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## Proposal to the Senate Educational Policy Committee

**PROPOSAL TITLE:** Proposal to Revise the Undergraduate Major in Advertising (B.S. Advertising) in the Charles H. Sandage Department of Advertising, College of Media

**SPONSOR:** Michelle Nelson, Ph.D., Acting Department Head, Charles H. Sandage Department of Advertising, 333-1602, [nelsonmr@illinois.edu](mailto:nelsonmr@illinois.edu)

**COLLEGE CONTACT:** Jan S. Slater, Ph.D. Professor and Interim Dean, College of Media, 333-2350, [slaterj@illinois.edu](mailto:slaterj@illinois.edu)

### BRIEF DESCRIPTION:

When the College of Media completed its transition from a two-year to a four-year unit in fall of 2007, it presented a tremendous opportunity and challenge for the Department of Advertising to better fulfill its academic mission.

As part of this larger task, the department put its undergraduate curriculum under review. Currently, the only two courses that all undergraduate advertising majors are required to take are ADV 300: Introduction to Advertising and ADV 481: Advertising Research Methods. In addition, majors must take 5 of 8 advertising core courses. The time constraint of a two-year educational cycle combined with a large student population and small faculty necessitated this almost “a la carte” approach to advertising education.

Now, as part of a four-year college, the department has the opportunity to undertake a more systematic approach to building core competencies in our students. At the same time, the department will be better able to extend opportunities for our students to develop areas of specialization in their junior and senior years as demanded by industry.

### JUSTIFICATION:

In February of 2008, the entire faculty and staff of the Department of Advertising participated in a two-day retreat. The department worked together to create a mission statement, a practical vision for the next three to five years, and strategic directions that would move the department toward this vision. Strategic directions included faculty development, re-engaging our stakeholders, building our brand, and revising the department’s curriculum.

In March of 2008, the department made the decision that all full-time faculty members in the department would serve on its curriculum committee. The faculty met repeatedly over a two-year time period. During that time, extensive data were collected to lay the groundwork for informed decision-making. Three hundred and nine alumni were surveyed, as were over half (269) of the department's undergraduate majors. A competitive analysis of top-ranked peer programs was performed. Leaders in advertising education were consulted. Finally, intensive, in-depth discussions with industry leaders led to an inescapable conclusion.

Never has the advertising industry faced greater change. It is undergoing seismic shifts as to media choices and active vs. passive media consumption. Consumer decision-making is increasingly being driven by peer groups, rather than marketers. The role of the internet continues to evolve. These shifts in the world of advertising today are affecting changes to our economic and social structure at the most rapid and monumental rate in our country's history.

Critical thinking skills are essential to adapting to this changing landscape. Successful students must not simply understand "how to advertise." While important, those skills are transient and change with every release of a new software package or new media option. They must be grounded in "why to advertise" in order to shape the future of advertising. Curriculum must be consumer-centric, rather than shaped by disappearing traditional advertising agency and media structures.

Based on the curriculum evaluation standards of our ACEJMC accreditation (see Appendix B), the department constructed a course matrix to assess the strengths and weaknesses in the curriculum developed under the two-year college model. It was determined that the current curriculum did an excellent job of creating awareness of the basic principles and practices of advertising and a good job of creating an understanding of the theories and concepts underlying these principles and practices.

However, it also became clear that a two-year advertising education did not provide students with enough opportunity to apply this awareness and understanding to solving real world advertising problems. In addition, the short time cycle did not allow students to develop an area of concentration within advertising that industry interviews suggested was critical in gaining industry employment.

The department tested several courses that could form the foundation of areas of concentration its students could then supplement with courses found across campus. Those included courses in global advertising, multi-cultural advertising, strategic development and advanced creative applications.

