



**SCHOOL OF
MEDIA AND
COMMUNICATION**

PAN-ATLANTIC UNIVERSITY



STUDENTS HANDBOOK

STUDENTS' HANDBOOK

SCHOOL OF MEDIA AND COMMUNICATION

While every effort has been made, in the compilation of this handbook, to be as accurate as possible with regards to the content, it is still possible that some modifications could occur as time goes on. Besides, in addition to these topics, others might be added. All changes/alterations will be announced subsequently through routine communication by the School.

July 2015

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1. Welcome from the Dean

I am pleased to welcome you to the School of Media and Communication through this handbook. This work has been put together from various sources and from material created at different times in the last seven years. In many ways, the content reflects the youth of this evolving institution. The basic purpose has been achieved nonetheless, namely, to have a comprehensive text of the history, values, procedures, rules and policies of the SMC in particular and the Pan-Atlantic University generally.



Dr. Ikechukwu Obiaya
Dean, SMC

The text unifies the two broad aspects of our operations, academic and professional (executive) programmes. Before now, it has been our practice to provide two distinct handbooks or brochures dealing with the two types of programmes. With the present text, it is easier to see at a glance the variety of offerings available to our current and prospective students and participants.

Fittingly, the material begins with the history and development of the University, which is followed by the history of the SMC. What is perhaps the most important part of the text then ensues: the mission, vision and value system of the SMC. A brief description of the programmes then follows, a subject taken up more fully in the last sections of the handbook. Another important section comes immediately after this description, that is, a statement of the nature and goals of education at SMC.

What distinguishes SMC from similar institutions in our country or beyond these shores?

At the SMC, we do not teach; we form. We form professionals in media and communication, and we form persons to attain fulfilment.

*“The education we offer is holistic
in the best sense of the term”*

The education we offer is holistic in the best sense of the term. We are concerned with the intellectual, professional, spiritual and moral development of our students and participants, no less than their optimal involvement in their families and engagement with the communities and societies where they find themselves. The goal is unity of life lived to the fullest and the cultivation of personal freedom with responsibility.

As part of the strategy to attain these goals, we pay individual attention to students and participants; and among the operational ways to implement this strategy is our mentorship programme. Thus, while striving for innovativeness in programming and efficiency in our processes, we do not lose sight of the ultimate reason for the efforts we make: to help our students and participants, each and all, to learn and grow. And they in turn help us to keep our brand promise and to improve continuously by the system of rigorous and frequent students' assessment of staff.

The SMC community has grown steadily over the last few years. This is a community made up not only of current students and participants, faculty and staff, but also, crucially, of our alumni. These brand ambassadors are an integral part of the SMC, and no introductory statement of the school is complete without adverting to them. Our alumni are not our past; they are the present and part of our future. At the SMC, the alumni are not merely sources of funding; they are critical in reviewing our programmes and introducing new ones, in ensuring that we maintain our standards and our reputation. With them, we come full circle in our approach to learning and living.

Welcome then to the SMC community.



1. Welcome from the Dean

2. The Pan-Atlantic University



The Pan-Atlantic University, previously Pan-African University, was licensed as a private university by the Federal Government of Nigeria on the 12th of February, 2002. The University is owned by the Pan-Atlantic University Foundation (PAUF), a not-for-profit Nigerian foundation registered under the Company and Allied Matter Decree of 1990. The Foundation is managed by its registered trustees. From February 2002, the Lagos Business School, LBS, became the first school of the Pan-Atlantic University, but it had already been in existence since 1991. The LBS was followed in July 2008 by the School of Media and Communication. The Centre for Enterprise Development Services is the third training unit of the University.

The fundamental inspiration of the Pan-Atlantic University is provided by the Christian vision of man, society and economic activity. And the University's mission statement is: "to form competent and committed professionals and encourage them to serve with personal initiative and social responsibility the community in which they work, thereby helping to build a better society in Nigeria and Africa at large."

“The objective of education in our University is the well rounded formation of the human person”

This statement encapsulates the purpose of the University.

Pan-Atlantic University contributes to national development by providing academic programmes that are relevant to the needs of the country. The word 'university' implies a universal mentality: openness to other persons, ideas, areas of knowledge, cultures far and near, without discrimination, and this is what the PAU strives to put into practice. The University is open to all people regardless of their nationality, race, sex, religion or ethnic group.

