and practice together in journalism education. 2. Had heavy influence from the American model. 3. Paid attention to students' training in ethics.

Although different opinions exist among researchers based on their own observations, heavy influences of the American model have been reaffirmed by all the researchers on the formative stages of China's journalism education. They all agreed that the American model has played an important role in establishing the base for China's early development of journalism education. Researchers had different ideas on the actual concentration in curriculum design. They had different observations on whether the curricula paid more attention to the professional skills or to broad social science knowledge.

War Years: 1930-1949

The development of journalism education in China was hindered by the Japanese invasion and occupation between 1931 and 1945 and the fighting between forces loyal to Chiang Kai Shek and Mao Zedong between 1945 and 1949. The

journalism education which had just started in China had stopped during this period of war years. With the outbreak of the Pacific War in 1941, both Yenching University and St. John's University were closed down by Japanese military forces. The Department of Journalism of Fudan University moved to Sichuan Province, and Yenching University also re-established its journalism department there in 1941 (Zhang & Peng, 1986). Literature recording the development of China's journalism education during this period is scant.

Stable Development: 1949-1966

After the establishment of the People's Republic of China in 1949, China's journalism education took a new direction. Before 1949, all the journalism departments took American model and taught American journalistic principles. But in the early 1950s, the departments took a new orientation of teaching from the USSR (Union of Soviet Socialist Republics) and displaced American journalism principles with Soviet principles (Zhang & Peng, 1986, p.12). With the establishment of the new government and a new educational model, journalism education in China started a period of a stable development. According to Xu, Chu and Guo (2002), this period was known as the first wave of journalism education reform. In this reform, formats of course design curriculum arrangement, syllabus construction, teachings of journalism theory and skills were borrowed from Soviet schools of journalism in a copycat fashion. This was done mainly to achieve ideological consistency, without much consideration of application suitability (Chen & Yin, 1996). Hao & Xu (1997) also reported that after China shifted to the

Soviet Model, journalism education based on such a model dismissed the Western notion of press freedom and regarded the press as what Mao called “a tool of class struggle” (Mao, 1977). With the press emphasizing its political orientation, journalism education shifted its focus onto the political training of students, who were politically screened before admission and ideologically monitored throughout their study (Hao & Xu, 1997, p.37).

Following the ideological readjustment, China’s journalism education entered a new phase with many more teachers and students. There were several institutional changes and new establishments recorded by Zhang & Peng (1986). The department of journalism at Yenching University first became a division of the department of Chinese at Peking University. It subsequently was incorporated into the department of journalism at the People’s University of China in Beijing. The department of journalism at St. John’s University was incorporated into the department of journalism at Fudan University. Also, the Broadcast College in Beijing (1959) and the department of journalism at Jinan University in Guangzhou helped strengthen the development of China’s journalism education. In 1958, local journalism departments, as represented by Jiangxi University began to be established.

But it was not long before both teachers and students of journalism found that Soviet principles of journalism, like American ones, did not reflect the laws of Chinese newspaper work, according to Zhang and Peng (1986). This led to national opposition by teachers and students to the dogmatic Soviet principles of journalism.

Eventually with the breakdown of Sino-Soviet relations in the 1960s, trivial modifications were made to the overall scheme of journalism education under Soviet model (Xu, Chu & Guo, 2002).

The characteristics of China's journalism education in this period can be summarized as the change of the educational model from the American model to the Soviet model and the failure of the latter model to be adopted into China's real educational practices.

Chaos and stagnation: 1966-1978

The Cultural Revolution initiated by Mao and his followers in 1966 witnessed the greatest setback of journalism education in China's history. After nearly 15 years of stable development after PRC's establishment, journalism education in China encountered what was to be the most chaotic years in the history of its development. Virtually all the colleges and universities stopped enrolling students during its most chaotic years. According to Hao and Xu (1997), university education was criticized by Mao and his followers as too book based and that students were isolated in their ivory tower without direct contacts with the working people. During the Cultural Revolution, all the students were sent to rural areas to work with farmers and industrial workers to get "practical experience" instead of theories from books. The entire education system in China shut down for more than 10 years.

Blossom of development: 1978-until now *China's Journalism Education since 1978*

Changes have occurred in journalism education in China, as in all fields of work, with the implementation of the resolution of the Third Plenary Session of the Central Committee of the Communist Party in 1978. At this meeting, Chinese communist leaders charted a new course by adopting a liberal economic course and a more open policy; the whole country began to undergo dramatic changes. This meeting is regarded as a major turning point for China's history by many historians and researchers. After 1978's meeting, China's journalism education stepped into the blossom period of its development with great improvement and expansion. In 1976, the end of Cultural Revolution put an end to an era in which media development was intentionally suppressed for the purpose of information control (Hao & Xu, 1997). At the same time, China began to undergo a dramatic change in its economic system from a Soviet-type planned economy into a capitalist market economy. At that time, it also began greater activities in mass communication. Hao and Xu (1997) reported in their research, that the growth of the media industry resulted in a great shortage of qualified personnel in the journalism industry. In addition, the growth of the advertising, public relations and broadcast industries and the demand for more international news to accommodate a more open China demanded more specialized training. To meet these industrial demands, the biggest reform and expansion of journalism education ever initiated began. In 1983, the first state policy to command expansion in journalism education was promulgated, reviving interest nationwide in setting up journalism schools. Universities and

colleges resumed enrollment after the end of Cultural Revolution, and more journalism schools have been established to meet the great demands from the market.

Zhang and Peng (1986) also affirmed the great gap between demand and supply of journalism graduates in China during this period. They reported that as the number of newspapers, broadcast stations and TV stations increased, more and more professional workers were needed. They estimated that by the end of 20th century, when their paper was published, about 90,000 journalism graduates would be needed (Zhang & Peng, 1986, P. 13) compared to the limited capacity of journalism education institutions at that time, which provided only 453 graduates in 1982.

Greensburg and Lau (1990) analyzed how China's journalism education grew to meet the demand. According to their research, the number of journalism teachers and students grew dramatically. Teachers increased almost five-fold (from 159 to 767), undergraduates nearly six-fold (from 726 to 4,626), and graduate students nearly 150 percent (from 215 to 341) from 1980 to 1986.

Zhang & Peng (1986) reported that until 1982, there were only 16 journalism programs established in China, basically the same number before Cultural Revolution. In 1983, the first national journalism education planning forum was held. In 1984, China journalism education institution was founded. This institution functioned as the first center at that time for academic research in journalism. These two events enhanced the development of China's journalism

education. At the end of 20th century, journalism related programs in China had reached 100 and 10 of them were approved to grant doctoral degrees to qualified students.

Greensburg and Lau (1990) stated that the main reason for the increasing demand for trained journalists was the rapid growth of mass media brought on by the economic reforms. They explained that the economic reforms allowed profit-making by individuals and private businesses in addition to the collective planned economy. So the active trading of commodities in the private sector has promoted commercialization and information flow, which boosted the media industry to provide more and faster information to the public (Greensburg & Lau, 1990,p.22). They also claimed that the news reform had a direct impact on journalism education. The main content of the news reform was about the new role of journalism in the society: Make the media more independent and to allow the existence of more voices than only the party's voice (Greensburg & Lau, 1990. p. 22). Further, some Chinese journalists wanted the media to provide checks and balances of the government, playing the "Fourth Estate" role as in the US. So in a way, China's journalism began to play a dual role: one as the message carrier in the media and the other as a force contributing to reform by setting new agenda (Greensburg & Lau, 1990.p.23).

China's journalism education in this period can be characterized by its major reform after the 1978 resolution and its fast development under a new economic environment. China's most dramatic changes and improvement in

journalism education have occurred during this period and have shaped most of today's development.

Recent Changes, Development and Trends of China's Journalism Education

After 90 years of development, China's journalism education has gone through many challenges and has reached today's development. Numerous papers done in this field describe the current changes, development and trends in today's China. This period of development has been summarized by several research papers at the end of 20th century.

Hao & Xu (1997) have summarized several important institutions which played important roles in the development of China's journalism education. According to them, the urgency of changing the style of news reporting was felt more by the Chinese media catering to foreign readers. At this point of time, Xinhua News Agency, decided to train a new generation of journalists who could both understand foreign cultures and master the Western style of news reporting. In 1978, the news agency joined forces with the Communist Party newspaper *People's Daily* in establishing a journalism department at the Graduate School of the Chinese Academy of Social Sciences. This landmark program, offering three year graduate courses in domestic and international journalism and theoretical studies, pioneered in reviving the American tradition of journalism education in China by emphasizing professional skills training and broad based knowledge.

Also, the US-China Fullbright Program played an instrumental role in facilitating US-China communication on journalism education. According to Hao

and Xu (1997), many professors and students are sponsored by this program to teach or study in each other's country to better learn different educational models. In addition, regular exchange programs established between China and U.S. universities send dozens of students each year for study. The East-West Center in Hawaii and the Thomson Foundation of Britain also played important roles in training Chinese journalists, according to Hao and Xu (1997). The former has been training Chinese journalists through a one-year program since the early 1980s while the latter set up a training center in Beijing in 1985 in cooperation with Xinhua to train Chinese journalists on a regular basis.