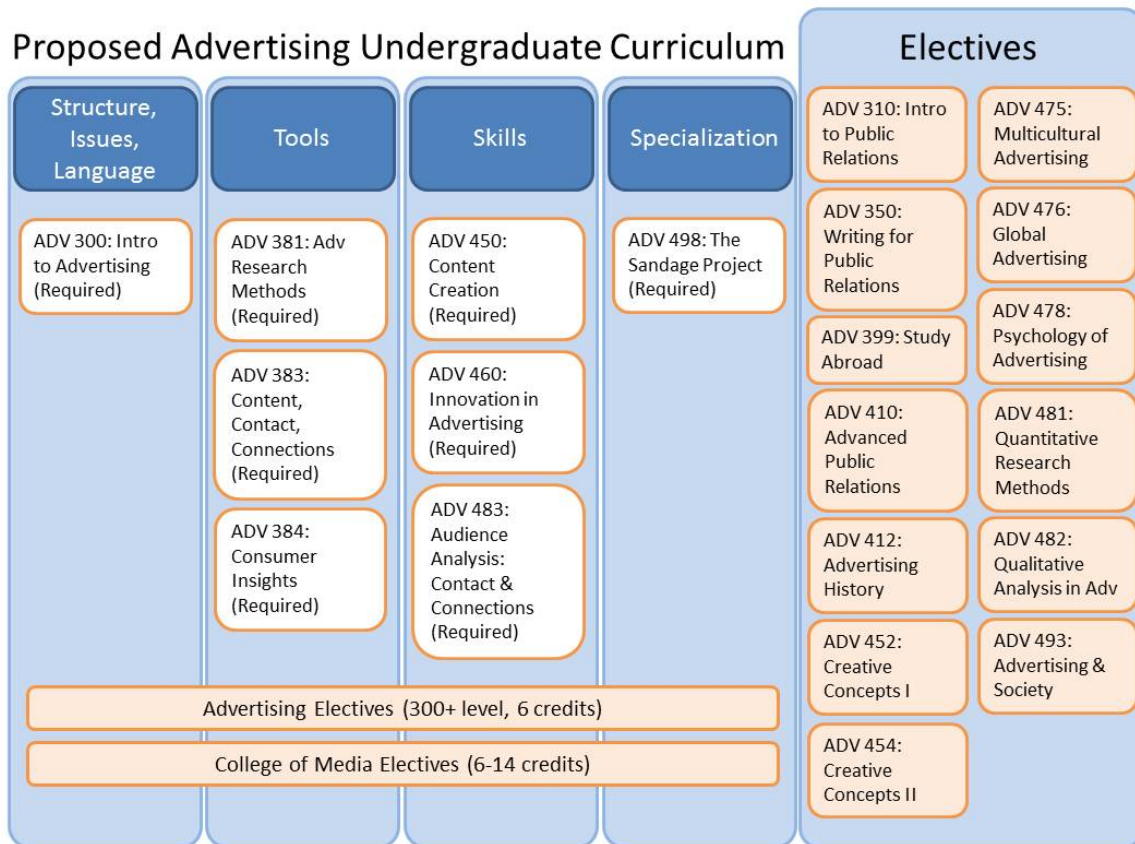
As a result, while the proposed curriculum addresses the needs of students now and in the future, it is firmly rooted in the heritage of the department, which we call The Sandage Way. It presents a unified vision with a cohesive structure, grounded in not just the "how" but the "why" of advertising. We believe our founder and the father of advertising education, Charles H. Sandage, would be proud.

Additionally, the proposed curriculum still allows for transfer students to complete their degree on time, and provides flexibility for international experiences such as study abroad. Many advertising majors transfer into the department as part of the Inter-College

Transfer process. Of these, many come with an ADV199 course or ADV300, our introductory course. Therefore, they come in to the major having completed some required or elective courses. Study Abroad activities are popular with our students, and the revised proposed curriculum allows for flexibility in doing so. Typically, our students study abroad in the second semester of their junior year. We will offer the required and elective courses more than one time per year to allow flexibility in scheduling so that our students can continue to have global opportunities and experiences, and can transfer in to our major at various points in their academic careers. Please refer to Appendix C for a side-by-side comparison of the current and proposed curriculum; you will also see the corresponding “typical” and proposed Fall and Spring academic schedules.