The objective of education in our University is the well rounded formation of the human person, and curricular activities are part of a wider all round formation which is provided in the University. For this reason, courses in the humanities form an important and considerable component of every programme.

The PAU also seeks, by the deliberate design of its programmes, to inculcate and groom the entrepreneurial spirit of its students and participants. It also has the aim of nurturing individuals who are professionally competent, creative and enterprising, zealous for the common good and able to make free and morally upright decisions and who thus act as positive agents of change in service to society.

The University is also a place that fosters and stimulates study and a permanent search for truth. This involves the labour of intelligence, intellectual honesty and the desire to learn, combined with the desire to continually overcome one's limits. In addition, university studies require a cultivation of one's own personality and the development of the habits necessary for professional and social life. This is an aspect that is promoted in the PAU.

3. The School of Media and Communication

A. History

The School of Media and Communication evolved directly from the Centre for Media and Communication (CMC). The CMC was instituted in 2006 by the Governing Council of the Pan-Atlantic University in recognition of the critical role of the communication sector in shaping societal values and cultural life. In June 2008, the National Universities Commission, NUC, approved the academic programme of the CMC. Thus, the Centre became the second school of the Pan-Atlantic University.

B. Mission

The primary goal of the School of Media and Communication (SMC) is the formation of media and communication professionals, to enable them pursue their calling to the service of human cultures with a sense of creativity, skill, knowledge and values. We wish to contribute, through our expertise, to the professional excellence of the creative industries in our country and the continent of Africa.

C. Vision

The vision of the School is to be internationally recognised as a prestigious institution offering high quality education in communication and media; to be a reference point for research in Africa, and to be a leading centre of learning globally. It is expected that the level and high standard of the School will positively influence all other faculties of its nature across the country and the African continent.

D. Statement of Values

The SMC places the utmost value on ethics, and this is reflected in all the courses that it offers for the formation of media and communication professionals. As a means of promoting professional excellence in the creative industries, we demand professionalism from both our participants and ourselves. We are committed to offering research-based knowledge, and this is indicative of our desire to offer a relevant education that will meet the needs of the society.

“We also promote creativity and entrepreneurship as necessary ingredients for the growth ”

Our awareness of our social responsibility leads us constantly to seek ways of serving the society better.

We also promote creativity and entrepreneurship as necessary ingredients for the growth of the creative industries and expressions of the freedom of the human spirit.

E. Administrative Structure

The School is headed by the Dean who reports to the University Management Council. The Dean also represents the School in the Senate, as well as the Governing Council, the highest policy making body of Pan-Atlantic University. Administratively, the SMC has two teaching divisions and an alumni relations office.

The teaching divisions are:

- i. Academic Programmes
- ii. Professional Education Programmes

These teaching divisions are headed by Programme Directors, and the structure of the different units is as follows:

Academic Programmes

- i. Admissions and Students' Welfare Office
- ii. Faculty and Programmes Office
- iii. Academic Departments:
 - a) Writing and Mass Media
 - b) Communication and Media Enterprise
 - c) Creative Design and New Media

Professional Programmes

- i. Marketing Department
- ii) Programmes Administration

4. The SMC Academic and Professional Courses

To fulfil its mission of contributing to professional excellence in the creative industries in Nigeria and Africa, the School of Media and Communication offers various training programmes and activities. The programmes are intended to prepare students for careers in the creative industries, in business generally, and in various public and private domains. These programmes fall into two main categories, namely the academic programmes and the professional courses. At this time, there are three academic degree offering programmes running: the Doctor of Philosophy, the Masters and the Post Graduate Diploma in Media and Communication. The professional/executive programmes are comprised of certificate programmes, seminars and workshops.

A) DOCTOR OF PHILOSOPHY IN MEDIA AND COMMUNICATION

The Doctor of Philosophy in Media and Communication is intended to provide a holistic and purpose-driven education that will cater to the developmental needs and aspirations of Nigeria and the African continent at large. Through this programme, the SMC seeks to institute and nurture a vigorous culture of quality research tailored to our national and continental needs and which will contribute meaningfully to the cultural and creative industries by interfacing conceptual/theoretical knowledge with practical experience.