About the trend in curriculum design, observations have been made by Chu (1980) based on his case study of Renmin University of China in Beijing. He claimed that the curriculum of the journalism department in Renmin University is divided into three main categories: 1. Political theories 2. Literature and History 3. Professional courses. Chu (1980) claimed that the emphasis of the journalism curriculum is now placed on "basics." As known from Chu's study, the curriculum in the early 1980s had still made the professional courses and political theory the main aspect of China's journalism schools.

This trend changed according to Greensburg and Lau (1990)'s study in late 1980s. They gave a summary of the trends in curriculum design based on their visit to seven key journalism schools in 1987. The characteristics of the curriculum design summarized by Greensburg and Lau are: 1. The programs put first emphasis on integrating social science theories of communication with the more traditional

professional skills training. 2. The recognition that the professional fields of communication are businesses and that students require management skills concurrent with the skills that will make them good reporters, videographers, producers, and advertising executives. 3. Increasing utilization of social science research methodologies, notably that of survey research. 4. The dedication to new communication technologies both in providing education at the post-secondary level, as well as its potential training for those in the workplace with inadequate or outdated educational preparation. 5. The attempt to train a corps of students with both communication and foreign language skills.

Also, according to them, there are three primary types of journalism schools for undergraduates training in China: First, there are journalism departments which have become independent of their former units, primarily Chinese language departments, and have established their own curricula. Second, there are units which integrate English language training in journalism education by providing a dual bachelor's degree in English language and journalism in a six-year program. Third, there are units which are basing their program development in a broader range of communication theories, including the examination of new communication technologies.

Summarizing Greensburg and Lau's study, the trend of curriculum design has been changed in China's journalism education. Emphasis of the study has been transited from professional skills to broader aspects of knowledge including social

science knowledge and methodologies as well as other necessary skills such as foreign language.

As former researchers gave the summary of trends in journalism education in 1980s, Xu, Chu & Guo (2002) made a good observation about the trends in 1990s. According to them, the following trends have been identified in the journalism education in China in 1990s. 1. Many journalism departments have been upgraded to journalism and communication schools to incorporate more subjects areas. 2. More and more journalism schools have been approved by the central government to set up graduate programs recruiting master's and PhD candidates. 3. Forms of journalism education have also undergone a structural change: part time training of media practitioners, vocational education, correspondence education, and distance learning and guided self-learning courses have been added. 4. The newly emerged journalism schools are disproportionately concentrated in the economically developed coastal metropolitan areas rather than the underdeveloped inland areas.

Qiu (2002) gave the most detailed and updated report on current development of China's journalism education. According to him, the characteristics of China's current development of journalism education are: 1. The number of the programs have been dramatically expanded. 2. Journalism majors are diversified into several related majors such as advertising, broadcasting and public relations. And these majors are developing at a great speed. 3. New journalism courses and textbooks have been developed at a great speed. 4. Research activities

are flourishing. 5. Teaching methods are being updated and new missions and goals for journalism education are being developed by faculty members. 6. The central government is giving the most support for journalism education, that lots of conferences and meetings are made to better discuss the future direction of China's journalism education.

As shown by these two studies, in recent years, more efforts were observed in improving journalism education in China. China's journalism education is getting more financial support as well as government attention and many years of experiences and exploration in journalism education is giving faculty members of China more ideas for better education.

Problems, Challenges of China's Current Journalism Education

Although China is developing at a great speed in journalism education as well as in economy in recent years, many researchers have been reported on the problems and challenges China is facing.

Three types of literature have contributed observations on the problems of China's journalism education in 1980s. The earliest one was Zhang and Peng (1986)'s study of the historical evolution of China's journalism education. After analyzing its historical development, the authors concluded that although conditions were favorable for China's growth in journalism education, China still had many problems in face of the growing needs of students. They claimed that the way of getting teachers from the limited number of post-graduate students of

journalism was not practical. Also, the lack of facilities, particularly those dealing with the operation of mass communications, was another stumbling block.

Chu (1980) also agreed Zhang and Peng (1986)'s opinion on this point. Chu claimed that one of the most serious problems in China's journalism education was the lack of instructional materials. He also added that another problem encountered was common to many departments throughout the world. For example, lack of equipment. The author claimed that when he visited People's University in Beijing, the department of journalism there had no printing equipment and had insufficient photo facilities for photo classes (Chu, 1980, p.7).

Greensburg and Lau's (1990) study has been more systematic when analyzing the problems of China's journalism education. According to them, six problems were identified in China's journalism education. 1. The library resources were few and largely outdated. 2. Qualified faculty were too few. 3. Research activity was not yet highly valued in communication faculties. 4. There was a shortage of necessary equipment. 5. The growing emphasis on the integration of social science-based communication theory and accompanying rigorous research methodologies was more a wish than a reality. 6. There were organizational inhibitions to change.

Summarizing these three types of literature on the problems of China's early journalism education, the lack of materials, lack of facilities and under qualified faculties have been the common problems China was facing at the early

period of journalism education. More recent observations have been made by Chinese researchers in recent years.

Feng (2007) claimed that there are four major problems in today's journalism education in China. 1. Hyper normal development of journalism programs nationwide was going to cause a situation where graduates were much bigger in numbers than the actual needs from the journalism industry. 2. Old-fashioned educational philosophy was producing unqualified graduates who could not meet the requirements from the industry. 3. Educational materials were too old. Curriculum design needed more innovation and textbooks were too old to represent the current trends of journalism education in China. 4. Journalism schools lacked the ability to let students have more practical experiences than just some theoretical knowledge in journalism (Feng, 2007, p.162).

Liu (2009) also shared the same opinions on the problems of China's journalism education. He claimed that four problems needed to be addressed in the development of China's journalism education. 1. Journalism programs were expanding too fast without improvement in educational quality itself. 2. Educational philosophy was not clear enough to provide guidance to journalism education. Curriculum design was too rigid and faculty members were not qualified. 3. Educational resources were lacking. This includes the faculty resources and the educational facilities. 4. Employments rates of journalism graduates were too low.

Hu and Peng (2009) analyzed the initial development period of China's journalism education from 1919 to 1949 to provide primary reasons for today's

problems in journalism education. According to them, the reasons for today's problems were: 1. China was too dependent on the American model when it first initiated journalism education. 2. The unsuccessful adoption of the American model of journalism education was due to a passive and rigid copy of the model. 3. Early development of journalism education in China ignored the cultivation of ethics training for the students (Hu & Peng, 2009, p.99).

Qiu (2002) recognized the current achievement China had reached in the development in journalism education, and also claimed that a few problems need to be addressed in future development. 1. Hundreds of journalism programs are expanding each year but the quality of the programs needs to be improved. 2. Journalism departments need to balance the portion of journalism professional courses and social science courses in the curriculum design to provide well-around knowledge to students. 3. Journalism departments need to provide more opportunities for students to be involved in practical experiences in journalism related fields. 4. New journalism programs are only established in big cities, which will cause an unbalanced regional development for journalism education.

Tang (2006) also shared the similar opinions with other researchers on the problems of China's journalism education. She claimed that three main problems have been observed about the current development of journalism education. 1. Curriculum design remains a big concern in China's journalism education, because there is no systematic standard for curriculum design, which causes uneven development of journalism education for each program. 2. Journalism education is

not providing graduates who are needed in the journalism industry, that there are huge gaps between the schools and the industry. 3. Most journalism programs in China lack uniqueness in their program characteristics, that every journalism school is cultivating highly homogenized graduates for the industry.

Solutions to the Problems of China's Journalism Education

Addressing these problems that have occurred in China's journalism education, researchers have provided different solutions based on their own observations and analysis. Tang (2006) gave suggestions on how to improve the curriculum design. 1. She suggested that curriculum design should consider several factors such as faculty resources, equipment, teaching materials and job market, etc. She claimed that the most important thing in curriculum design was to predict the current and future development of the journalism industry, which would directly affect the graduates. 2. Secondly, journalism departments in China should cultivate well-around graduates who have both the professional skills and the social science knowledge. 3. Chinese government should boost the development of journalism departments in rural area of China, so that the development of journalism in different regions could be balanced.

Feng (2007) also gave his own opinions on how to solve several different problems that China's journalism education is facing. 1. Adopt Western models of journalism education flexibly based on China's own conditions and development status. 2. Journalism departments should concentrate on cultivating graduates with distinctive skills. He claims that lots of journalism departments in China provide

the same curriculum design, same skills training, which results in a groups of graduates with similar skills and characteristics. 3. Journalism education in China needs to provide more opportunities for students to be involved in practical experiences. He claimed that most of journalism graduates in China only have theoretical knowledge but no practical skills.

Qiu (2002) made four suggestions to improve the quality of journalism education in China. 1. Develop a systematic way to cultivate qualified faculty resources. 2. Develop a flexible curriculum design and provide as broad scope of knowledge as possible to students. 3. Powerful financial investment and modern teaching facilities are the basic condition for a better journalism education. 4. Journalism departments need to develop a better educational system and more qualified leaders.

Wang (2005) also made the similar suggestions to the problems of China's journalism education. He claimed that first, China need to develop a unique educational system which is suitable for China's current situation and development status. Second, Journalism departments need to combine the professional skills and social science knowledge together in the curriculum design, so that the graduates have both the professional and social science backgrounds. Third, Journalism departments need to cultivate students with distinguished skills with basic journalism skills, so that they would be more popular in the job market.

