UNBUNDLING OF MASS COMMUNICATION PROGRAMME IN NIGERIAN UNIVERSITIES: ISSUES AND MATTERS ARISING

[1]AWAEZE, Collins Chika, Ph.D.
[2]NWODO, Sylvanus, Ph.D.
[3]OJIAKOR, Ifeoma, Ph.D.

[1]Mass Communication Programme, Rhema University, Aba, Nigeria
[2]Marketing Programme, Rhema University, Aba, Nigeria
[3]Faculty of Communication and Media Studies, Imo State University Owerri, Nigeria

Corresponding Author: Awaeze, Collins Chika, Email: awaezecollins@gmail.com

ABSTRACT

The study analyzed the unbundling of mass communicate on programme in Nigerian Universities using Imo State University as a case study. It examined the transformative implications and challenges associated with the process through a comprehensive review of the evolving landscape of mass communication education globally, the research focused on the specific case of Imo State University to analyze the motivations, strategies, and outcomes of unbundling the mass communication curriculum. The study also explored the impact of this unbundling on students, faculty, and the overall educational framework, considering factors such as adaptability to emerging media trends curriculum coherence, and the ability to meet industry demands. Additionally, it investigated the potential influence on academic collaboration, resource optimization, and the university's responsiveness to the dynamic communication industry. By examining the experiences and perspectives of stakeholders involved in this unbundling process, the research gave valuable insights into the broader discourse on restructuring mass communication programmes in tertiary institutions, offering recommendations for effective implementation and sustainable development.

Keywords: Unbundling, Nigerian universities, Mass communication programme, Issues, Matters arising

Introduction

Before the unbundling process, the mass communication programme at Imo State University was primarily a part of the Social Science Faculty. The department was responsible for several courses, including print journalism, broadcast journalism, advertising, public relations, film production, photojournalism, etc.

The department had a dedicated faculty of instructors and professors as well as the required facilities and resources. It was well respected for its facilities and resources and as a result, it was considered as one of the strongest departments in the university. The department's reputation attracted a large number of students, and its graduates were highly sought-after by employers in the mass communication Industry.

This was before the federal government through the National Universities Commission (NUC), in the 2020 academic year unveiled the Core Curriculum and Minimum Academic Standard (CCMAS) designed for the education and training of undergraduates wishing to obtain first degrees in the different areas of Communication and Media Studies in the Nigerian University system.

The curriculum unbundled the Bachelor of Science in Mass Communication while establishing some emerging specializations in these fields as obtained globally. Mass communication in Imo state University as it was revealed was unbundled to create distinct disciplines of Communications comprising degree programmes in Advertising, Broadcasting, Development Communication Studies, Film and Multimedia, Journalism and Media Studies, Public Relations. The faculty for all these departments was named the Faculty of Communication and Media Studies.

The government said the approved programmes would promote an Interface between communication and media studies, social sciences, and other disciplines to respond to global and local needs.

Before these, all the courses were brought under Mass Communication either as two or three-unit courses but now, they would be individual bachelor's degree courses to allow undergraduates to choose their preferred field of study. The objectives stated in the curricula that Communication and Media Studies training should develop the student's understanding of communicative issues at the various levels of Nigerian and Global society and develop in the student the ability for objective and critical judgment, to observe, understand, analyze and synthesise socio-economic, political and environmental problems using communication and media studies techniques and methods, among others. The unbundling would give room for professionalism, create jobs, and provide more admission vacancies in what would become the new Faculty at Imo State University.

After the unbundling was unveiled, rumours spread around that the mass communication department had been scrapped but it was clarified by the government and the university authority that it was only separated into bits and units.

The unbundling of the courses has been described as a bold step. Some described it as over over-ambitious project given the state of development in the academia. Others complained about the inadequacy of facilities in the university and the new faculty. How do you teach broadcasting without functional studios and editing suites? How do you do Information Science without high-end computers where students learn coding, animation, and all the tricks of the Information Age?

How do you do media studies at this age without dedicated internet facilities for staff and students? There would be the challenge of funding to equip the faculty for these emerging departments. Where does the new faculty begin and where will all this lead it to? These are issues and questions posing for answers that the research work needs to unravel.