The programme consists (consecutively) of two semesters of course work, one semester (or less) of overseas study visit, one semester of field work, and two semesters of thesis writing. Graduates of the programme will benefit from its high professional competence, ethical conduct and academic excellence, which will fully equip them for the job market.

“The executive programmes of SMC aim to contribute to raising standards in the industry”

B) MASTER'S IN MEDIA AND COMMUNICATION

The SMC master's programme aims to provide a high quality, world class education in the area of media and communication through the application of internationally tested principles and techniques appropriate to the Nigerian environment. The M.Sc. programme imparts an education which, thanks to the School's strong relationship with the creative industries and media, is relevant not just to the needs of the nation but to the African continent at large. The programme is run as both full time and part time.

- i. The full-time master's programme lasts for 12 months and consists of two semesters and a three month internship. The classes run from 9am to 5pm, Monday through Friday.
- ii. The part-time master's programme has a duration of 24 months and consists of four semesters and a three month internship.

C) POST GRADUATE DIPLOMA IN MEDIA AND COMMUNICATION

The Post Graduate Diploma in Media and Communication (PGD) is a one year course that runs like a part time programme. The programme comprises two semesters with a 3-month internship. There are three different streams in the programme, namely: Journalism, Community Relations, and Digital Media and Production. The classes for each stream are held from Monday to Friday in an intensive week, at an interval of seven weeks.

D) THE PROFESSIONAL EDUCATION PROGRAMMES

The professional education programmes of the SMC aim to contribute to raising standards in the industry and to helping media practitioners enhance their activities and communicate good values. Participants in the programmes receive the requisite training to enable them optimize their creative skills and better serve their communities.

An essential aspect of these programmes is the focus on ethics, which is a primary part of all the programmes at the SMC. Professional programmes exist in three forms, namely, certificate courses, seminars, and workshops.

“The workshops are also designed to meet prevailing needs in the industry”

i. Certificate Programmes

The certificate programmes vary in length but generally have a minimum duration of twenty days. These days are usually spread out over a period of various months. As the title implies, participants of these programmes are entitled to a certificate, in so far as they have fulfilled the basic requirements of attendance and participation.

The certificate programmes run by the SMC include the following:

- Certificate in Media Enterprise (CME)
- Advanced Writing and Reporting Skills (AWARES)
- Certificate in Market and Social Research (MSR)
- Leadership and Governance in Media and Communication
- Certificate in Broadcasting

ii. Seminars

Seminars in the SMC are highly interactive training sessions designed to meet particular needs in the industry and, as such, they tend to be quite varied. These seminars also vary in length from two to four days.

iii. Workshops

The SMC workshops are eminently practical affairs. The approach used in the workshops is both technical and applied and consists of lectures accompanied by projects that permit a hands-on experience on the part of the participants. Just like the SMC seminars, the workshops are also designed to meet prevailing needs in the industry.



5. Education at the SMC

A) THE BASIS OF EDUCATION AT THE SMC

Education at the Pan-Atlantic University, to which the SMC belongs, is based on the Christian concept of the human person. Within this conception, the human person is seen as an integral being made up of spiritual and material aspects. The education at PAU takes into consideration that the human person is destined for supernatural fulfilment, which is the ultimate end of the person. As a result, the University lays emphasis on providing an all-round education that aims to form human persons in accordance with their nature and destination

The educational formation at PAU is therefore holistic and focuses on the integral or unified person as a being composed of body and soul. It is also personal and takes into account the uniqueness of each person. This last aspect is necessarily expressed in details of personal attention. Thus, a personalised education is central to learning at PAU, and emphasis is laid on educating each student as an individual. As such, priority is given to tutoring/mentoring, and students are encouraged to form habits of independent thinking, not rote learning.

The non-material dimension of the person is given due consideration in this education. It is important to understand this non-material or spiritual aspect correctly. In this regard, attention is paid to the intellectual, psychological, socio-cultural, and supernatural aspects of formation.

