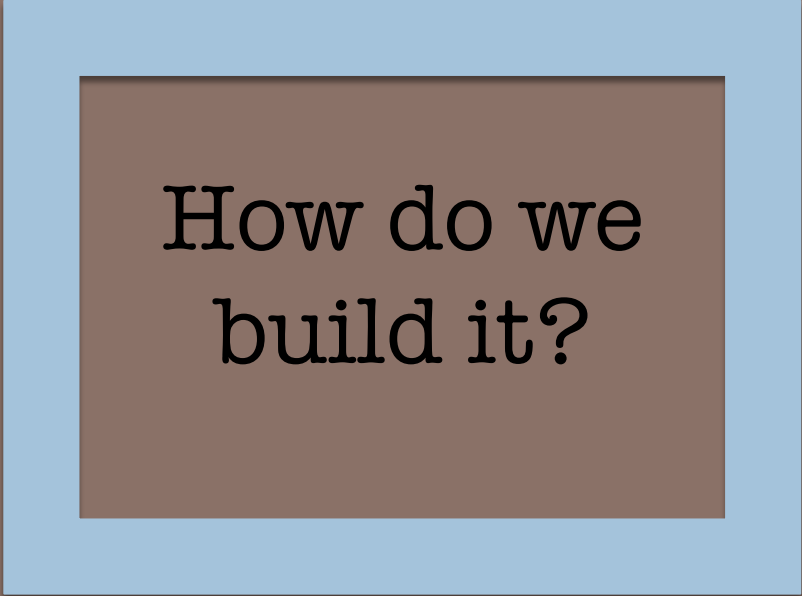




What do
we dream?



How do we
build it?

QUALITY ASSURANCE FRAMEWORK AND GUIDE



See this document for the description
of Ontario's quality assurance
processes

McMASTER-MOHAWK

BPC BACHELOR OF
PROFESSIONAL
COMMUNICATION

1. Dreaming
2. BPC'ing
3. Teaming
4. Reading
5. IQAP'ing
6. Building



**QUALITY ASSURANCE FRAMEWORK
AND GUIDE**

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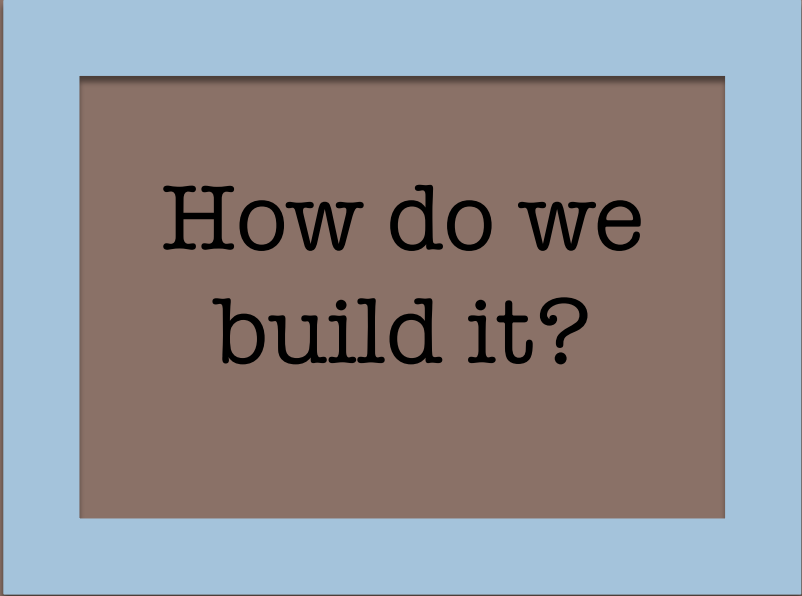
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1. DREAMING

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- The BPC's **purpose** is to equip its graduates with an advanced, critical and scholarly understanding of communications with a professional orientation and focus.
- The BPC is **designed** to confer the practical tools, skills and perspectives in communications required for success in the professional world.
- The BPC will be **delivered** by McMaster University in partnership with Mohawk College of Applied Arts and Technology, bringing the strengths of each institution into one cohesive four-year program, allowing students to graduate with both an **Honours Bachelor of Professional Communication** from McMaster and a **Diploma in Digital Communication** from Mohawk.