Based on the literature, some common characteristics of China's journalism education have been observed. Researchers expressed diverse opinions on the

historical background, curriculum design, educational facilities, faculty resources and the problems current journalism education is facing. Those characteristics can be summarized in the following table.

Table 1 Summary of the Research Questions in Previous Studies

Research topics	Findings from the literature	Unanswered questions
Historical background	<ul style="list-style-type: none"> • Before 1949: First journalism schools in China were established by the help of the Western educators. • Between 1949 and 1978, early journalism departments were established by Chinese government under the Soviet model. • After 1978, huge need for journalism professionals caused the great expansion of various journalism programs. 	For today's journalism schools, what is their programs' historical background?
Curriculum design	<ul style="list-style-type: none"> • Curriculum consists of professional skills, political theories, social science research methods, and literature and history. • Unlike western journalism education, political theory still plays an important role in curriculum design. • Foreign language skills are a new plus in recent journalism curriculum. 	For today's journalism schools, what does their curriculum consist of? Is political theory still a main emphasis? What are the new trends in today's curriculum design?
Educational facilities	<ul style="list-style-type: none"> • Journalism education lacks instructional materials and necessary equipment. • Library sources are few and largely outdated. 	Is the lack of necessary equipment and materials still a problem in today's journalism schools?

Faculty resources	<ul style="list-style-type: none"> • Qualified faculty members are too few. • Faculty members do not have enough professional experiences. 	What is the level of expertise of the faculty in today's journalism schools?
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According to these characteristics, the following research questions are drawn:

RQ 1: Does the date of the establishment of the programs affect today's shape and development?

To answer RQ 1, the following questions need to be answered. For today's journalism schools, when and how did the program start? How long of history do they have? Were they initiated by western educators, Chinese government, or some other agent? Were the programs merged by any other programs or institutions?

RQ 2: Is the curriculum properly designed to provide quality education to students?

To answer RQ 2, the following questions need to be answered. How is the curriculum designed and divided in today's Chinese journalism schools? What kinds of courses are included in the curriculum? Is it practical-oriented, theory-oriented or politically oriented?

RQ 3: Are the educational facilities adequate to support the journalism education?

To answer RQ 3, the following questions need to be answered. What kind of educational facilities do journalism programs own? What is the monetary value of the educational facilities? Are the libraries up-to-date?

RQ 4: Is the quality of the faculty members adequate to support the journalism teaching?

How many faculty members are there in a journalism program? How many years of media-related experiences do they have? What level of degrees do they own?

Chapter Three: Methodology

As found in the literature review, the historical background, curriculum design, faculty resources and educational facilities have been the common interests of researchers who have studied the subject. Based on the summary of the literature, this study intends to answer the following research questions: Does the date of the establishment of the programs affect today's development? Is the curriculum properly designed to provide quality education to the students? Are the educational facilities adequate to support the journalism education? Are the qualifications of the faculty members adequate to support the teaching? Since different researchers have had diverse opinions on these topics, this study will reexamine them in today's journalism schools in China. Before starting the study, these topics have been given the following definitions to better understand and study them throughout the study. These definitions have been summarized according to the previous studies and literature.

Operational Definition

Historical background.

As learned from the literature, the history of a specific journalism program lies within broader historical evolution of China's journalism education (Liu, 2003). Different journalism programs have been established in different periods of China's journalism education history. Studying the historical environment within which a journalism program was established, functions as a source for understanding the past and current development of the journalism program. Studying the historical

background includes questions regarding when and how the journalism program first started in China, who was the founder of the program, what name was used for the program and a brief history of how the program developed into today's scale.

Curriculum design.

Curriculum design has been studied by different researchers (Qu & Liu, 2009) as an indicator of explaining the purpose of the journalism education of China in different development periods. The design has been changed frequently in different eras and has been affected by factors such as political orientation, educational model, social and economical development. Curriculum design is crucial in understanding the direction of a journalism program and can also reflect the program's policy in cultivating the students (Wang, 2005).

Studying the curriculum design includes questions of what kind of degrees the program offers, what courses are offered in the program, how many credit hours each course represents and how the program divides the curriculum into different categories.

Educational facilities.

Educational facilities have been frequently discussed in the literature as a main problem in China's journalism education. Previous studies (Liu, 2009; Zhu, 2009) have reported that the educational facilities are generally lacking and out of date according to the researchers' observations. Considering that much of the literature was done in the earlier years and does not reflect the current status of

China's journalism development, it will be beneficial to get an updated report on the educational facilities used in China's journalism education programs.

Studying the educational facilities answers questions of what kind of facilities (buildings, machines, equipment, technologies, etc.) the program has, what is the monetary value of the facilities, and how many books and materials the library owns for the program.

Faculty resources.

Faculty resources have also been a frequently discussed subject in the literature. Studies (Chu, 1980; Greenberg & Lau, 1990) have frequently reported that there are too few qualified faculties in China's journalism programs. After a dozen year of development, an updated report is needed to understand the specific numbers of the faculty members in journalism programs and their professional qualifications and educational level. Studying the faculty resources will be an indicator to understand the quality of the journalism program.

Studying the faculty resources explores questions of how many faculty members there are in a program, what the educational level of the faculty is, and how many years of professional experiences the faculty members have.

Methodology

In order to collect different types of information about the journalism programs in China, three types of methods were used in this study. The main method used is survey research. The other two methods are: telephone interviews and website searches. The reason to combine different data collection methods is to

increase the response rate. Fowler (2009) argued in his book that when considering methods of data collection, researchers should consider combinations of different data collection methods. Fowler (2009) claimed that combinations of mail, telephone, and Internet procedure may offer a higher response rate and a cost saving (Fowler, 2009, p. 83).

The survey research.

Survey research was the main method used to collect data. A questionnaire is designed to collect information regarding the four concepts discussed above: the historical background, the curriculum design, the educational resources and the faculty resources. A questionnaire is a good tool to collect detailed information especially when dealing with a distant country such as China. Wimmer and Dominick (2006) claimed in their book that one of the main advantages of the survey research is it is not restricted by the geographic boundaries (Wimmer & Dominick, 2006, p. 180). The questionnaire designed for this study was divided into four different sections regarding different research topics. Along with these four sections for major research questions, a section for open ended questions was also included in the questionnaire. The open ended questions were designed to collect additional information on the opinions of China's journalism educators on the development of China's journalism education. The questions included in the open ended section were: what do you think is the most important factor in the development of China's journalism education? What do you think is the most challenging problem in today's development of China's journalism education?

What do you think about the future of China's journalism education, etc. Please see the full content of the questionnaire used in this study in appendix I.

The telephone interviews.

The telephone interview method is designed to collect unanswered information from the questionnaire. Oftentimes, questionnaire has a low response rate and the respondents do not choose to express their full opinions on a piece of paper. So after collecting data from the questionnaire, the unanswered questions or additional information can be collected through a telephone interview. Fowler (2009) argued in his book that telephone interviews can be a good alternative to collect data when the response rate of the mail survey is low (Fowler, 2009, p. 78). The respondents in this study are faculty members who have accumulated lots of experiences in journalism education through their many years of teaching. Thus, an opportunity to get information from the faculty members would be helpful for us to understand some common trends, problems, and understandings about the development of China's journalism education.

The telephone numbers of the faculty members in 15 journalism schools were obtained from the websites of the journalism departments. This information is usually open to the public on the department's websites. An international phone card was used to make the calls to China. During the telephone interview, the following procedures were used.

1. Ask the question: You answered... (Insert the content answered in the questionnaire) on question 1 in the questionnaire you sent to me, could you give me any additional opinions of yours on the question?
2. Repeat the procedure to the remaining questions in the open ended section.
3. Do you have any other comments or opinions to express about the topics in this study?

The author took notes during the telephone interview, and generated a brief summary of the information obtained in the telephone interview based on the conversations.

The website searches.

The website search was designed to collect any missing or unanswered data on the educational facilities section and the curriculum design section from the questionnaire. Websites of the journalism program often contain a lot of information including a summary of the educational facilities and a curriculum design document provided for students. Along with the information collected from the questionnaire, this procedure of website search can also provide additional and accurate information. Wimmer and Dominick (2006) argued in their book that the Internet can be used as an electronic library for secondary research information on almost any topic (Wimmer & Dominick, 2006, p. 412). They also claimed that Internet research can be used as adjunct approach to attempt to support data collected with other methods (Wimmer & Dominick, 2006, p.426).

The website addresses of the 15 journalism programs were found using the Google search engine. The author visited the websites to collect the necessary information. The content for the departments' educational facilities was usually found in the "Educational Resources" or "Introduction of the department" section. And the content for the curriculum design was found in the "Curriculum Design" or the "Training Plan" section. The names of the sections vary in different journalism programs. Some of the websites had an English version of the content, and some of them didn't. The author is a Chinese language user, so she was able to translate the content into English when the English version was unavailable.

By combining these three methods together, the study was able to generate an updated report on the journalism programs in China. The collected information includes the historical background, the curriculum design, the educational facilities, the faculty resources of the journalism programs and additional opinions of the Chinese educators on the development of China's journalism education.