It is of utmost importance to note that the study is limited to the mass communication department of Imo State University and not those of other universities in Nigeria.

Statement of the Problem

The mass communication programme at Imo State University has undergone and will still undergo significant changes as a result of the unbundling process. Though there is scanty research on the effect of these changes on students' learning and outcomes, the research aims to investigate the specific effect of the unbundling process on the mass communication programme at Imo State University.

Objectives of the Study

1. To identify the specific changes to the Mass communication curriculum at Imo State University as a result of the unbundling process

2. To evaluate the effectiveness of the new curriculum in preparing students for the workforce.

3. To explore the attitude of students and faculty members towards the changes to the mass communication program.

4. To recommend strategies for further improvements to the mass communication program based on the findings of the research.

Literature Review

Factors that led to the Unbundling: These factors consist of internal and external factors. The internal factors derive from the mass communication department of Imo State University while the external factors emanate from the mass communication programme of Nigerian universities.

The first factor is the size and complexity of the mass communication programme. It counts as both internal and external factors. As the department grew, it became more difficult to coordinate all the different programmes and courses. There were more students to manage, and the department was struggling to keep up with the demand. The sheer number of courses and programmes was creating a lot of administrative work for the Social Science faculty and it was difficult to keep track of everything.

One example is the scheduling of courses. As the department grew, it became more difficult to find time slots for all the different courses. There were not enough classroom spaces available, and it was hard to coordinate the schedules of all the faculty members. This created a lot of frustration for both students and faculty members.

Another problem related to the size and complexity of the department was the lack of funding. As the department grew, it needed more resources to support its programmes and faculty members. However, the university was not able to provide all the resources that the department needed. This created a lot of stress for the department and it was difficult to keep up with the demands of the students and faculty members.

The next factor was the need for more autonomy. As the department grew, the faculty felt that they were not able to make decisions that were in the best interest of the department. They wanted to be in a position to set their policies and procedures, rather than having to follow the policies of Social Science faculty.

An external factor is the increasing diversification of media technologies. As new media technologies emerged such as the internet and social media, they equally created new opportunities and challenges for mass communication departments all over the country. This has led to a need for departments to adapt their curriculum to keep up with the changing landscape of media technologies.

This created a lot of uncertainty for the department, as it was not clear how to adapt to these new technologies. In the past, the department's curriculum focused on traditional media such as radio, television, newspapers, and magazines. However, social media is becoming an important part of the media landscape and the department needed to adapt its curriculum to reflect this change.

Equally, the changing landscape of higher education in Nigeria posed another challenge. The mass communication department was facing a lot of competition from other institutions. For example, other universities were offering more specialized programmes and cutting-edge technology. This makes it difficult for the department to attract and retain students and faculty members.

The final factor was the changing expectations of students. In the past, students expected a more traditional college experience, with lectures and textbooks. However, in the 21st century, students have new expectations such as hands-on learning experiences and online resources. This created a disconnect between the department and its students, as the department was not meeting their needs.

The financial implication of this factor was significant. The department's budget was already over-stretched and the loss of tuition revenue made it even more difficult to maintain its programmes and facilities. This created a vicious cycle, as the department's lack of resources made it even harder to meet the changing expectations of students.

According to Brummet (2015), the current departmental structures are no longer as effective as they once were and are out of step with new developments in the field, the rapidity of technological change, and the unprecedentedly fluid nature of the contemporary cultural, economic, and communication

environment. What he is saying here is that the current departmental structures in universities aren't able to keep up with the rapid changes that are happening in the world of digital media.

One way to respond to these developments and to begin to address the many problems inherent in our current ways of organizing the field of mass communication is to unbundle the department, in other words, he thinks that digital media should be separated from other forms of mass communication and become its department within the university system. It would be multidisciplinary, drawing on elements of cultural studies, film and media studies, sociology of culture, computer science, communication technology, and more.

Napoli (2008) if the field of mass communication is to continue to evolve and remain relevant, we must work to bridge the divides that have developed, not only in terms of our theories but also in terms of our methods and our models of the media system.