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2. BPC'ing

Dream?

Build?

What are your dreams?

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< INTROS >

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3. TEAMING

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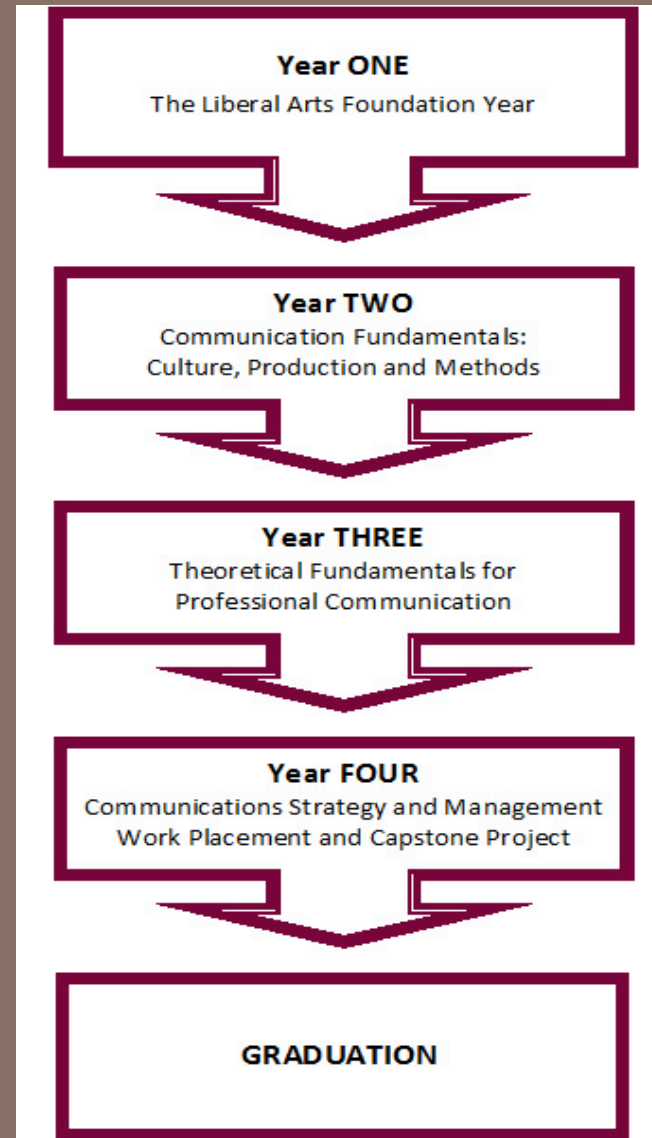
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Holly Unruh

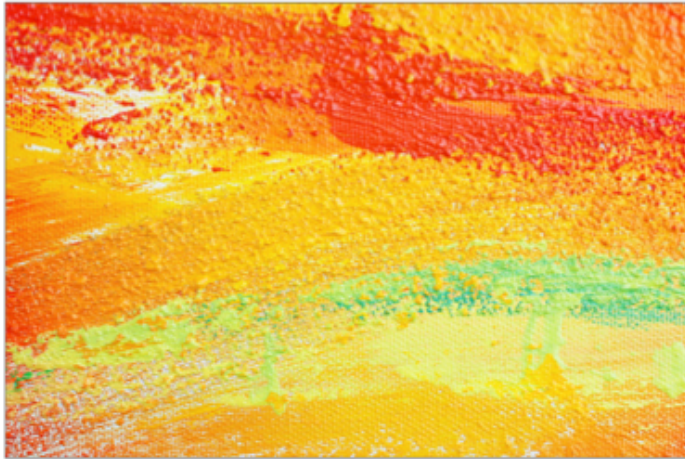
I am currently going into my fourth year of Communication Studies.