Sampling

According to the Ministry of Education of China, there were 661 journalism related programs and 130,000 students enrolled in the journalism programs as of 2006 (Ministry of Education of China, 2006). These journalism programs were distributed in comprehensive universities in big cities in the 1980s, but they soon spread to smaller cities and towns in the 1990s (Ministry of Education of China, 2006). As of 2006, there were 209 programs with journalism majors, 232 programs with advertising majors, 146 programs with TV and broadcasting majors, 50

programs with publication and editing majors, and 50 communication majors established in China (Ministry of Education of China, 2006).

As the journalism departments are distributed all over China's different geographic regions, the information about all these journalism programs would be extensive and hard to collect. To reflect the major trends in journalism education of China, 15 journalism programs have been selected as the sample to collect the data.

Whether to select only elite programs or include programs from different geographic regions was one of the initial concerns in this study. After careful consideration, this study combines the selection of elite journalism programs and programs from different regions of China together. That is to say, ten elite journalism programs was selected based on the literature and the government ranking, and another five programs were selected based on their geographic locations.

10 elite journalism programs.

Of the 18 core studies collected for this study, seven of them used data collection as the main method to generalize conclusions. This means data was collected and analyzed, and certain types of sampling procedures were used in the study. The rest of them were based on the author's field observations. This means neither data was collected, nor any sampling procedure was made in the study. The authors visited certain types of journalism departments or institutions and wrote the report based on their observations.

From these seven studies which used data collection procedures in their work, six of them selected elite journalism schools to reach their conclusions, and only one of them selected schools randomly from different geographic regions. Thus, based on the literature, selecting elite journalism schools to explore journalism education in China was the dominant method for sampling in this field.

Table 2 Summary of the Methodology used in 18 Core Studies

Study	Data Collection/ Observation	Journalism Programs Studied
Xu, et.al (2002)	Data Collection	30 Random programs from different regions
Hao & Xu (1997)	Data Collection	Communication University of China
Chu (1980)	Data Collection	Renmin University of China
Greensburg & Lau (1990)	Data Collection	7 elite journalism programs
Liu (2003)	Data Collection	Yanjing University
Zhang & Peng (1986)	Data Collection	4 elite journalism programs
Liu (2009)	Data Collection	Renmin University of China
Zhou (2009); Wang (2005), Qiu (2002); Qu & Liu (2009); Tang (2006); Feng (2007); Zhu (2009); Hu & Peng (2009); Reynolds (1985); Keever (1988)	Field Observations	N/A

The government ranking used in this study is the 2009 ranking for journalism and communication majors by China Academic Degrees Center. China

Academic Degrees Center is a nonprofit organization directly affiliated to the Ministry of Education of China. The organization provides academic degrees and graduate education information to the public (China Academic Degrees Center, 2010). Top 10 journalism departments were selected based on this ranking, and the departments studied in the core literature were among the top 10 list. The government ranking can be seen in the following chart.

Table 3 Journalism and Communication Major Ranking, 2009 (By China Academic Degrees Center)

Ranking	Name of the School
1	Renmin University of China
2	Communication University of China
3	Fudan University
4	Qinghua University
5	Wuhan University
6	Zhejiang University
7	Peking University
8	Nanjing University
9	Huazhong University of Science and Technology
10	Xiamen University

5 regional programs.

To better represent the regional differences of the journalism education in China, 5 more journalism programs were selected from 5 different regions of China.

China's geography is divided into five different sections—Northern China, Eastern China, Middle China, Southern China and Western China (Map of China, 2011). In the order of the appearance in the government ranking discussed above, one journalism program was selected from each of the geographic regions. The following table shows the 5 journalism programs selected.

Table 4 Selection of the 5 Regional Programs

Geographic Section	School Name
Eastern China	Shanghai Jiaotong University
Western China	Lanzhou University
Middle China	Northwestern University
Southern China	Hunan University
Northern China	Northeast Normal University

Altogether, fifteen journalism programs were selected to reflect the current development of China's journalism education.

Study Execution

The entire data collection process was divided into four main phases: Emailing the questionnaire, mailing the questionnaires using USPS service, website search, and the telephone interviews.

First, emailing questionnaires. In this period, questionnaires were emailed to department contact persons found from the websites of the 15 journalism programs. In the email, the electronic documents of the study protocol, Informed Consent Form and IRB approval documents were all included for respondents to understand the study. If they chose to respond by email, they were required to print their name in the Informed Consent Form to agree to participate in the study. Respondents were given two weeks of time to respond to the questionnaire. In this period of time, two consecutive reminders were sent to in each of 15 journalism programs to remind them about the study.

Second, mailing the questionnaires to journalism departments in China. After the first phase, mailed versions of questionnaires were sent to China directly using USPS service to those journalism programs that didn't respond to the email requests. In the mail, the complete copies of study protocol, the IRB approval, the Informed Consent Form and the questionnaires were all included in one packet for each journalism program. Respondents were given complete explanations on the purpose and content of the study, and were required to sign the Informed Consent Form to agree to participate in the study. Respondents were asked to return the mail to the US directly by using the collective payments from the author.

Third, Website search. After the first and the second phases, most of the questionnaires were completed by respondents. But some of the questions on the questionnaire were not answered by the respondents, or they could not give an exact answer. The website search concentrated on collecting any missing or

unanswered information about the curriculum design section and the educational resources section from the questionnaire. The procedure was conducted when the respondents missed filling out any information in these two sections or there was additional information on the website of the journalism programs. Fourth: Telephone interviews. After these three phases, most of the information was completed except a few detailed questions and some missing information. The author conducted telephone interviews with department heads or faculty members of the 15 journalism programs in China by making international telephone calls. The telephone interviews concentrated on collecting additional information on the open ended question section of the questionnaire. The author pulled out the completed questionnaire for each journalism program, and requested additional comments or opinions on the open ended questions. Notes were taken during the telephone interviews and an updated report was made right after the phone call based on the conversations.

After all four phases, collected data were compiled to form a complete report for the selected 15 journalism programs in China.

Chapter Four: Results

Historical Background

After analyzing the 15 journalism programs selected in this study, the historical backgrounds of these programs have presented a few patterns.

The year of establishment of these 15 journalism programs fell into different periods of China's journalism education history. As discussed in the literature review, China's journalism education can be divided into five different periods: 1. the birth of China's journalism education from 1918 to 1930; 2. the war years from 1931 to 1949; 3. the stable development period from 1949-1965; 4. the chaos and stagnation from 1966-1978; and 5. the blossom of development from 1978 until now. The collected data indicated 3 programs fell into the initial development period; 5 programs fell into the period after PRC's establishment; and 7 programs fell into the period of fast development.

Table 5 Historical Backgrounds of the Journalism Programs in China

University Name	Year of Establishment	Category
Peking University	1918	Period 1
Xiamen University	1922	Period 1
Fudan University	1929	Period 1
Nanjing University	1958	Period 3
Communication College of Beijing	1959	Period 3
Lanzhou University	1959	Period 3
Renmin University of China	1958	Period 3
Zhejiang University	1958	Period 3
Qinghua University	2002	Period 5
Shanghai Jiaotong University	2002	Period 5

Hunan University	1995	Period 5
Northwest University	2002	Period 5
Northeast Normal University	2000	Period 5
Wuhan University	1983	Period 5
Huazhong University of Science and Technology	1983	Period 5

As seen from the above table, 50 percent (7 programs) of China's journalism programs were established in the fast development period of China's journalism education. These programs were established under the historical environment where the state government promoted great expansion in journalism education. Along with these new programs, 33 percent (5 programs) of the programs were established after PRC's establishment and before the fast development period. These programs were mainly established by the help from Chinese government and were influenced by the Soviet educational model. Another 20 percent (3 programs) of the sample was established in the initial development period. These programs are the oldest journalism programs in China, and were the first programs established with the help from Western educators in the 1900s. No journalism programs were established during the war years from 1931-1949, or the Cultural Revolution period from 1966 to 1978.

Comparing this result with the government ranking used in this study, early journalism programs founded in the initial development period and after PRC's establishment period remain as the highest ranked core programs in the journalism field. Renmin University of China in Beijing, ranked as No.1 in the ranking (China

Academic Degrees Center, 2010), was merged with Yanqing University, which was one of the first four major universities established in the 1910s with the help of the western educators. The No.2 ranked Communication University of Beijing is one of the representative programs established by the Communist Party right after PRC's establishment in 1949. Fudan University, ranked as No. 3 in the ranking, is also one of the early programs founded in 1910s with 100 years of history.

Curriculum Design

After analyzing the curriculum design of the 15 journalism programs in China, some common characteristics were found. The collected information showed the design of the curriculum in all 15 journalism schools was very similar, consisting of four main parts: general educational courses, core courses, elective course, and practical experience courses.

According to the data collected, journalism departments in China mainly provide journalism, advertising, broadcasting and communication majors. Besides these majors, more and more new majors are developing, such as news reporting and hosting, publication and broadcasting, advertising design and internet journalism. All of the 15 programs in this study provide 4-year undergraduate programs and 2-year or 3-year master's programs. Only 10 programs in this study provide doctoral degrees in relative majors. The curriculum adopts the credit point system, and it is divided into different sections of courses.