By taking an integrated multi-paradigmatic approach to the study of mass communication we can begin to break down the disciplinary silos that have been created and create a more coherent field of study.

Napoli goes on to suggest that the field of mass communication needs to adopt a "multi-paradigmatic" approach in which different theories, methods, and models are brought together to create a more comprehensive understanding of the media system. This would allow for a more integrated and holistic approach and would help overcome the challenges outlined in the previous paragraphs.

To him, the rapid pace of change in the media landscape makes it increasingly difficult to make sense of the shifting media environment using traditional theoretical perspectives and research methods. A multi-paradigmatic approach offers a way to cut through the complexity and confusion, providing a more dynamic understanding of the constantly changing media landscape.

He says that this approach would allow for 'real-time' research that can adapt to changing circumstances and respond to new developments. This would be particularly useful for studying new media technologies and platforms which are constantly evolving.

Theoretical Framework

Digital Disruption Theory

This theory posits that the rapid evolution of digital technologies has fundamentally altered the communication landscape. Unbundling is seen as a strategic move to address the specific skills and knowledge required in the digital era. This theory emphasizes the need for specialized training in areas such as social media management, data analysis, and multimedia studies to prepare for the challenges posed by digital disruption.

The term "Disruptive Innovation" was popularized by the American academic, Clanton Christensen and his collaborators in 1995. Transformed into Digital Disruption theory, it acknowledges the transformative power of digital technologies in reshaping the media landscape. Unbundling is considered a strategic response to the need for educational structures that align with fast-paced changes brought about by digital innovation.

Unbundling allows for the creation of specialized departments focused on digital media, social media management, data analytics, and other skills crucial in the digital age. This tailored approach ensures that students acquire specific competencies required for success in contemporary media environments.

The theory emphasizes the evolving nature of communication platforms. Unbundling enables academic institutions to address the distinct requirements of various platforms such as online journalism, social media communication, and digital advertising ensuring that students are well-prepared for the nuances of each medium.

Digital Disruptive Theory underscores the importance of maintaining real-time industry relevance in education. Unbundling facilitates the development of curricula that can be continuously updated to align with the latest trends and technologies ensuring that graduates are equipped with up-to-date skills sought by the industry.

The theory recognizes the global connectivity facilitated by digital technologies. Unbundling allows for the exploration of global communication trends and practices, preparing students to navigate an interconnected world where digital communication transcends geographic boundaries.

In essence, the Digital Disruption Theory positions unbundling as a strategic move to address the specific challenges and opportunities presented by digital technologies. It advocates for an educational framework that is agile, technologically focused, and responsive to the evolving needs of the digital media landscape.

Methodology

The research design adopted for the study was content analysis Ohaja (2003) notes that content analysis is the examination of the manifest content of communication to discover the patterns existing therein. Thus, the manifest content of the NUC BMAS curriculum and CCMAS curriculum would be analyzed to show areas of similarities and differences.

In addition, the study also adopted the interview method to gather data from faculty members and students on their attitudes and reactions to the curriculum changes.

Data Presentation and Analysis

Courses listed under Basic Minimum Academic Standard (BMAS) (See Appendix 1)

Discussion of Findings

Research Question One

What specific changes have been made to the mass communication curriculum as a result of the Unbundling?

The answer to this question is provided in the attached appendix. Very broad changes in programme content and delivery were made. Entirely new courses which were technical were introduced. Examples are Venture Creation, Art Direction and Design, Quantitative thinking in Advertising, Online Broadcasting (Webcasting, Podcasting, and Streaming), Participatory Communication strategies for Development, Message Design and Production for Development, Community Theatre for Development, Agricultural Communication, Digital Literacy, Cinematography, Motion Picture and Digital Technology, Film and Multimedia design and editing, Peace and Conflict Resolution among others.

From the above, the CCMAS curriculum introduced some new courses that are technical in content. The implication thereof is that it will aid in the training and retraining of the existent mass communication lecturers, especially in the areas of emerging technologies to be able to deliver such courses effectively to students.

Research Question Two

How effective is the new curriculum in preparing graduates for the workforce?