## THE CURRICULUM

The proposed curriculum prepares students to become not only practitioners but leaders in the quickly changing advertising industry. First, students are introduced to the structure, issues and language of the industry. Next, they are exposed to the analytical tools and critical thinking skills needed to succeed. Then students are encouraged to apply those tools and skills to the changing industry landscape as well as discover their own area of specialization within this landscape. In their final semesters here, students are allowed in the proposed curriculum to concentrate on their chosen area of specialization to develop mastery of their chosen niche in the industry. Please see Appendix D for a list of revised and new courses.



**BUDGETARY AND STAFF IMPLICATIONS:** *(Please respond to each of the following questions. Place your response right after each item. See Appendix A for questions required of new degree program proposals as well additional notes regarding budgetary and staff implications.)*

- a. Additional staff and dollars needed: No additional staff is required. The curriculum was developed with the faculty currently in place. However, current departmental resources could not sustain any additional growth of majors.
- b. Internal reallocations (e.g., change in class size, teaching loads, student-faculty ratio, etc.): NONE
- c. Effect on course enrollment in other units and explanations of discussions with representatives of those departments: NONE
- d. Impact on the University Library: NONE
- e. Impact on computer use, laboratory use, equipment, etc.: NONE

**DESIRED EFFECTIVE DATE:** Fall 2013

**STATEMENT FOR PROGRAMS OF STUDY CATALOG:**

The Charles H. Sandage Department of Advertising is a storied program with a rich tradition of “The Sandage Way.” This philosophy provides a foundation that challenges it to continually address the evolving practice and definition of advertising through teaching and scholarship.

Its four-year undergraduate curriculum prepares students to become not only practitioners but leaders in the quickly changing advertising industry. First, students are introduced to the structure, issues and language of the industry. Next, they are exposed to the analytical tools and critical thinking skills needed to succeed. Then students are encouraged to apply those tools and skills to the changing industry landscape as well as discover their own area of specialization within this landscape. In their final semesters here, students are allowed in the proposed curriculum to concentrate on their chosen area of specialization to develop mastery of their chosen niche in the industry.

To graduate from the advertising curriculum, a student must meet all general University and College requirements for the degree and must complete the following courses, all of which must be taken for a traditional letter grade:

Hours	Required Courses
3	ADV300: Introduction to Advertising
3	<b>ADV381: Advertising Research Methods</b>
3	<b>ADV383: Content, Contact, Connections</b>
3	<b>ADV384: Consumer Insights</b>
3	ADV450: Content Creation
3	<b>ADV460: Innovative Communication</b>

3	ADV483: Audience Analysis: Contact & Connections
3	<b>ADV498: The Sandage Project</b>
24 total	
6	Advertising Electives (300 & above)
6-14	College of Media Electives
36-44	Subtotal in College of Media: All courses offered by or cross-listed by Advertising (ADV), Agricultural Communication (AGCM), Journalism (JOURN), Media and Cinema Studies (MS, CINE, or MACS), or the College of Media (MDIA) count in this total.
3-6	STAT 100- Statistics (or another approved basic course or course sequence in statistical methods, which currently include ECON202, EPSY280, MATH161, PSYCH23, SOC280). Such courses may, if they qualify, also be credited toward the requirement of advanced hours and General Education courses outside the College.)
6	ECON 102 and 103 – Micro- and Macroeconomic Principles
3	BADM320 – Principles of Marketing (which may be credited toward the College requirement of advanced hours outside the College)
7-8	Two of the following:
	PSYCH100-Introduction to Psychology
	SOC100-Introduction to Sociology
	ANTH103 – Anthropology in a Changing World

NOTE: **BOLDFACE** type indicates new course


The College is actively engaged in discussions regarding the appropriate strategy for renumbering courses college-wide. Proposals to renumber courses to better reflect campus practices regarding lower- and upper-level courses (e.g., ADV300 to ADV150, ADV381 to ADV281, ADV383 to ADV283, ADV384 to ADV284) are under review.