- Intellectual formation consists of a knowledge formation in depth and in lifelong learning. It facilitates the development of skill-sets which will lead to workplace efficiency and effectiveness. It also equips the person with critical thinking skills.
- Psychological formation is a training towards emotional intelligence, emotional balance, attitudinal formation and freedom with responsibility.
- Socio-cultural formation trains the person in humanistic values (including taste), ethical values (including character), etiquette and good manners as well as responsibility and service to society.

“PAU is rigorously respectful of the religious beliefs of all students or participants”

- Supernatural formation takes place above all in the context of personal and religious freedom. PAU is rigorously respectful of the religious beliefs of all students or participants. The University never forces its religious principles or beliefs on anyone. Nevertheless, all persons are encouraged to pursue their ultimate end, i.e. their supernatural destination. For those with a Christian calling, the University offers opportunity for deeper formation through classes of doctrine and similar activities.

Some other important aspects of the education at PAU are the following: unity of life, freedom, appropriateness to the Nigerian environment.

- **Unity of life:** the University strives to promote this in everyone. We try to help our students develop unity of life such that their professional, family, social and religious lives constitute a harmonious whole, which facilitates the health and wellbeing of the entire person.

- **Freedom:** this is the basis of the education given at PAU. Education is given in an atmosphere of mutual respect, which takes into consideration the ability of the recipients to make informed decisions. The University is not interested in a merely external conformity on the part of its students. Rather, right conduct as well as the observance of regulations and laid down procedure must be based on an understanding and acceptance of the underlying principles. Thus, the freedom of each person is respected while at the same time the responsibility contingent to that freedom is demanded. It is hoped that everyone will learn to appreciate this freedom as a great gift.

- **Appropriateness to the Nigerian environment:** A constant effort is made to ensure that the education offered at PAU remains relevant to the local context. In addition to being essential for competitive advantage, this is necessary if the University is to live up to its mission of helping to build a better society in Nigeria. As such, members of faculty make a constant effort to produce locally sourced cases and to carry out consultancies, and all this experience enriches the classroom teaching.

“Teaching in the SMC is based on the broad pedagogical principle of interactivity in the learning experience.”

B) LEARNING AND TEACHING METHODS

Teaching in the SMC is based on the broad pedagogical principle of interactivity in the learning experience. The goal is to involve students in every step of the development of their skills and knowledge. Thus, in addition to lectures, other complementary teaching approaches include case study, practice sessions, role play, discussions/interactive sessions, group work and assignments/projects.

C) THE MENTORING SYSTEM

As mentioned earlier, learning at PAU is centred on a personalised education that lays emphasis on the education of each student. As such, priority is given to mentoring.

Participants in the professional education programmes are free to approach faculty members for guidance, but students in the academic programmes will be assigned to personal advisors/mentors that will help them with academic matters and will also be able to advise them as to where they should go for more specialist help. The advisors/mentors will, in addition, provide guidance on career and general welfare matters. The one-to-one relationship between the student and the mentor is intended to provide the student with the due support to enable him/her achieve his potential in the least stressful way possible.

D) MODE OF STUDENTS' ASSESSMENT

i. The Grading System

The grading system is a combination of class attendance and participation, oral and written assessments, group work and projects.

a) Class attendance and participation: students are expected to make a minimum of 80% class attendance to qualify, in the respective cases, to write examinations in the academic programmes or to receive certificates in the executive programmes. But being physically present is not sufficient; the active participation of the individual during the course of the classes is also assessed as part of the grading system.

“Students at the SMC are expected to be involved in a lot of group work”

b) Oral and written assessments: the evaluation of students through written assessments takes the forms of class exercises, mid semester tests and end of semester examinations. The last two are more applicable to the academic programmes and constitute a substantial portion of the assessment of those in such programmes. The oral assessments take the form of presentations and viva voce examinations.

c) Group work: students at the SMC are expected to be involved in a lot of group work. Such activity facilitates the acquisition of people oriented skills, especially the ability to effectively work as part of a team. Thus, in addition to the collective outcome of such group tasks, individual contribution is also assessed.

d) Projects: Theses are intended to test the understanding of students and their ability to carry out independent research work. This mode of assessment is found in all the SMC programmes, but the projects of the professional programmes tend to be more practice oriented than those of the academic programmes.