- [Read Holly's Full Bio](#)
- [Read Holly's Posts](#)



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Researching Teaching and Student Outcomes in Postsecondary Education:

A Guide

Susan Elgie

With:

Ruth Childs

Nancy E. Fenton

Betty Ann Levy

Valerie Lopes

Karen Szala-Meneok

Richard Dominic Wiggers



Initiating a Research Study

Research on student success in postsecondary education may look different in different disciplines and areas because we look at issues within professional frameworks, contexts, and experiences. Nonetheless, the broad research processes are the same, regardless of where they are carried out.

Finding a Researchable Question

The 'big questions' we choose to pursue in research on postsecondary education often come from situations we encounter while teaching, offering student services or directly interacting with students. They can also spring from institutional issues such as allocation of scarce resources, pressures for accountability, adopting technical innovations, and increasing diversity of the student body. Here are a few situations that may prompt research ideas:

Personal Encounters

What are the students excited about? Wondering about? What kinds of problems do students bring to you? What are your colleagues talking about?

Attaining Goals

How can you determine whether your methods have succeeded or failed in achieving goals you or students have set? Is there a need to compare different methods or approaches to determine a best practice? What is the learning process involved in promoting better student performance? For example, might changing the order in which you present the material make a difference to student learning, and how would you find out if it did?

Student Performance

Are there aspects of institutional policies, program requirements or curriculum that are helping or causing difficulty? Which students are doing well? Are there consistent errors that students make or challenges that they encounter? Can you design your research to clarify your perceptions?

Student Comments

Students often make comments about issues that you didn't expect. It is a great experience when a student asks a question you can't answer. Can student comments lead you to pursue a research topic? Try to figure out the reasons behind what students are saying and embed them in your research design.

Personal Encounters

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4. READING

Seven Principles For Good Practice in Undergraduate Education

by Arthur W. Chickering and Zelda F. Gamson

Good practice in undergraduate education:

1. Encourages contact between students and faculty
2. Develops reciprocity and cooperation among students.
3. Encourages active learning.
4. Gives prompt feedback.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.

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Teaching Philosophy

My teaching philosophy is actually a *learning approach based on:*

- 1) Student-centred learning; and,
- 2) Modeling learning in different contexts.

It is best described in terms of learning centred assessment as advocated by pedagogical scholars, Mary Huba and Jann Freed (2000).

It involves providing students with:

- Skills of enquiry
- Critical thinking
- Problem solving
- Communication of insights



Inspiring Innovation and Discovery

Centre for Leadership in Learning (CLL)

Home

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Awards & Grants

About Us

Our Mandate

To provide leadership in teaching and learning by encouraging, supporting and collaborating with the teaching community in the scholarly exploration, implementation, evaluation and dissemination of teaching and learning practices. CLL activities include both general and discipline-specific approaches to the promotion of successful learning in all its forms and contexts.

Susan Vajoczki Legacy Fund

The **Susan Vajoczki Legacy Fund** has been established at McMaster to honour Sue's memory and distinguished academic career. The fund will be used to create an ongoing undergraduate scholarship to help talented students pursue research in Geography and Earth Sciences, pedagogical research, and evidence-based teaching and learning projects. For those wishing to do so, donations may be made to the Susan Vajoczki Legacy Fund, c/o Advancement Office, McMaster University, 1280 Main Street West, Hamilton, Ontario, Canada L8S 4L8 or may be made [online](#).



It is with profound sadness that we announce the passing of [Dr. Susan Vajoczki](#), CLL Director, on Saturday October 6, 2012.

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< LIVING THE LITERATURE >

Personal Encounters

What are the students excited about? Wondering about? What kinds of problems do students bring to you? What are your colleagues talking about?



What are you building?

What tools are you using?