**CLEARANCES:** (Clearances should include signatures and dates of approval. **These signatures must appear on a separate sheet.** If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)

Signatures:

  
Unit Representative:

3/7/12  
Date:

  
College Representative:

03/07/12  
Date:

\_\_\_\_\_  
Graduate College Representative:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Council on Teacher Education Representative:

\_\_\_\_\_  
Date:

**Appendix A:**  
**(Budgetary and Staff Implications)**  
*(Replace the following material with your appendix, if any.)*

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**New Degree Programs – Required Budgetary Implication Questions**

The current B.S. Advertising curriculum is designed for a two-year program and 400 majors. In order to allow students to complete the curriculum in four semesters, the curriculum was designed as an “a la carte” approach. Two core courses were required (ADV300 Intro to Advertising, ADV481 Advertising Research Methods) and then students were required to take five of a group of eight additional advertising courses (ADV410, ADV411, ADV412, ADV450, ADV483, ADV491, ADV493, ADV494). Because of this ‘a la carte’ approach, the department has been obligated to offer at least 6 of those courses (and often multiple sections of each) every semester to ensure student “choice” and appropriate procession through the curriculum. The high number of different courses offered each semester has constrained our current teaching resources.

With the admission of freshmen in Fall 2007, the College of Media became a four-year college. In turn, the advertising program has attracted additional majors – almost 700. In order to provide the current curriculum, up to thirty sections of ten required classes plus at least six sections of electives need to be offered each academic year. This has not only stretched the workload of seven full-time faculty (most of whom also teach graduate courses) and one visiting lecturer, it has also increased class sizes.

The redesign of the major allows us to offer classes more strategically. Essentially, the new curriculum provides for course sequencing, allowing better management of students’ progression through the courses, while reducing the need for every class to be offered every semester. The new curriculum also reduces the number of required sections each academic year, thus improving the workload of faculty and not impacting teaching resources.

The requirements for general education courses remain the same.

## Appendix B Curriculum Evaluation Standards of our ACEJMC accreditation

Please see: <http://www2.ku.edu/~acejmc/PROGRAM/STANDARDS.SHTML>

### ACEJMC Accrediting Standards

The Council adopted these standards in September 2003, and they went into effect in September 2004. They will be applied in accreditation reviews starting in the 2005 - 2006 academic year.

[Standard 1.](#) Mission, Governance and Administration

[Standard 2.](#) Curriculum and Instruction

[Standard 3.](#) Diversity and Inclusiveness

[Standard 4.](#) Full-Time and Part-Time Faculty

[Standard 5.](#) Scholarship: Research, Creative and Professional Activity

[Standard 6.](#) Student Services

[Standard 7.](#) Resources, Facilities and Equipment

[Standard 8.](#) Professional and Public Service

[Standard 9.](#) Assessment of Learning Outcomes

### 2. Curriculum and Instruction

The unit provides a curriculum and instruction that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

#### Professional Values and Competencies:

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and



information;

- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

Units requesting evaluation of a graduate program must also demonstrate how their master's graduates attain this additional core competency:

- contribute to knowledge appropriate to the communications professions in which they work.