The following grade structure is used in the SMC:

Grade	Percentage Score	Grade Point
A	70 and above	5
B	60 – 69	4
C	50 – 59	3
D	45 – 49	2
E	40 - 44	0

“In the Pan-Atlantic University, a great importance is given to standards of professionalism and ethics”

ii. **Methods of Continuous Assessment**

In the SMC, the assessment of students is a continuous process which takes place throughout the learning process and not only at the end. This continuous assessment makes it possible to evaluate and track the improvement or otherwise of the student over a period of time. Through this means, it is possible to provide greater support and guidance at the right moments. The methods of continuous assessment are class tests/quizzes, class presentations, projects and take home assignments. These various evaluations are spaced out over the course of each semester. For students in the academic programmes, the results of the continuous assessment in each course constitute 40% of the final grade of that course.

iii. **Examinations**

In addition to the continuous assessment, students will have a final assessment at the termination of each course. This assessment will take place at the end of each semester through examinations. The examinations could be class based, oral or take home projects.

Please see Section 9 for further details on examinations.

E) THE DRESS CODE

In the Pan-Atlantic University, a great importance is given to standards of professionalism and ethics. One important aspect of professionalism is the care for one's appearance and dress.

The dress code of the PAU is designed to promote a general appearance of decency, simplicity, appropriateness and modesty which is consistent with the Christian identity of the University.

The dress code for classes is corporate formal or casual: full business suit, jacket without a tie, or tie without a jacket; native suits may be two-piece or three-piece, but a cap or headpiece should be worn.

“Above all, dress with consideration for your self-esteem and with a deep respect for other people”

Ladies should avoid blouses or camisoles that have deep necklines which reveal the cleavage, above the knee skirts (mini-skirts) and dresses, sleeveless blouses/dresses, and tight or clinging fabric. At weekends, t-shirts and jeans can be worn.

Please note that shorts for men and women are never allowed. Above all, dress with consideration for your self-esteem and with a deep respect for other people.

What follows is a basic list for both sexes of some of the items which should be avoided.

For women:

- No plunging necklines.
- Hemline on skirts must cover the knees.
- Any slit should not be above the knee.
- Shirts, blouses, and top gear must cover the waist area all times.
- All shirts and top wear must have sleeves (no sleeveless garments).
- Fit should be loose.
- Track suits are not allowed.
- Fabric of clothing must not be sheer or flimsy.
- Design must not include foul language and/or graphics.
- No jeans
- No trainers nor flip-flops
- No shorts

For men:

- Shirts must cover the torso at all times.
- Shirts must have sleeves (no sleeveless shirts)
- Fabric should not be sheer or flimsy.
- Design must not include foul language and/or graphics.
- Fit should be loose.

“Any participant who clearly breaches any of the above standards will be requested to either rectify the mode of dress or leave the University premises”

- Track suits are not allowed
- No jeans.
- No shorts
- No trainers nor flip-flops
- No Sagging.

The main provisions of this code are usually explained in the information session on the first day of the programmes. Thereafter, any participant who clearly breaches any of the above standards will be requested to either rectify the mode of dress or leave the University premises. In the case of less clear-cut violations the participant will be warned and if the violation is repeated will be required to leave the premises. Clarification on any doubts as to what is appropriate can be sought from the Course coordinators or the Course Directors.



6. Teaching and Learning Infrastructure

Learning in the SMC is conducted in classrooms equipped with multimedia and internet facilities. These facilities enable students and faculty to access library and other learning resources worldwide.

A. Studios

When fully established, the SMC hopes to establish a state-of-the-art non-transmitting radio studio equipped with both the latest and legacy equipment which will serve as a comprehensive teaching facility for students to learn the art of radio production, editing, presentation and related areas.

A TV studio is also planned to enable practical learning in TV production supported by video editing suites of very high industry standard. The hardware and software configurations will be intended for professionals who seek to leverage their existing skills to match global standards.

In-house print room facilities will enable us to conduct news operations simulations, while our industry partner, Silverbird Organisation, will continue to provide us with ready access to television production and broadcast facilities.

B. E-Learning Portal

The SMC maintains a software-controlled online learning infrastructure that buttresses and continues the classroom experience. The e-learning platform provides added support for the students and an avenue where they can continue class discussions and practice skills.