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< PAIR & SHARE >

	2000	2005	2005-10	2011-2013
BPC	Part of the Vision	Hallway Discussion	More Hallway Discussion	IQAP
Other	CMST Program Launch Drs. Knight, Rockwell & Sevigny	CMST Hire: Dr. Savage	Mohawk Partnerships	IQAP

	Spring 2011	Fall 2011	Winter 2012	Spring 2011	Summer	Fall 2012	Winter 2013	Spring 2013
BPC	PhD Retreat: ProcComm Stream	Gen'l CSMM Discussion:	BPC Writing + Testing re. IQAP Learning Outcomes	BPC McMaster Approvals	IQAP Prep Mohawk MoU	IQAP Submission IQAP Review	Prepare Gov't \$ Levels	Await Gov't \$ Levels
Other	MCM 'joins' CSMM 2 new Faculty	CSMM IQAP	CSMM IQAP Review	Mohawk Informal Support	!	MCM IQAP Prep	MCM IQAP Review	CSMM Review Discussion re. Governance & \$\$\$

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5. IQAP'ing

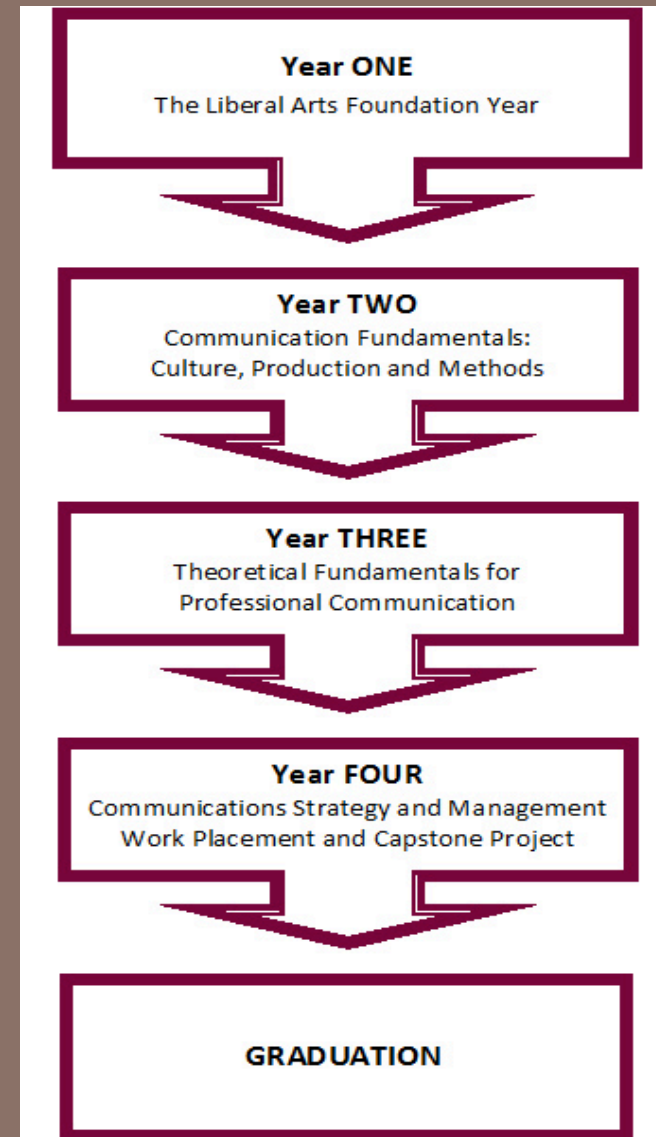
A Strong Strategic and Critical Thinking Core

The Bachelor of Professional Communication has been designed to meet the evolving needs of institutions from governments to enterprises to community organizations for highly qualified and well-rounded personnel in career-launching roles. Those young women and men graduating from the BPC will be able to respond to those needs through their understanding of public relations, digital journalism, media and communication measurement and strategic communications management -- all leavened by exposure to the disciplines of the humanities at McMaster as evidenced by level one courses in communication studies and 15 units of electives, of which six units must be taken in the Faculty of Humanities.