The first part of the curriculum was general educational courses. This part of the courses can be divided further into political and moral educational courses,

basic language and technology skills, and basic social science knowledge. In all of 15 programs, general educational courses were a requirement for all the students to graduate, and were usually provided by the university. The courses included in this part are shown in the following chart, but not limited to these.

Table 6 General Educational Courses in China’s Journalism Programs

Classification	Courses included
Political & Moral Educational Courses	Mao Zedong theory, Deng Xiaoping theory, philosophy of the Marxism, Moral education, ethic training, political theories.
Basic Skills Courses	College English, computer technology, college mathematics, physical exercise, social etiquette.
Social Science Courses	History of China, contemporary economy and politics, physics, history of science and technology.

According to the explanations of the general educational courses from the 15 journalism programs, this part of the curriculum is designed to provide students with the most basic and necessary knowledge and skills as a university student. The courses included in the general educational courses vary with each program, but all of the 15 programs included political courses such as Mao Zedong theories, Deng Xiaoping theories, and Marxism disciplines.

On the other hand, English and computer technology was also highly valued in the general education. All the 15 programs required students to take English and computer courses in their study as a basic requirement. The Ministry of Education in China also requires students to pass a College English Test and a National

Computer Rank Examination before they graduate (Ministry of Education in China, 2011).

The second part of the curriculum are the core courses. This part of the curriculum was designed to provide the major related core courses to students in journalism majors. Core courses are usually provided by the journalism department, and are a requirement for journalism major students to graduate. Courses included in this part are very much alike what American journalism programs teach as their core courses. For example, introduction to the journalism and mass communication, communication theories, news gathering and writing, news editing, photography, broadcasting and TV and news reporting were all very common in the curriculum.

Core courses can be further divided into theoretical courses and practical courses. According to the data collected, theoretical courses include courses such as communication theories, the history of journalism in China, readings in journalism and communication, etc, which emphasize providing theoretical background, guidelines and discipline to students. Practical courses include courses such as news gathering, news writing, interviewing skills, photography, etc, which emphasize providing operational skills to students. The concentration on either the theoretical perspective or the practical perspective depended on the mission of each journalism program. Journalism programs in Huazhong University of Science and Technology, Shanghai Jiaotong University, Fudan University and Xiamen University carried more practical courses, and were more practically oriented. And programs in Renmin University of China, Peking University, Northeast Normal

University and Zhejiang University carried more theoretical courses and were more theory oriented.

The third part of the curriculum is the elective courses. Elective courses are usually provided by both the university and the journalism department. These courses are designed to provide broad social science and major related courses for students to freely choose according to their interests. According to the data collected, journalism programs require a certain amount of credit (30-40) hours to be taken in elective courses, and students need to choose the courses they are interested in. Courses included among the elective courses were widely open among different academic departments, ranging from Chinese literature, economy, anthropology, philosophy, and sociology to music, sports, and fine arts.

The last part of the curriculum is the practical experiences courses. This part includes internship hours and thesis/graduation paper hours. According to the data collected, students in journalism programs usually have their internships during their third or fourth year of the study. Journalism departments usually give two to four months of internship time for students to freely use, and do not arrange any coursework during this period of time. Students must enroll for their internships and the credits earned are counted toward graduation. Most of the journalism programs pay special attention to students' practical experiences, and encourage students get as much experience as possible during their internships.

Graduation papers or thesis hours were also included in the practical experiences part of the curriculum. Students need to finish their graduation project

or thesis during their last year of the program, and complete a paper for graduation. According to the data collected, most programs encourage students to design their own topic for the graduation paper, and arrange a faculty advisor to help complete it. At the end of the program, students need to defend their graduation paper in front of the faculty members in order to graduate.

Educational Facilities

After analyzing the data on the education facilities of China's 15 journalism programs, the author found several important characteristics. 1. All of the programs in the sample had major educational facilities such as an experimental lab, teaching center or library. And the size and scale of the facilities were very impressive. 2. There were some programs, especially the ones in the coastal area that had the most advanced educational facilities supporting their journalism education. 3. There were still some regional differences on the educational facilities in journalism education. Programs located in inland areas had fewer educational facilities than the ones in the coastal areas.

The shortage of the educational facilities in journalism programs has been frequently reported by many researchers (Qiu, 2002; Liu, 2009; Greensburg & Lau, 1990; Chu, 1980) as the main problem in China's journalism education. But these findings have been proved to be outdated, according to the data collected for this study. The result here shows that all 15 programs own experimental centers or lab centers as major educational facilities to support their teaching. According to the data collected, educational facilities in journalism programs often exist in the form

of an experimental center or a training center. These centers contain multiple labs such as journalism editing labs, advertising designing labs, non-linear editing labs, live TV studios, and sound recording studios. The size of the facilities varies by each program but it typically ranges from 80 square meters to 2,000 square meters. The collected data also reflected that all the 15 programs were able to get financial funding from the government, personal donations or private company donations to build and maintain these facilities. The educational facilities often have separate buildings and independent faculty members working for the facilities in some big programs. Computers were very common in these facilities and professional equipment such as cameras, sound recording systems and lighting systems were also included in the facilities. The following chart summarizes the educational facilities in 15 journalism programs in China.

Table 7 Educational Facilities of the Journalism Programs in China

Program Name	Lab Center / Training Center	Monetary Value	Facilities included	Independent Library
Nanjing Univ.	Yes	N/A	Photography center, news editing center, broadcasting center, non-linear editing center, advertising effect estimation center, advertising design center and multi-media database center.	Yes
Peking Univ.	Yes	N/A	Apple computer lab and a non-linear editing lab	Yes
Communication Univ. of Beijing	Yes	N/A	Broadcasting lab, TV lab, internet lab, newspaper editing lab and Adobe creative media lab	No
Lanzhou Univ.	Yes	N/A	Television studio	No
Qinghua Univ.	Yes	N/A	Three multimedia classrooms	Yes

Xiamen Univ.	Yes	6.7M RMB	live studio for TV programs, independent sound recording studio, multi media classrooms, advertising designing labs and internet system for real TV station simulation.	Yes
Fudan Univ.	Yes	65M RMB	studio complex which includes three studios with professional equipment provided for students producing TV and radio programs	Yes
Hunan Univ.	Yes	N/A	non-linear editing lab, newspaper editing lab, TV simulation broadcasting lab, live studio, and advertising design and production lab	Yes
Northeast Normal Univ.	Yes	20M RMB	TV program producing lab and advertising designing studio	No
Wuhan Univ.	Yes	6M RMB	Photography lab, TV programs production lab, broadcasting production room, and multi media lab	No
Renmin Univ. of China	Yes	33M RMB	broadcasting lab, TV studio, newspaper editing lab, media management, internet communication lab and advertising design lab	Yes
Shanghai Jiaotong Univ.	Yes	N/A	Design lab, film and TV production lab, photography lab, and information effects analysis lab.	No
Zhejiang Univ.	Yes	1.6M RMB	three experimental teaching labs and a internship practice base camp	Yes
Northwest Univ.	Yes	N/A	Broadcasting and TV studio, editing and experimental lab, sound recording lab, photography lab, computer rooms, multimedia classrooms and gymnastic rooms	Yes
Huazhong Science and Technology Univ.	Yes	18M RMB	8 labs include TV studio, TV programs editing lab, broadcasting studio, photography lab, multimedia classrooms, newspaper editing rooms, advertising lab and internet lab room.	No

Some of the programs had a very impressive report of their educational facilities. For example, Fudan University had a 65 Million RMB value on its training facility and experimental center, a 21 story building with the most advanced technology and professional equipment supporting the teaching. They also cooperated with SMG (Shanghai Media Group) Company and the Propaganda department of the Communist Party maintained very powerful funding resources for the facility. Also, Renmin University of China owns a multi labs experimental center which was supported by a private company with a 33 Million RMB value and a 1500 square meter area. Huazhong University of Science and Technology has 8 different labs in its experimental center with 1,615 sets of high-end equipment, and 49 faculty members exclusively working for the facility. The monetary value of the center reaches 18 Million RMB.

Although there are improvements in the educational facilities, regional differences still existed based on the data collected. Analyzing the above table, universities located in coastal area or political/economical centers, such as Peking University, Renmin University of China, Fudan University, and Xiamen University indicated more funding and superior facilities in their reports. But the universities located in inland areas or edge cities, such as Hunan University, Northeastern Normal University, Northwest University, indicated lower funding and smaller facilities in their reports. This indicates that the distribution of the educational funding is concentrated on the more developed, economic/political centers.

The library resources reported was not very satisfactory. Nine programs reported they operate an independent library exclusively for the journalism department. Six programs reported that they do not own an independent library or that they share the main library with the university. The volumes of the books, magazines, journals and other materials typically remained in 10,000 to 30,000 in most of the programs.

Faculty Resources

After analyzing the data collected for 15 journalism programs in China, the faculty resources of the journalism schools showed the following patterns. 1. Most journalism programs presented a high percentage rate of faculty members who have master's or doctoral degrees in related fields. 2. Compared to the faculty members' educational level, the percentage rate of the faculty members who have more than three years of the professional experiences was comparably low.

The collected data showed that the 15 programs studied typically had from 20 to 70 full time faculty members working for a journalism program. The average number of the faculty members in journalism programs was 40.3. Shanghai Jiaotong University had the biggest number, with 70 full time faculty members working for the program. Qinghua University had the smallest number, with 24 faculty members working for the program.