Those who are registered for a particular course will have access to lecturer provided material for the course through the e-learning portal.

Tests could also be administered online through this means. Also, students can communicate with course instructors through the inbuilt messaging system and have access to their grades.

“The computers of the laboratory are prepared with a variety of software and multimedia facilities ”

C. Computer and Language Laboratory

The SMC possesses a 33-seater computer laboratory, fully equipped with modern desk top computers and internet access. To facilitate the classes on courses such as graphics design and editing, the computers of the laboratory are prepared with a variety of software and multimedia facilities which are available for students' use.

D. The Library

The library has a good collection of books in hard copy on its shelves. In addition, the school is also connected to some online databases (EBSCOhost, Sage Pub AMAF, Blackwell, LC, etc) which guarantee access to thousands of articles, periodicals and books. There are also over 120 titles, in hard copy, of periodicals, journals, magazines and reports. Some of these are on display in the serial section of the library. Other forms of material in the library's collection include training videos, CD/DVDs, spiral bound teaching materials, newspapers and reports.



7. The Student Body

As a manifestation of its concern to promote independent thinking, provision is made in SMC for students to have an influence in their learning. Thus, the students in the SMC have a voice and are given the opportunity to air their views, especially with regard to policies, and to voice whatever complaints and concerns they might have. This opportunity comes in the provision which exists for group representation and students' feedback.

A. Group Representation

The interests of students in the academic and professional certificate programmes of the SMC are represented for each class by executives who are chosen by members of the class. The class executives serve as the interface between the students and the management of the SMC. As such, matters affecting the students of a class as a whole, which require the attention of the SMC management, are expected to be channelled through the class executive. The executive will also serve as a conduit to convey decisions of the SMC management to the students.

B. Election of Class Executive

The election of the class executive takes place within the first two months of the commencement of the programme. The class executive is comprised principally of a president, vice president and secretary. However, the class also has the mandate to elect other officers that it desires. Any member of the class is eligible to run for any of the available positions, and every member of the class is entitled to vote. The election is conducted by the Alumni Relations Officer and is carried out by closed ballot. The decision of the election is based on majority vote.

C. Procedures for Students' Feedback

Student feedback is central to the effectiveness of the SMC courses. Such feedback is valuable for the review and development of courses and their content. Student feedback is also an important means for facilitators to assess the effectiveness of their teaching methods.

“The evaluation of courses and facilitators is both formative and summative”

However, expected student feedback is not restricted to the programmes or their content. Students are also invited to provide feedback on other operational aspects and the facilities. Thus, the procedures for students' feedback are as follows:

i. Course/Facilitator Evaluation

The evaluation of courses and facilitators is both formative and summative. The formative evaluation is sought, while the programme concerned is in progress, through feedback forms, which are issued on various occasions. This evaluation makes it possible to carry out improvements on the programme or teaching methods before the end point of the programme. The summative evaluation of courses is carried out at the termination point of the programme to provide an overall assessment.

It should be kept in mind that this evaluation is intended to facilitate improvement and corrections where the need arises. Criticism is welcome but should be constructive. Thus, students are encouraged to avoid making evaluations, be they negative or positive, which are based on mere sentimentality. Also, it would be a mistake, in making evaluations, to give in to the fear of being victimised. On this score, it is good to note that the feedback is done anonymously and, besides, no one will ever be penalised for expressing an opinion. (In the event that this were to happen, students are encouraged to make a report to the relevant course director.) Some, out of a false sense of solidarity, might hesitate to voice their true opinion about a facilitator in the evaluations for fear of causing harm to the person concerned. Such fears are unfounded. The feedback from students is intended to help facilitators improve and is used only in that sense.

ii. Facility/Operations Evaluation

The learning experience in SMC is an all encompassing one that goes beyond the activities of the classroom. Apart from the academic staff, there are many other persons who play an important role in ensuring the smooth running not just of the programme but of the building and all the facilities therein. Given the desire of the University for constant improvement, provision is

“Students' suggestions towards the improvement of our services are always welcome”

made for students to also evaluate the quality of the various aspects of its operations. Thus, at the end of each programme, participants will be asked to rate issues such as cleanliness, the politeness of staff, cafeteria service, etc. Students' suggestions towards the improvement of our services are always welcome.

iii. Complaints

Complaints are also a form of feedback. Students are encouraged to register whatever grievance they might have because such complaints are seen as yet another opportunity for evaluating and improving the quality of our services. Complaints can be made in person, over the telephone or in writing (via letters or email). Complaints should be directed to either the relevant programme director or directly to the Dean of the School. Such complaints will be duly registered and investigated. The complainant will in due course be notified of the results of the investigation and the consequent actions.