Offering McMaster BPC Students a Competitive Edge in Career Launch

Most career-launching professional communication jobs in the public, not-for-profit and private sectors require advanced preparation and self-motivation. Ontario's Minister for Training, Colleges and Universities the Hon. Glen Murray remarked, in an address to the Canadian Club of Toronto on Friday, March 9, 2012, on just how vital these attributes were to young people just beginning their careers. To compete and to add to their organization's competitiveness, Minister Murray argued that young people must be both prepared and motivated to be able to add to their organization's competitiveness. The key is to think in an "enterprising" fashion, both personally and professionally: in other words to have the depth of training and the agility of mind to exploit new opportunities. The BPC has been structured to respond to this new reality. The program's learning outcomes are designed to provide an integrated learning environment that fosters an ethical culture of personal, professional and social enterprise that achieves organizational goals and serves the public interest.

<http://bpc.mcmaster.ca/>



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6. BUILDING

Type 1: Liberal Arts & Critical Thinking

1. **FOUNDATIONAL KNOWLEDGE**

Students should have a critical, structural and functional understanding of how the current and emerging practices of professional communication interact and interrelate within a historical context.

2. **THEORETICAL KNOWLEDGE**

Students should be able to know and apply the various critical and administrative theories of communication to diverse professional communication cases and scenarios.

3. **CONTEXTUAL KNOWLEDGE**

Students should have a critical and administrative understanding of the Canadian and international context of professional communication: its history, politics, economics, culture, audiences, publics, and social movements.

4. **RESEARCH AND EVALUATION**

Students should understand how to select, apply and criticize the appropriate research methods and communication metrics used for communication campaigns in academic and organizational settings. This includes analytic skills to understand the changing mediascape after they graduate.

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Type 2: Skills, Tactics and Professional Preparation

1. WRITING

Students should have high competence in the various genres of professional, journalistic, creative and academic writing.

2. PUBLIC, INTERPERSONAL AND SOCIAL MEDIA COMMUNICATION

Students should have high competence in various genres of public, interpersonal, group and social media and on-air communication skills.

3. DIGITAL SKILLS

Upon graduation, students should be able to apply creative and technical practices using the most current digital production and communications technologies.

4. CULTURE OF ENTERPRISE

Students should understand key managerial roles and procedures for modern enterprises with communication functions, including: effective project management, strategic management, personal enterprise and consulting practice.

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Type 3: Ethics, Laws and Strategic Management

1. **ETHICS**

Students should understand and be able to critically apply ethical reasoning to a variety of professional communication scenarios.

2. **POLICY AND LAWS**

Students should have advanced knowledge of communication policy and law, as it affects the practice of professional communication in Canada and on a secondary basis, international communication policy.

3. **GLOBAL CONTEXT**

Students should understand the effects of globalization and internationalization on the practice of professional communication.

4. **STRATEGIC MANAGEMENT**

Students should have knowledge of strategic communications management, strategic marketing management and public affairs in the corporate, not-for-profit and government sectors.

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SPECIFIC FIT WITH BPC PROGRAM LEARNING OUTCOMES

PLO #1: FOUNDATIONAL KNOWLEDGE	<ul style="list-style-type: none"> A critical overview of the fields of advertising, advocacy, promotionalism, market research, government relations, public affairs, journalism, and public relations and their evolving interactions within administrative, cultural, social contexts.
PLO #2: THEORETICAL KNOWLEDGE	<ul style="list-style-type: none"> Students will be gently introduced to the major critical, administrative, psychological and communication theorists who have influenced professional communication.
PLO #3: CONTEXTUAL KNOWLEDGE	<ul style="list-style-type: none"> Students will be asked to draw upon examples from current affairs, popular culture and archival sources to reference and support their assignments.
PLO #4: RESEARCH & EVALUATION	<ul style="list-style-type: none"> Students will conduct both scholarly and journalistic research to inform their work Students will participate in the evaluation of one another's work through critiques and written feedback on an on-line learning system
PLO #5: WRITING	<ul style="list-style-type: none"> Students will write a news release, a briefing note and an article summary
PLO #6: PUBLIC, INTERPERSONAL & SOCIAL MEDIA COMMUNICATION	<ul style="list-style-type: none"> Students will give a speech, work in both virtual and face-to-face groups, and build the scaffold of the social media presence that they will develop over the course of the BPC.
PLO #7: DIGITAL SKILLS	<ul style="list-style-type: none"> Students will produce a vlog, a blog and begin to build a strategic social media presence
PLO #8: CULTURE OF ENTERPRISE	<ul style="list-style-type: none"> Students will begin to strategically form their "personal brand" online, cultivating links to opinion leaders.
PLO #9: ETHICS	<ul style="list-style-type: none"> Introduction to communication ethics through the examination of case studies (international and Canadian)
PLO #10: POLICY & LAW	<ul style="list-style-type: none"> Cases will begin to introduce fundamental concepts from communication policy and law.
PLO #11: GLOBAL CONTEXT	<ul style="list-style-type: none"> Cases will be drawn from international sources to illustrate the effects of globalization on the evolution of professional communication.
PLO #12: MANAGEMENT	<ul style="list-style-type: none"> Guest speakers will introduce various areas of practice from a management perspective. Strategic thinking illustrated and practiced through case-based learning.