The educational level of the faculty members were shown to be very high, according to the data collected. The following chart shows the percentage rate of the faculty members who hold a master's degree or doctoral degree in related fields

in each of the 15 programs. In this chart, the numbers of the faculty members who have a master's degree or a doctoral degree were divided into the total number of the faculty members in each program. And then the result was converted into percentage rate to show in the chart.

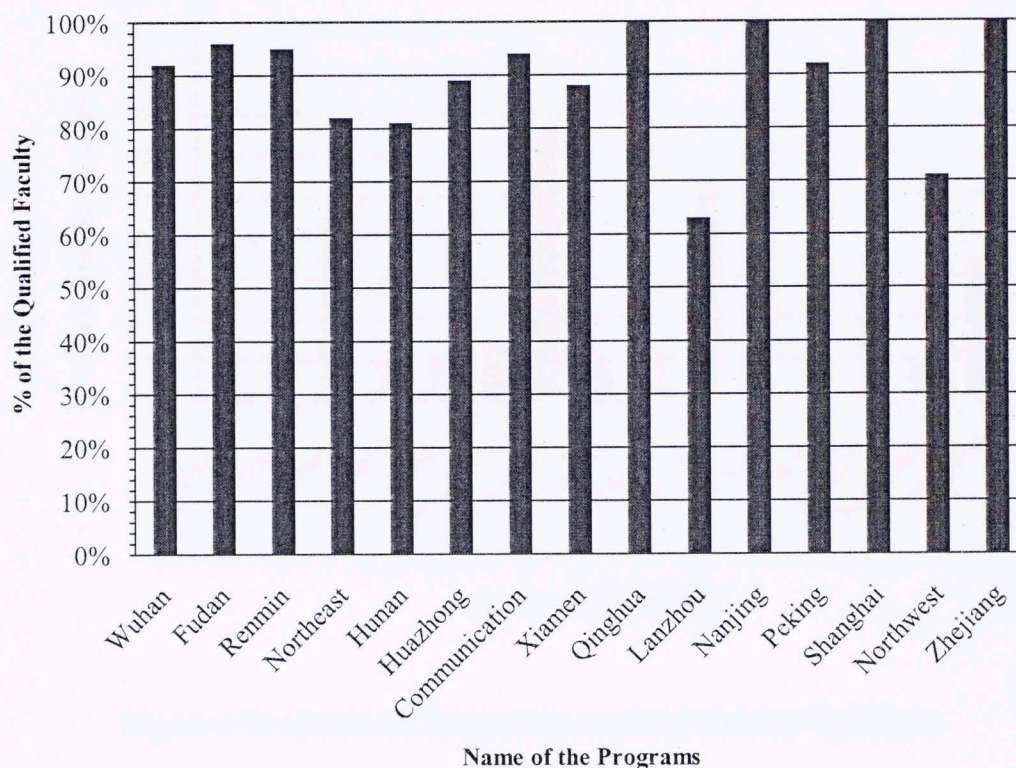


Figure 3 Educational Level of the Faculty Members

As seen from the chart, almost all of the programs have very high percentage rate of the faculty members who have higher educational degrees, typically 80 percent or 90 percent; some programs even reached 100 percent

On the other hand, the collected data showed that not so many faculty members have more than three years of the professional experience in related fields. The following chart shows the percentage rate of the faculty members who have

three or more years of experience in closely related fields. In this chart, the numbers of the faculty members who have three or more years of experience were divided by the total number of the faculty members in one journalism program. And the result was converted into percentage rate to show in the chart.

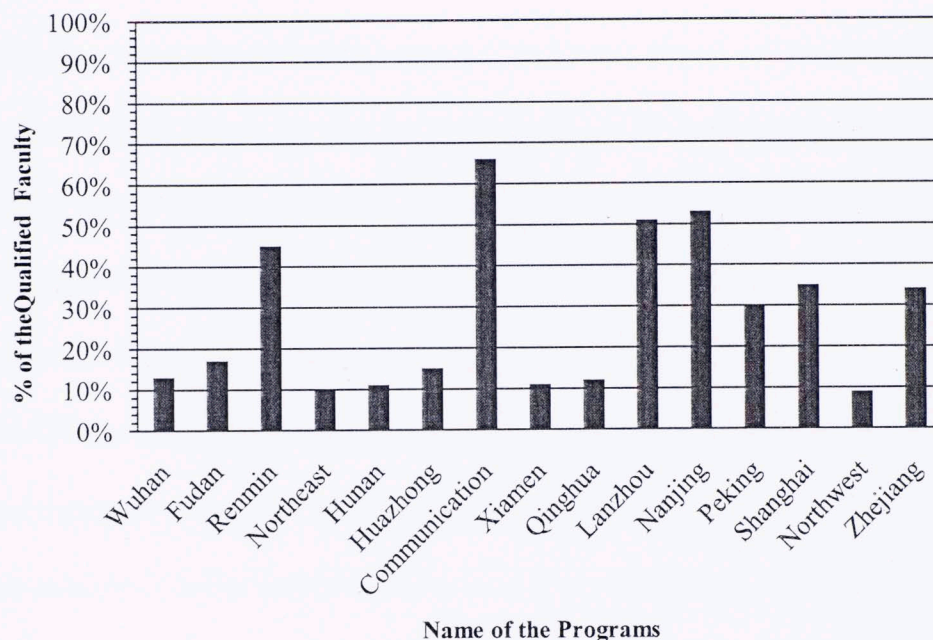


Figure 4 Professional Experiences of the Faculty Members

Comparing this chart to the chart of the faculty members' educational level, the number is clearly lower. Most of the programs typically have from 10 percent to 20 percent of their faculty members who have more than three years of experience in related fields. Although there were some exceptions in a few programs, the average percentage rate was still very low. This means that about 10 percent to 20 percent of the faculty members have three or more years of

professional experience, which was a very small portion compared to the fact that 80 percent to 90 percent of the faculty members hold master's or doctoral degrees.

Chapter Five: Discussions and Conclusions

Historical Background

Examining the collected data on the historical background of the journalism programs in China, the structure of today's journalism programs in China can be described as follow: in the existing journalism programs, about half of the programs are newly established. These programs were mainly established during the historical period when the state government promoted great expansion in journalism education. About another 30 percent of today's journalism programs were established during the period of the PRC's establishment and have remained programs until today. These programs were established under the Soviet model after the Communist Party's victory in 1949 in China. And, finally, only 20 percent of today's programs were the early programs established with the help of the Western educators at the very beginning of China's journalism education efforts from 1910s to 1930s.

This structure indicates that most of today's journalism programs in China are newly established programs which have comparatively shorter histories, and only a small portion of the early programs established in the initial development period have kept their original departments until today. From this structure, the newly established programs are dominating today's journalism education in China, which matches the descriptions made by many researchers (Liu, 2004; Liu, 2009; Hu & Peng, 2009; Zhu, 2009; Feng, 2007). These researchers have reported a dramatic development and expansion in new journalism programs in China in the

last 20 years, especially under the influence of 1978's Third Plenary Session of the Communist Party. Political and economical changes brought about by this meeting have been recorded by many researchers (Hao & Xu, 1997; Zhang & Peng, 1986; Greensburg & Lau, 1990) as the main reasons for the great demand in mass communication. Hao and Xu (1997) reported that "to meet the great need created by the 1978 meeting, the biggest reform and expansion of journalism education ever initiated began". Qiu (2002) also claimed that the numbers of the journalism programs greatly expanded after 1978's meeting. The results here were consistent with the descriptions made by the researchers and it means China's journalism education is going through a rapid expansion that has created more and more new journalism programs in China.

At the same time, the structure reflected that another 50 percent of the programs are early established programs, which have kept their departments until today, and are playing a leading role in China's journalism education. These core programs have been frequently studied as a window to understand journalism education in China by many researchers (Chu, 1980; Liu, 2003; Liu, 2009; Greensburg & Lau, 1990; Hao & Xu, 1997). In 2003, the journalism school in Fudan University accepted 50 students majoring in journalism, or 5 percent of the 1,100 who applied, creating an acceptance ratio of 22:1 (Fudan University, 2011). In 2005, Renmin University of China in Beijing accepted 70 journalism major students, and the actual number of students who applied was 1,100, creating an acceptance ratio of 16:1 (Renmin University of China, 2011). These numbers

demonstrate that these early established programs are functioning as the academic core for journalism education in China, providing the longest educational history and the highest educational quality for the rest of the programs. This also matches the description made by Zhang and Peng (1986), claiming that “these (early established) journalism departments were the pillars of journalism education in China and made important contributions to journalism education” (Zhang & Peng, 1986, p.11). Hu and Peng (2009) also claimed that these early established journalism programs “contributed valuable journalism teaching experiences for further development” (Hu & Peng, 2009, p.97).