#### Indicators:

- (a) The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of the unit. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement. ACEJMC requires each unit seeking initial accreditation to include in its self-study report the number of semester or quarter hours taken in non-journalism and mass communications and in liberal arts, sciences and social sciences by all members of each graduating class in the two academic years before an initial accreditation visit. Units seeking re-accreditation must determine the percentage of students meeting the 80/65 or 116/94 requirement, but they are not required to provide a full census of classes.
- (b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council.
- (c) Instruction is demanding and current; achievements in teaching and learning are recognized and valued.
- (d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 15-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.
- (e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed one semester course (or its

equivalent) if the internship is away from the institution, and, for the most part, supervised by media professionals rather than academics. Students may take up to two semester courses (or their equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

Evidence:

Student records and transcripts  
Unit bulletins and brochures  
Syllabi and other course materials  
Records of teaching awards and citations, curricular and course development grants, attendance at teaching workshops, and publications and papers on teaching  
Class rosters  
Records and statistics on and evaluations of internships, with and without academic credit

For units requesting evaluation of a professional graduate program:

Indicator:

At least half of the required credit hours must be in professional skills courses that are appropriate to professional communication careers.

Evidence:

Course syllabi and other documents demonstrating that the unit has a professional graduate curriculum that prepares master's degree graduates for significant professional careers that provide leadership and influence.  
Undergraduate student records and transcripts demonstrating student experience equivalent to liberal arts education.

## Appendix C

### (Proposed Curriculum Revisions)

CURRENT REQUIREMENTS		REVISED REQUIREMENTS	
Year 1, 2 or 3			
<b>Major Core Requirement</b>			
ADV300 Intro to Advertising	3 hours	ADV300 Intro to Advertising	3 hours
Year 2 or 3			
ADV Core (choice) ADV450 (recommended)	3 hours	ADV381 Research Methods	3 hours
ADV Core (choice) ADV412 (recommended)	3 hours	ADV383 Content, Contact, Connection	3 hours
		ADV384 Consumer Insights	3 hours
Year 3 or 4			
ADV481 Advertising Research Methods	3 hours	ADV450 Content Creation	3 hours
ADV Core (choice)	3 hours	ADV460 Innovative Communication	3 hours
ADV Core (choice)	3 hours	ADV483 Audience Analysis: Contact & Connections	3 hours
Year 4			
ADV Core (choice)	3 hours	ADV498: The Sandage Project	3 hours
Total Core Hours:	21 hours	Total Core Hours	24 hours

Advertising core choice: “Students must take five of the following eight advertising core courses: ADV410, ADV411, ADV412, ADV450, ADV483, ADV491, ADV493, ADV494.”

- ADV410: Advanced Public Relations
- ADV411: Classic Campaigns
- ADV412: Advertising History
- ADV450: Content Creation
- ADV483: Audience Analysis
- ADV491: Advertising Management Plan
- ADV493: Advertising and Society
- ADV494: Persuasion Consumer Response

Typical Fall Semester – Current Curriculum	Typical Fall Semester – <i>Proposed</i> Curriculum	Typical Spring Semester – Current Curriculum	Typical Spring Semester – <i>Proposed</i> Curriculum
<u>Required:</u>	<u>Required:</u>	<u>Required:</u>	<u>Required:</u>
ADV 300	ADV381	ADV 300	ADV300
ADV 481	ADV450	ADV481	ADV383
<u>Choose 5 (core):</u>	ADV460		ADV384
ADV 450	ADV498	<u>Choose 5 (core):</u>	ADV460
ADV 412		ADV 450	ADV483
ADV 483		ADV 412	ADV498
ADV 491		ADV 483	
ADV 493	<u>Electives:</u>	ADV 491	
ADV 494		ADV 493	
<u>Electives:</u>	ADV 399	ADV 410	
ADV 199	ADV 310	<u>Electives:</u>	<u>Electives:</u>
ADV 399	ADV 350	ADV 199	ADV 410
ADV 310	ADV 452	ADV 399	ADV 399
ADV 350	ADV 478	ADV 350	ADV 454
ADV 452	ADV 412	ADV 452	ADV 350
ADV 478	ADV 481	ADV 475	ADV 482
ADV 412		ADV 412	ADV 476
ADV 476			ADV 475

Appendix D List of Revised and Proposed Courses

New Course Outlines – Syllabi:

ADV381: Advertising Research Methods

ADV383: Content, Contact, Connections

ADV384: Consumer Insights

ADV460: Innovation in Advertising

ADV482: Qualitative Analysis in Advertising

ADV498: The Sandage Project

Revised Course Forms:

ADV481: Quantitative Research Methods

ADV483: Audience Analysis: Contact & Connections



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**Senate Educational Policy Committee  
Proposal Check Sheet**

**PROPOSAL TITLE** (Same as on proposal): Proposal to Revise the Undergraduate Major in Advertising (B.S. Advertising) in the Charles H. Sandage Department of Advertising, College of Media

**PROPOSAL TYPE** (Please select all that apply below):

A.  **Program and degree proposals**

1. This proposal is for a graduate program or degree

Yes  No

2. **Degree** proposal (e.g. B.S., M.A. or Ph.D.)

New degree — please name the new degree: \_\_\_\_\_

Revision of an existing degree — please name the existing degree to be revised: B.S. Advertising

3. **Major** proposal (disciplinary focus, e.g., Mathematics)

New major — please name the new major: \_\_\_\_\_

Revision of an existing major — please name the existing major to be revised: \_\_\_\_\_

4. **Concentration** proposal (e.g. Financial Planning)

New concentration — please name the new concentration: \_\_\_\_\_

Revision of an existing concentration — please name the existing concentration to be revised: \_\_\_\_\_

5. **Minor** proposal (e.g. Cinema Studies)

New minor — please name the new minor: \_\_\_\_\_

Revision of an existing minor — please name the existing minor to be revised: \_\_\_\_\_

6.  Proposal for renaming an existing degree, major, concentration, or minor

degree       major       concentration       minor

Please provide the current name: \_\_\_\_\_

Please provide the proposed new name: \_\_\_\_\_

7.  Proposal for terminating an existing degree, major, concentration, or minor

Please name the existing degree, major, concentration, or minor: \_\_\_\_\_

8.  Proposal for a multi-institutional degree between Illinois (UIUC) and a foreign institution

Please name the existing Illinois degree or program: \_\_\_\_\_

Please name the partnering institution: \_\_\_\_\_

B.  **Proposal for renaming existing academic units** (college, school, department, or program)

Please provide the unit's current name: \_\_\_\_\_

Please provide the unit's proposed new name: \_\_\_\_\_

C.  **Proposal for reorganizing existing units** (colleges, schools, departments, or programs)

Change in status of an existing and approved unit (e.g. change from a program to department) — please indicate current unit name including status: \_\_\_\_\_

Transfer an existing unit

Please provide the current unit's name and home: \_\_\_\_\_

Please provide the new home for the unit: \_\_\_\_\_

Merge two or more existing units (e.g., merge department A with department B)

Please provide the name and college of unit one to be merged: \_\_\_\_\_

Please provide the name and college of unit two to be merged: \_\_\_\_\_

Terminate an existing unit — please provide the current unit's name and status: \_\_\_\_\_

D.  **Other educational policy proposals** (e.g., academic calendar, grading policies, etc.)

Please indicate the nature of the proposal: \_\_\_\_\_

UNIVERSITY OF ILLINOIS  
AT URBANA - CHAMPAIGN

EP.12.25

Office of the Provost and Vice Chancellor  
for Academic Affairs

Swanlund Administration Building  
601 East John Street  
Champaign, IL 61820



March 16, 2012

Gay Miller, Chair  
Senate Committee on Educational Policy  
Office of the Senate  
228 English Building, MC-461

Dear Professor Miller:

Enclosed is a copy of a proposal from the College of Media to revise the B.S. in Advertising.

This proposal has been approved by the Committee on Courses and Curricula. It now requires Senate review.

Sincerely,

A handwritten signature in cursive script that reads 'Kristi A. Kuntz'.

Kristi A. Kuntz  
Assistant Provost

KAK/njh

Enclosures