8. Students' Code of Conduct

A. Payment of Fees

Students are expected to pay their fees as and when due. The payment plans vary for the different programmes. For the academic programmes, fees can be paid in full either before the programmes begin or in four instalments spread out across the various semesters. A discount is applied when fees are paid in full prior to the start of the programmes. For those who choose to pay in instalments, they are expected to pay 50% of the fees six weeks before the first semester exams, and the balance must be paid in full, again, six weeks before the second semester exams. Unless a cogent reason exists, any student who fails to meet up with these payments will not be permitted to write the exams. Also, the failure to pay any of the instalments could result in a student being barred from attending classes.

For the professional programmes, fees should be paid either before the programme begins or on the day it commences. A 5% discount is applicable, in the certificate programmes, to those who pay the full fees prior to the commencement of the programmes. There is also a provision for the staggering of fees in the certificate programmes.

Further details of the payment plans can be obtained from the relevant offices.

B. Class Attendance

Students' are required to attend all classes. Attendance records are taken at all classes, and a minimum of 80% attendance is required to qualify for examinations leading to the award of degrees. The same minimum percentage of attendance is required for the award of certificates in the professional programmes. Anyone who misses classes due to ill-health, and wishes to have this fact taken into consideration in the computation of his/her attendance records, will be required to provide a doctor's report. Also, anyone who foresees an absence from classes due to cogent circumstances is advised to notify the relevant programme director ahead of time.

“The Pan-Atlantic University rates integrity very highly indeed, and it is one of the values which it seeks to impart to all its students”

Lateness to class is strongly discouraged. Any student who arrives later than 10 minutes after a class has started is adjudged to be absent and is not permitted to enter the classroom or sign the attendance records for that class. Also, the failure to observe the dress code could result in a student's being turned away from class.

C. Language

The language of the school is English. Language usage must be polite at all times. Swearing, cursing or indecent language use is not permitted.

D. Academic Honesty

The Pan-Atlantic University rates integrity very highly indeed, and it is one of the values which it seeks to impart to all its students. It is hoped that on finishing their programme in the University, the students will also manifest this integrity in their professional dealings. Academic integrity is constituted of values such as honesty, trust, responsibility, respect and fairness. True learning, it could be said, rests on these pillars. Consequently, academic dishonesty of any sort will not be tolerated.

Students are expected to do their utmost to maintain due integrity and to avoid acts which could be termed dishonest. Such acts include cheating in examinations, class exercises or tests; plagiarism in any form; dishonest conduct such as the falsification of data or the sabotage of the work of others; and the collusion with others to perform any of these acts. Due penalties exist for these and other forms of academic dishonesty, and ignorance of the fact will not be taken as an excuse.

E. Attitude to Staff and Faculty

Attitude to faculty and staff must be respectful at all times. Where a student feels aggrieved at the words or actions of any member of faculty or staff, it must be reported first to the class president/governor who should forward same to the director of the programme concerned. It is in the students' interest to adhere to these lines of reporting when the need arises.

“For ethical reasons, gifts (in cash or kind) should not be given to any member of staff”

For ethical reasons, gifts (in cash or kind) should not be given to any member of staff. Those who wish may give donations of whatever kind to the School but only at the completion of their programme.

F. Students' Advisor/Mentoring

The mentorship system, as described above, is designed in the students' best interest. Students are therefore encouraged to meet often with their assigned mentors as a means of making the most of the service. It is essential for students to approach the mentorship relationship willingly with a desire to make the most of it. Consequently, they should strive to make the meetings with their advisors interactive. Confidentiality is an essential part of this process, so students are encouraged to keep their advisor duly informed of the relevant issues and concerns without any fear that their confidence will be betrayed. Any student that, for whatever reason, lacks confidence in his/her mentor may put in a request to the programme director for a change.