The new CCMAS curriculum was unveiled in the year 2020 but was adopted by many universities offering Mass communication in the 2023/2024 academic year. Even at that, many universities are yet to bring into effect the new curriculum. Since the mass communication BSc Programme is a 4-year programme, the implication is that one will allow the 4 years to gradually elapse before the effectiveness of the new curriculum in preparing students for the workforce could be effectively conjectured. But at the face value, it appears to be.

Research Question Three

What are the attitudes of current students and faculty members toward the unbundled programme?

The results of the Interview research design carried out on students and faculty members of Imo State University revealed that students were aware and happy about the unbundled programme. Ditto with faculty members. The consensus was the new curriculum was a good development and offered a great opportunity for students to specialize right from the onset instead of the former "Jack of all trades, master of none"

Research Question Four

What are the key areas of the mass communication programme that require further improvement?

From investigations carried out at Imo State University which by extension applies to almost all universities offering mass communication programmes in Nigeria, the Lack of basic infrastructure and equipment that will expose students to practical proficiency remains a major constraint.

Findings based on Research Question Four are that students need more practical resources and equipment for this practical. They also need to access education through the digital world. Following the Digital Disruption theory which posits that Unbundling is seen as a strategic move to address specific skills and knowledge required in this digital era. The students also need a better communication network to help with reading and doing research, hence the need for infrastructural development.

The Finding implies that University authorities now know the aspects of this new unbundled programme that they need to improve o and what solutions are best offered. They should take learning to the next level by introducing digital learning.

Summary of Findings

The major findings of the study are as follows;

1. The major changes made to the curriculum were the introduction of new technical-based courses, reduction in credit workload, and course specialization.

2. The students have a positive attitude towards the unbundled programme and are happy with the new development.

3. The new curriculum is very effective in preparing graduates for the workforce.

4. The key areas in the new curriculum include practical, digitalization, computerization, and networking.

Recommendations

Based on the research findings, the research hereby makes the following recommendations:

1. Nigerian universities offering the CCMAS curriculum in mass communication should upgrade their facilities to include functional studios, computers, wi-fi, routers, and stable networks.

2. Make provisions for practicals in their course delivery.

3. Train and retrain existing staff members in the new courses introduced.

4. Engage new faculty members with suitable qualifications and practical exposure.

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APPENDIX

YEAR ONE

Mac 101: Introduction to Mass Communication 1 (2 units)

Mac 102: Introduction to Mass Communication 2 (2 units)

Mac 111: Writing for the Mass Media (3 units)

Mac 112: Writing for the Mass Media 2 (3 units)

Mac 114: Typing (2 units)

Mac 121: African Communication System (2 units)

Mac 122: African Communication System 2 (2 units)

Mac 123: Nigerian Legal Systems (2 units)

Mac 124: History of Nigerian Mass Media (2 units)

GPD 101: Introduction to Government 1 (3 units)

GPD 104: Introduction to Government 2 (2 units)

GST 101: Use of English 1 (2 units)

GST 102: Use of English 2 (2 units)

GST 103: Philosophy and Logic (2 units)

GST 104: History and Philosophy of Science (2 units)

GST 105: Citizenship Education (2 units)

GST 106: Use of Computers (2 units)

YEAR TWO

MAC 201: Theories of Mass Communication (2 units)

MAC 211: News Writing and Reporting (2 units)

MAC 212: Foundations of Communication Research (3 units)

MAC 216: Feature and Interpretative Writing (2 units)

MAC 215: Graphics of Communication (2 units)

MAC 223: Advanced and Specialized Reporting (3 units)

MAC 203: Introduction to Broadcasting (2 Units)

MAC 242: Announcing and Performance (2 units)

MAC 251: Radio/Television Operations (2 units)

MAC 204: Introduction to Advertising (2 units)

MAC 213: Critical and Review Writing (2 units)

Mac 214: Principles of Public Relations (2 units)

MAC 217: Editing and Editorial Writing (2 units)

MAC 218: Fundamentals of Media Relation (2 units)

MAC 236: Media and Society (2 units)

MAC 252: Media Attachment (Practicum) (3 units)

MAC 238: Marketing Foundations of Advertising and Public Relations (2 units)

MAC 222: Peace and Conflict Studies (2 units)