1.

2.

3.

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CONCISE COURSE OBJECTIVE

This course is an introduction to the theory and practice of professional communication in the fields of: advertising, advocacy, promotionalism, market research, government relations, public affairs, journalism, public relations and social movements. Students will also reflect on the influence of rhetorical and persuasive communications on these fields.

SPECIFIC FIT WITH BPC PROGRAM LEARNING OUTCOMES

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Participation	In-class or Online	10%
Assignment	Vlog/Blog	15%
Assignment	Two Article Summaries	15%
Assignment	Media Release	15%
Assignment	Op-Ed	15%
Exam	Final Examination	30%
Total		100%

Two Article Summaries

You will be required to submit two (2) one-page summaries. The two summaries must be based on the required or recommended reading list provided in the syllabus. Each summary must be submitted exactly in the prescribed format of absolutely no more than a single page. An example summary can be found on the last page of this course outline.

Media Release

Please see the assignment description for the press release for a detailed grading rubric. You will write a press release about an event or cause from a community (Hamilton, Mississauga, etc.). For example: a speech, a political gathering, a media gathering, a protest, a concert, a club or bar opening, a gallery opening, an environmental campaign, a citizenship ceremony, a community gathering, a town hall meeting, a sports event, a celebrity event, a festival, a cultural event, the release of a new book or CD.

Op-Ed

Please see the assignment description for the opinion editorial for a detailed grading rubric. Students will write an op-ed piece meant to be submitted to the Hamilton Spectator, the Sun Media Papers or the Globe and Mail. The Op-Ed piece will express a thesis about a pressing issue relevant to Hamilton, to McMaster University or to federal or provincial current affairs.

Participation (In-Class and On-Line)

Students will be evaluated on the quality and quantity of in-class and on-line participation. Examples of constructive contributions to discussion environments are: meaningful verbal contributions during face-to-face or online discussions; high quality, grammatically correct, thoughtful written contributions on-line and comments on blogs; considerate and thoughtful contributions via social media.

Video Blog(Vlog)/Blog

Students will begin their professional blog and video blog (vlog). Students will take one point from the course readings and will relate it to a news article that will be posted to the course website by the instructor. Students should aim to optimally use audio, video and written communication to make their point as effectively as possible.

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How's IQAP working for you?



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< PAIR & SHARE >

PUT THEORY INTO PRACTICE

CMST INTERNSHIP PROGRAM

Communication Studies Internships (CMST 3B03)

[About the program](#)

[Why participate in an internship?](#)

[What's involved](#)

[Am I eligible?](#)

[Apply for an internship](#)

About the CMST Internship Program

The CMST internship program offers a unique learning opportunity for Communication Studies and Multimedia students by providing hands-on work experience relevant to their studies in both the public and private sectors.

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MCM 740: CAPSTONE RESEARCH
FORMATTING GUIDELINES FOR A STANDARD RESEARCH PROJECT