Curriculum Design

The results found here showed the curriculum design of the China’s journalism programs presented the following characteristics: 1. the curriculum design of all the 15 programs was highly homogenized and all contained political courses. Previous studies have claimed that the curriculum design of China’s journalism programs needed more innovation (Feng, 2007), and the curriculum was too rigid (Liu, 2009). The results here showed that this is still a problem in China’s journalism curriculum. Although differences exist in the courses included in the curriculum, the main structure of the curriculum was very similar in all of the 15 journalism programs. The four categories in curriculum design summarized in this study were also consistent with Chu’s (1980) findings. Chu (1980) also claimed political theory was the main aspect of the curriculum. The results showed a high proportion of the political courses in all of the 15 programs, which confirmed the

political orientation of the curriculum in China. This result could be multiplied considering China's unique history in journalism education. China's journalism education was initiated by the help of the Western educators and adopted Western educational models at the beginning of its development. The journalism education also went through different models during its development. All these factors could have resulted in an inconsistency in its curriculum design and a rigid copy of the Western models. Also, because of the unique political environment and the role of the journalism in China, the political orientation of the journalism students became an important factor in China's educational approach.

2. More programs have made an effort to add social science courses to the curriculum as a form of elective courses. Qiu (2002) and Tang (2006) have claimed the importance of adding more social science knowledge and practical experiences courses to the curriculum. Greensburg and Lau (1990) also claimed that more and more programs were adding social science courses to the curriculum in their study. The results showed that most of the programs in China are integrating social science courses into the elective courses for students, which was consistent with the observations made by these researchers.

3. Foreign language skills, especially English skills, have been highly valued by journalism programs in China. Greensburg and Lau (1990) have claimed that China's journalism programs made attempts to train a corps of students with both communication and foreign language skills. The collected data showed a high attention on foreign languages skills, especially English as a must-learn second

language. The emphasis on both the social science courses and the foreign language skills means Chinese journalism programs have tried to cultivate students with a broad knowledge in different disciplines and multiple skills. It is true that the great expansion of the journalism programs in China has resulted in a very competitive job market for journalism graduates in recent years. The effort made by Chinese journalism programs by providing a broad knowledge in different courses and multiple language skills could help journalism graduates better adapt to today's fast changing society.

Educational Facilities

The results showed an encouraging improvement in educational facilities of China's journalism programs. Most of the journalism programs were found to have supported facilities in the form of experimental centers or lab centers, equipped with professional equipment, technologies and computers. Some of the core programs were even found to have very advanced and superior facilities. But there exists regional differences in the quality of education facilities, an indication that China will have to make more effort to help inland journalism programs to grow. This result was consistent with the findings in Qiu (2002)'s study, stating that new journalism programs are only established in big cities, which will cause an unbalanced regional development for journalism education. The library resources were not that satisfactory but at least 60 percent of the programs had an independent library for the journalism department. This result was also consistent with most of the observations made in previous studies. Greensburg and Lau (1990),

Liu (2009) and Feng (2007) all observed the lack of materials in the library as a big problem in China's journalism programs.

The results suggested that the earlier opinions on the educational facilities in Chinese journalism programs were outdated. Studies conducted in the early 1980s and 1990s (Greensburg & Lau, 1990; Zhang & Peng, 1986; Chu, 1980), and even some recent studies (Liu, 2009; Qiu, 2002) have reported China's journalism schools do not have enough educational facilities to support the teaching. But data collected for this study indicates there have been dramatic improvements made in the quality of educational facilities, and that most of today's journalism programs have their own independent libraries and training facilities/experimental labs to support teaching. These improvements show an increasing support for journalism education in China from the government and from the private sector. In May 1998, the former President of China Jiang Zemin, proposed a "985 plan" at the ceremony of Peking University's 100th anniversary. The plan proposes that the government invest 1 percent of the annual financial revenue on the education field as funding to construct world-class universities in China (China Journalism Yearbook, 1999). 39 universities have been selected to receive the funding support from the plan, and 30 universities had journalism programs. The total amount of the financial support from the plan has reached 30 Billion RMB. The support from the government also has stimulated private sector investment in education, resulted in much greater investment from big companies (China Journalism Yearbook, 1999).

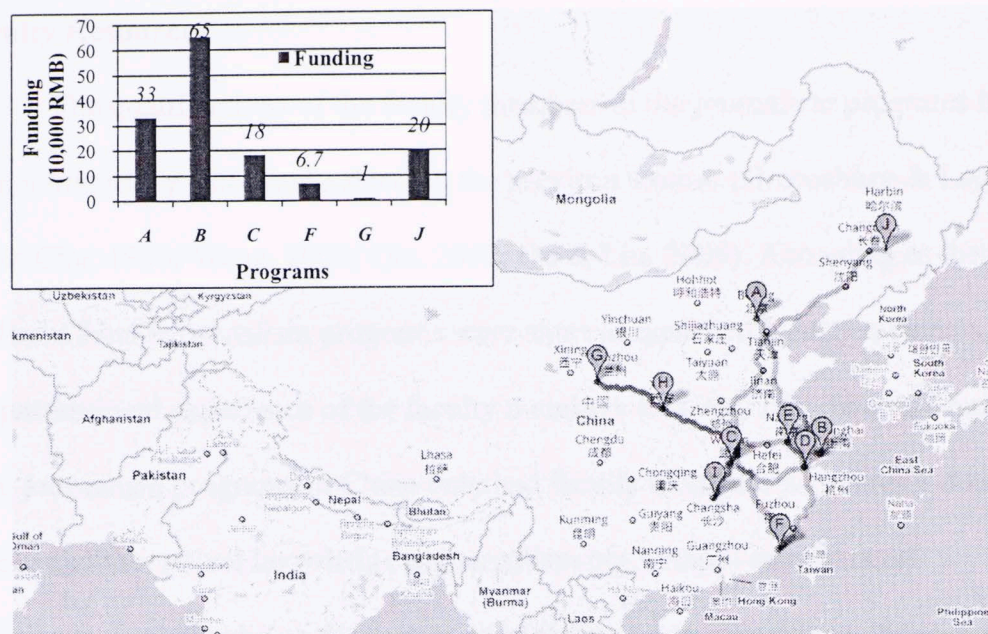


Figure 5 The Funding Distribution of China's Journalism Programs

The above figure summarizes the funding distribution of the 15 journalism programs in China. The current distribution of the funding from either the government or private company is still based on universities' reputation and ranking. This casts a question on whether it will intensify the regional differences. Well known universities and programs get more and more funding and support due to their academic development. And this will result in less support for inland or under-developed programs. Also, the relationship between the distribution of the funding and the ethnic composition of a region needs more research and study. Although the collected data in this study did not indicate a clear relationship between these two factors, the funding distribution in different geographic regions indicates that there are possibilities that more funding was given to areas with a high majority population than to areas with high minority residents.

Faculty Resources

The qualifications of the faculty members in the journalism programs have been a frequently discussed subject in the previous studies (Greensburg & Lau, 1990; Chu, 1980; Wang, 2005; Qiu, 2002; Qu & Liu, 2009). According to these studies, China's journalism programs were short of qualified faculty members, and the professional experience of the faculty members was very low. In some rural area, journalism programs in China only had faculty members who have a doctoral degree and theoretical knowledge in journalism but without any practical experience, such that he or she cannot even write a news report (Liu, 2009, p.152).

The collected data was consistent with these observations made in previous studies. The results showed that in today's journalism programs, most faculty members do own higher educational degrees, but very few of them have plenty of practical experience. The reasons that have caused this problem could be multiple. First, China's journalism education has been initiated by Western educators at the very beginning and then switched to the Soviet model in the 1960s. And after the 10 years of setbacks due to the Cultural Revolution, it started to switch again to a new model called "the Chinese model" by some researchers (Wu, 2002; Hao & Xu, 1997), which emphasized that the media serve both the Party and the public. According to Wu (2002), switching among these different models has made Chinese journalism educators work under different guidelines in different periods so that they did not accumulate enough experience in teaching journalism (Wu, 2002, p.13). Secondly, the great expansion of journalism education after 1980s

generated a great need for journalism educators. Many new journalism programs recruited inexperienced journalism educators to meet the guidelines from the government (Qiu, 2002). Thus, although the educational degrees qualify most of the faculty members working for the journalism programs in China, their practical experience are still very limited.

Conclusions

This study intended to collect recent data on the current development of China's journalism education system. The concentrations were on the historical background, curriculum design, educational facilities and the faculty resources of journalism education in China. The results on some of these topics are consistent with the observations and opinions made in the previous studies, but there were also some new findings and updates uncovered. Based on the data collected for this study, the following conclusions are made to draw a better picture on the current development of China's journalism education.

First, the historical backgrounds of the programs divided China's journalism programs into two main parts. Newly established programs that are dominating today's journalism education in China, and are developing with a great speed. They were established within the political environment where the state government promoted great expansion of journalism education, and they had shorter history and experience in journalism teaching. On the other hand, early established journalism programs are functioning as the academic core of journalism education in China, providing the strongest teaching experiences to the rest of the

programs. Thus, the big picture of China's journalism education could be summarized as new programs flourishing with great speed, while the pillar programs are leading the development.

Second, the curriculum design of the journalism education in China still needs more innovation and creativity. The curriculum design of the journalism programs is still highly homogeneous and the courses included in the curriculum are very similar with political courses still a very important factor in curriculum design. Prof. Lidan Chen, the Chair of the academic committee of Renmin University of China, stated in the telephone interview that "China's curriculum design in journalism needs more innovation to involve students with broader knowledge and more practical experiences". Many Chinese educators have also observed the political orientation in the curriculum design. Prof. Hegen Ding of Nanjing University, Prof. Shuanglong Lee, vice President of the journalism school in Fudan University and Prof. Zhixi Qin of Wuhan University all stated there are too many political factors in the journalism education in China in the telephone interviews.