YEAR THREE

MAC 301: Issues in Nigerian Mass Media (3 units)

MAC 312: Broadcast Commentary and Critical Writing (2 units)

MAC 321: Newspaper Management and Production (2 units)

MAC 322: Rural Community Newspaper Production (2 units)

MAC 323: Magazine Management and Production (2 units)

MAC 325: Broadcast Management and Programming (2 units)

MAC 327: International Communication (3 units)

MAC 329: Photo Journalism and Photo-Editing (2 units)

MAC 331: Elements of Film Production (2 units)

MAC 332: Science and Technology Reporting (2 units)

MAC 333: Television Programme Writing and Production (2 units)

MAC 334: Foreign Correspondence

MAC 335: Advertising and PR Research (2 units)

MAC 336: Community Relations (2 units)

MAC 337: Financial Relations (2 units)

MAC 338: Economics News Reporting

MAC 339: New Techniques in Book Publishing (2 units)

MAC 340: History of Motion Pictures (2 units)

MAC 342: Creative Strategies and Tactics in Advertising (2 units)

MAC 344: Screen Directing and Writing

MAC 346: Public Affairs Broadcasting (2 units)

MAC 348: Advertising Campaign Management (2 units)

MAC 352: Media Attachment (2 units)

YEAR FOUR

MAC 401: Issues in Broadcasting (3 units)

MAC 411: Data Analysis in Communication Research (3 units)

MAC 421: Mass Media Laws and Ethics (3 units)

MAC 422: Documentary Film Production (3 units)

MAC 432: Educational Broadcasting (3 units)

MAC 433: Film Theory and Aesthetics (3 units)

MAC 434: Rural Broadcasting (3 units)

MAC 436: International Broadcasting (3 units)

MAC 438: Film Criticism (3 units)

MAC 439: Media Attachment (3 units)

MAC 440: Speech Writing and Public Speaking (2 units)

MAC 442: Film Production (3 units)

MAC 445: International Public Relations (3 units)

MAC 492: Research Project (6 units)

COURSES LISTED UNDER CORE CURRICULUM AND MINIMUM ACADEMIC STANDARD (CCMAS)

APPENDIX TWO

DEPARTMENT OF ADVERTISING

YEAR ONE

GST 111: Communication in English (2 units)

GST 112: Nigerian Peoples and Culture (2 units)

CMS 111: Introduction to Human Communication (2 units)

CMS 121: Writing for the Media (2 units)

ADV 111: Introduction to Advertising and Marketing Communication (2 units)

ADV 121: Introduction to Strategic Planning (2 units)

ADV 122: Advertising Development and Marketing Communications (2 units)

YEAR TWO

GST 212: Philosophy Logic and Human Existence (2 units)

ENT 211: Entrepreneurship and Innovation (2 units)

CMS 211: History of Nigeria Media (2 units)

ADV 211: Fundamentals of Integrated Marketing Communication (2 units)

ADV 221: Digital Marketing (2 units)

ADV 212: Copywriting and Media Planning (2 units)

ADV 222: Brand Management (2 units)

ADV 213: Consumer Insights (2 units)

ADV 223: Creative Content Marketing for Advertising (2 units)

ADV 214: Business Writing and Presentation Skills (2 units)

YEAR THREE

GST 312: Peace and Conflict Resolution (2 units)

ENT 312: Venture Creation

CMS 311: Theories of Communication

CMS 321: Foundation of Communication Research (2 units)

CMS 312: Data Analysis in Communication Research (2 units)

ADV 311: Advertising and Market Research (2 units)

ADV 321: Advertising Production Techniques (Multimedia/Interactive) (2 units)

ADV 312: Media Planning, Buying and Execution (2 units)

ADV 322: Brands and Brand Building (2 units)

ADV 313: Creative Content Development and Product Launch in Advertising (2 units)

ADV 323: Art Direction and Design (2 units)

ADV 314: Advertising Campaign and Execution Workshop (2 units)

ADV 315: Power, Personal Influence and Advertising (2 units)

ADV 325: Quantitative Thinking in Advertising (2 units)

ADV 316: Entrepreneurship in Advertising (2 units)