Another trend observed in the curriculum design was that of adding more social science courses among the elective courses and foreign language courses among the general education courses. This change also was commented upon by many Chinese educators in the telephone interviews. Prof. Lifeng Yan of Xiamen University said "journalism graduates needs to be generalists, who know a little about everything. And the curriculum needs to provide as broad knowledge as

possible to students”. Prof. Tingjun Wu, the President of the journalism school at Huazhong University of Science and Technology also said “to cultivate journalism graduates with multiple skills and inter-disciplinary talent is extremely important in today’s circumstances”. Other educators in Peking University and Communication University of China also shared the same opinion about cultivating generalists as the most important factor in China’s journalism education.

Third, the expansion of educational facilities for journalism education in China has brought big improvements and development. The opinions about a lack of materials and equipment are outdated, based on the results of this study. Most of the journalism programs in China studied have experimental centers or lab centers as the main educational facilities, and the funding support for these facilities has been reported as adequate to support the teaching and training. Although there were improvements in the educational facilities, the study also found that there are still regional differences in the educational facilities. And the library resources are still very limited.

Finally, the faculty resources of China’s journalism programs still need to be improved. The results in this study indicated that although the percentage of the faculty members with advanced educational degrees is very high, their professional experience is still very limited. Prof. Lu Wei, of Zhejiang University said, “China’s journalism programs need to recruit more faculty members who have profound experience in both teaching and training”. Another educator from Northeast

Normal University also commented, “China’s journalism education will need to provide more experienced faculty members”.

In summary, China is expanding at a great speed in journalism education. Many new programs have been established and the growth is impressive. At the same time, the early established programs are still leading journalism education academically, with more experienced faculty members and longer histories. Great efforts in providing broader knowledge and multiple skills in journalism programs have been observed, but the internal structure of the curriculum design in today’s journalism programs in China still needs lots of innovation and improvement. In today’s China, a lack of instructional materials and educational facilities seems no longer to be a concern. Big improvements and development have occurred to obtain adequate educational facilities to support teaching and training in China’s journalism programs. However, improvements need to be further spread into different geographic locations, and library resources still have room to grow. Faculty members in China’s journalism programs do seem to have adequate education for teaching, but their professional experience still needs to be improved. The evolution of China’s journalism education went through more than 90 years of history. It grew from a single program in Peking University in 1918, experienced many political and economical changes, kept strengthening and enriching itself. The development and improvement it has reached today are impressive. In today’s China, journalism education has a much more favorable political and economic environment, which can further stimulate its development. The current

development describes a more stable and independent educational system in today's China compared to its struggle among different models in the past. Now China has entered a historical period where it is having a mature and steady development in journalism education. The improvement and development in educational facilities demonstrates this phenomenon. But at the same time, Chinese educators need to solve problems in many ways, such as the regional differences in educational funding, the limited experiences of the faculty members and a more innovative curriculum design. More problems and concerns will occur on the way to development, and China needs to find a unique way to solve these problems according to its own conditions and environment.

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Appendix I

Questionnaire Used in this Study

China's Journalism Education: A Descriptive Study on 15 Journalism Programs

You are required to return a copy of the Informed Consent Form, with your electronic or original signature, along with your responses to the questionnaire.

Section 1: Historical background

Please answer the following questions for your program.

1. In what year did your department first start the current journalism program?

2. What name did your department use when it first started? _____

3. Who was the department head when the program first established?

4. Did your department merge into other programs until today? _____

If yes, please specify how it changed.

Section 2: Curriculum design

1. What kind of degrees do you offer in your journalism program?

- a. Technical degree
- b. Bachelor's degree
- c. Master's degree
- d. Doctor's degree

- e. Postdoctoral degree
 - f. Other _____
2. What subject do you teach in your journalism program?
- a. Print journalism
 - b. Advertising
 - c. Public relations
 - d. Broadcasting
 - e. Others _____
3. Please check the curriculums you include in your program.
- a. Professional skill courses
 - b. Political theory courses
 - c. Social science methodology course
 - d. Foreign language courses
 - e. Other courses _____

Section 3: Educational facilities

1. Please list the quantity or monetary value of the following facilities:
- a. Classrooms or buildings for teaching: _____
 - b. Multi Media classrooms: _____
 - c. Professional Equipment (Cameras, microphones, etc) _____
 - d. Computers: _____
 - e. Libraries : _____
 - f. Books or reference materials relevant to your program: _____

Section 4: Faculty resources

1. Please list the number of the following categories:
 - a. Number of the full-time faculty members _____
 - b. Number of the part-time faculty members _____
 - c. Number of administrative staffs _____
 - d. Others _____
2. Please list the number of the faculty members who own specific degrees.
 - a. Number of faculty members who has technical degree _____
 - b. Number of faculty members who has bachelor's degree _____
 - c. Number of faculty members who has master's degree _____
 - d. Number of faculty members who has doctor's degree _____
3. Please list the number of faculty members who has specific media-related experiences.
 - a. Number of faculty members who has 1 year media-related experiences. _____
 - b. Number of faculty members who has 2 year media-related experiences. _____
 - c. Number of faculty members who has 3 to 5 years of media-related experiences. _____
 - d. Number of faculty members who has 10 or more media-related experiences. _____

Section 5: Contact information

Name of the program:

Mailing address:

Phone Number:

Website address:

Section 6: Open-ended Questions

Please freely express your opinions on the following questions regarding the general development of China's journalism education.

1. What do you think is the most important characteristic of today's journalism education in China?
2. What factor, in your opinion, has played the most important role in shaping today's journalism education in China?
3. What kind of problems or difficulties, in your opinion, does China's journalism education have?
4. How do you think about the future development of China's journalism education?

Appendix II

Sample Response from Journalism Programs

Nanjing University

Contact information.

Program Name: Nanjing University School of Journalism and Communication

Address: 22 Hankou Road, Gulou District, Nanjing, China

Phone: 86-025-8368-6110

Website: <http://jc.nju.edu.cn>

Historical background.

The school of journalism and communication in Nanjing University was formerly the journalism training course started in Nanjing University in 1958. The course has been closed due to the shortage of funding from the government, and resumed its normal enrollment in 1986 as the journalism major in Nanjing University. The major became the journalism department in 1992, and upgraded into the school of Journalism and Communication on Oct. 10th, 2003. The first department head at that time was Professor Fang Yanming. The famous journalism educator and Professor, Fang Hanqi was hired as the honorary president of the school.

Majors and degrees.

The school of Journalism and Communication provides three majors: journalism, broadcasting & new Media, and advertising & Communication.

Majors	Degrees Offered
Journalism	Bachelor's Degree (4-year) Master's Degree (2-year)
Broadcasting and New Media	Bachelor's Degree (4-year) Master's Degree (2.5 year)
Advertising and Communication	Bachelor's Degree (4-year)

Curriculum design.

The curriculum of the school of journalism and mass communication in Nanjing University is mainly divided into three parts:

1. **General social science knowledge.** This part of curriculum is designed by the university college to help students get as broad knowledge as possible in social science as well as political, theoretical knowledge. Students are required by the university to take all the courses in this part in order to graduate. Courses included in this section are humanities, natural science, political science, college English, college mathematics etc.
2. **Professional core courses.** This part of the curriculum is designed by the school of journalism and communication, and is designed to provide

students with special skills and knowledge in journalism and mass communication. Students are required to take all of the core courses in order to graduate. Courses included in this part are communication theory, journalism ethics, interviewing skills, public relation theories, etc.

3. ***Elective courses.*** This part of the curriculum is also designed and provided by the journalism department in order to provide students broader perspectives in major related courses. Students with any major in the journalism department can freely choose any of the elective courses to enrich their understanding in the interested field and there are required numbers of credit hours for students to graduate. The courses included in this part are photography, journalism editing skills, readings in journalism and mass communication, broadcasting theories, etc.

Educational facilities.

Nanjing University School of journalism and communication has 7 different teaching centers. They include Journalism photography center, news editing center, broadcasting center, non-linear editing center, advertising effect estimation center, advertising design center and multi-media database center. These teaching centers provide professional equipments and training faculties to provide students practical experiences in different majors. Students can participate in the activities they are interested in to get practical experiences and training from experienced faculty members.

The school of journalism and communication recently established a library under its department. The library has 20,000 major related books, order 30 scholastic magazines and journals and 40 different kinds of newspapers every year. The library also plans to expand its volume next year by purchasing 20,000 or 30,000 more major related books.

Faculty resources.

The school of journalism and communication in Nanjing University has 28 full time faculty members all together working regularly on classes. They have one part-time working teacher and 14 staff members. In these 28 full time faculty members, 16 of them own master's degree in related fields and the rest of them own the doctoral degrees in the related fields. As for the faculty members' professional experiences, 4 of them have one year experiences, 9 of them have two or more years of experiences, 13 of them have three to five years of experiences, and 2 of them have more than 10 years of experiences in the closely related fields.

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A THESIS

PRESENTED TO THE GRADUATE FACULTY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

Degree of

MASTER OF ARTS

By

QIFENG HUANG
Norman, Oklahoma
2011