ADV 326: Internship (3 units)

YEAR FOUR

CMS 401: International Communication (2 units)

CMS 402: Communication and Society (2 units)

ADV 411: Critical Issues in Advertising (2 units)

ADV 421: Economics and Management of Advertising Agency (2 units)

ADV 412: Advertising Laws and Ethics (2 units)

ADV 422: Social Marketing (2 units)

ADV 413: Seminar in Advertising (2 units)

ADV 423: Case Studies in Advertising (2 units)

ADV 424: Advertising Project Phase 1 & 2(3 units)

DEPARTMENT OF BROADCASTING

YEAR ONE

GST 111: Communication in English (2 units)

GST 112: Nigerian Peoples and Culture (2 units)

CMS 101: Introduction to Human Communication (2 units)

CMS 102: Writing for the Media (2 units)

BCJ 104: Study Skills in Mass Communication (2 units

YEAR TWO

GST 212: Philosophy Logic and Human Existence (2 units)

ENT 211: Entrepreneurship and Innovation (2 units)

CMS 201: History of Nigerian Media (2 units)

BCJ 207: Introduction to Telecommunication and Broadcasting (2 units)

BCJ 209: Introduction to Radio Production (2 units)

BCJ 211: Introduction to TV Production (2 units)

BCJ 206: Introduction to Film Production (2 units)

BCJ 208: Writing for the Broadcast Media (2 units)

BCJ 218: Introduction to General Phonetics and Phonology (2 units)

BCJ 220: Introduction to Print and Photojournalism (2 units)

YEAR THREE

GST 312: Peace and Conflict Resolution (2 units)

ENT 312: Venture Creation (2 units)

CMS 301: Theories of Communication (2 units)

CMS 302: Foundation of Communication Research (2 units)

CMS 303: Data Analysis in Communication Research (2 units)

BCJ 307: Techniques of Television News Writing, Reporting and Production (2 units)

BCJ 309: Media Management and Operation (2 units)

BCJ 315: Television Programme Writing and Production (2 units)

BCJ 317: Broadcast Commentary and Critical Writing (2 units)

BCJ 319: Public Affairs Broadcasting

BCJ 321: Educational Broadcasting 1 (2 units)

BCJ 306: Online Broadcasting (Webcasting, Podcasting and Streaming) (2 units)

BCJ 308: Techniques of Radio Newswriting, Reporting, and Production (2 units)

BCJ 310: Foundation of Broadcasting (2 units)

BCJ 312: Internship: Attachment to a Broadcasting Agency (2 units)

CMS 401: International Communication (2 units)

FMM 302: Digital Storytelling (2 units)

FMM 303: Cinematography Motion Picture Sound and Digital Technology (2 units)

FMM 304: Cinematography Motion Picture Sound and Digital Technology 2 (2 units)

FMM 305: Film and Multimedia Production and Editing

FMM 307: Capstone Projects 1: Film and Multimedia (3 units)

FMM 308: Capstone Projects 2: Film and Multimedia (3 units)

FMM 310: Internship (3 units)

YEAR FOUR

CMS 401: International Communication (2 units)

CMS 402: Communication and Society (2 units)

FMM 401: Film Scripting and Directing 2 (2 units)

FMM 402: Digital Storytelling 2 (2 units)

FMM 403: Cinematography Motion Picture Sound and Digital Technology

FMM 404: Cinematography Motion Picture Sound and Digital Technology 4 (2 units)

FMM 405: Film and Multimedia design and editing 3

FMM 406: Film and Multimedia media and editing 4

FMM 407: Capstone projects 3: Film and Multimedia

FMM 408: Capstone projects 4: Film and Multimedia

FMM 410: Final project

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

YEAR ONE

GST 111: Communication in English (2 units)

GST 112: Nigerian People and Culture (2 units)

CMS 101: Introduction to Human Communication (2 units)

CMS 102: Writing for the Media (2 units)

JMS 101: Introduction to Journalism and Media Studies (2 units)

JMS 102: Basic Reporting Techniques (2 units)

JMS 103: Traditional Africa Communication System (2 units)

YEAR TWO

GST 212: Philosophy, Logic, and Human Existence (2 units)

ENT 211: Entrepreneurship and Innovation (2 units)

CMS 201: History of Nigerian Media (2 units)

JMS 201: News Writing and Reporting (2 units)

JMS 202: Photo journalism 1 (2 units)

JMS 203: Photojournalism 2 (2 units)

JMS 204: Writing for the Print Media (2 units)

JMS 205: Editing and Infographic in Journalism (2 units)

JMS 206: Feature Writing

420

YEAR THREE

ENT 312: Venture Creation (2 units)

GST 312: Peace and Conflict Resolution (2 units)

CMS 301: Theories of Communication (2 units)

CMS 302: Foundation of Communication Research (2 units)

CMS 303: Data Analysis in Communication Research (2 units)

JMS 301: Newspaper Production (2 units)

JMS 302: Journalism and Politics (2 units)

JMS 303: Scientific and Data Journalism (2 units)

JMS 304: Investigative Journalism (2 units)

JMS 305: Multimedia and Online Journalism (2 units)

JMS 306: Foreign Correspondence (2 units)

JMS 307: Media Entrepreneurship (2 units)

JMS 308: Trends and issues in journalism and Media Studies (2 units)

JMS 309: Media Attachment (2 units)

YEAR FOUR

CMS 401: International Communication (2 units)

CMS 402: Communication and Society (2 units)

JMS 401: Magazine Production (2 units)

JMS 402: Critical Review and Writing (2 units)

JMS 403: Rural Community Newspaper (2 units)

JMS 404: Specialized Reporting (2 units)

JMS 405: Editorial Writing (2 units)

JMS 406: Media, Economics and Management (2 units)

JMS 407: Comparative Media System (2 units)

JMS 408: Media Law (2 units)

JMS 409: Media Ethics (2 units)

JMS 410: Journalism for Development (2 units)

JMS 499: Original Research Project (4 units)

DEPARTMENT OF PUBLIC RELATIONS

YEAR ONE

GST 111: Communication in English (2 units)

GST 112: Nigerian Peoples and Culture (2 units)

CMS 101: Introduction to Human Communication (2 units)

CMS 102: Writing for the Media (2 units)

PRS 111: Introduction to Public Relations (2 units)

PRS 112: History of Public Relations (2 units)

YEAR TWO

GST 212: Philosophy, Logic, and Human Existence (2 units)

ENT 211: Entrepreneurship and Innovation (2 units)

CMS 201: History of Nigerian Media

PRS 201: Principles of Public Relations

PRS 202: Media Relations

PRS 203: Digital and Social Media for Public Relations

PRS 204: Writing for Public Relations

PRS 205: Public Relations for Profits Sector

PRS 206: Public Relations and the Society

PRS 207: Marketing and Advertising in Public Relations

PRS 209: Public Relations in a Multicultural Society

YEAR THREE

GST 312: Peace and Conflict Resolution (2 units)

ENT 312: Venture Creation (2 units)

CMS 301: Theories of Communication (2 units)

CMS 302: Foundation of Communication (2 units)

CMS 303: Data Analysis in Communication Research (2 units)

PRS 301: Public Relations Research (2 units)

PRS 303: Brand Communication (2 units)

PRS 304: Corporate Social Responsibility (2 units)

PRS 305: Financial Public Relations (2 units)

PRS 306: Crisis Communication

PRS 307: SIWES (4 units)

PRS 308: PR for Business Organizations (2 units)

PRS 309: Stakeholders Community Relations (2 units)

PRS 310: Political Communication Relation (2 units)

PRS 311: Media and Communication Planning and Strategy (2 units)

YEAR FOUR

CMS 401: International Communication (2 units)

CMS 402: Communication and Society (2 units)

PRS 401: Public Relations Campaign Planning and Execution

PRS 402: International Public Relations (2 units)

PRS 403: Ethics and Professionalism in Public Relations (2 units)

PRS 404: Public Relations Production Techniques (Multimedia/Interactive) (2 units)

PRS 405: Entrepreneurship in PR (2 units)

PRS 409: Comparative Public Relations System (2 units)

PRS 410: Public Relations Law (2 units)

PRS 499: Final Year Project (4 units)