G. Religious Practices

There is complete religious freedom in the University. However, the board of trustees of the University has entrusted the spiritual welfare of the PAU to the Prelature of Opus Dei, an organisation of the Catholic Church.

There is a chapel on the ground floor for Christian worship. All students may reverently avail themselves of the services provided by the chaplain/chaplaincy at all times. It is important to note, however, that the practice of one's acts of piety should never constitute a source of disturbance for other persons or disruption of timetables.

H. The Students' Centre

The School maintains a students' centre. The services of the centre are open to all students and participants. There is also room to request special dietary requirements on health or religious grounds. It will be necessary, however, to give adequate notice to the staff of the students' centre through the programme coordinator.

“Students are also strongly advised to comply with the regulations of the cafeteria and cooperate with the staff”

Students are required to maintain proper dining etiquette while having meals in the students' centre. There is no provision for eating with the fingers there. Users of the students' centre are also expected to avoid comporting themselves in a manner considered offensive to others. Students are also strongly advised to comply with the regulations of centre and cooperate with the staff. Channels exist, as indicated in Section 7, for registering one's complaint if the need arises.

I. Use of School Facilities

The facilities of the University are designed to facilitate a conducive and effective learning environment. Great attention is paid to the care of the little details in order to make things last. It is hoped that students will share the desire to see the School running effectively for many years to come. With this in mind, they will be expected to use the furniture, rest rooms and other facilities carefully with due respect for property. Every effort should be made to maintain cleanliness, and students are encouraged to make use of the numerous waste bins found in the building.

Any damage should be promptly reported to the programme coordinator for the necessary action. In any case where it is determined that a damage is the result of sheer carelessness on a student's part, he/she may be asked to replace the damaged item or pay the cost of its repair.

J. Use of the Library

Users of the library are expected to show the utmost respect for other users. Noise of any kind should be minimised. Talking, if the need arises, should be carried out in low voices and kept to a minimum. It is not permitted to hold extended conversations in or near any area used for individual study. Mobile phones must be switched off or left on 'silent mode'. In the case of the latter, calls must be taken outside the library. It is also not permitted to smoke in the library or to take in food or drinks.

“The SMC, like its parent body, the PAU, recognises and respects personal freedom”

It is expected that users of the library will show due care for the material and equipment therein. Users should avoid saving anything on the computers or making changes to their settings. Only library personnel are permitted to operate the copier, printer, and air conditioners. Assistance should be sought from them if the need arises. Students will be surcharged for any damage to library equipment or material or the loss of books.

K. Change of Name

Once a student is properly registered, the School will only recognise as valid the name with which the student undertook such registration. Any student wishing to effect a change of name in the records of the institution will be required to provide evidence of the appropriate legal instruments effecting the change.

L. Student Disciplinary Procedure

The SMC, like its parent body, the PAU, recognises and respects personal freedom and students are given a lot of leeway for the exercise of this freedom. But such freedom should never lead to abuse; there must always be an accompanying sense of responsibility.

In this respect, any student that behaves in a way which could be termed an abuse of such freedom, thus leading to a disciplinary offence, will be liable to face the consequences.

A disciplinary offence is to be understood, in a non-exclusive sense, as any action or behaviour which seeks to subvert the examination process, interferes with the running of the School or University, wilfully disrupts the work or activity of persons working or studying within the institution, or leads to the damage either of property within the University or of the University's name.

The student disciplinary procedure begins once a valid report on the alleged offence has been made. A fact-finding investigation will be carried out to determine whether reason exists for a disciplinary panel to be set up.

“The PAU strives to the best of its ability to provide adequate security for persons and property on its campus”

Opportunity will, of course, be given to the student at this stage to state his/her side of the case. If sufficient reasons do exist, a disciplinary panel will be set up, and the student will be called upon to appear before it. Students have the right to an unbiased hearing. Following the formal enquiry of the panel, if the student is found guilty, sanctions will be applied as laid down by the University policies. Students have a right to appeal.

M. Appeal Procedure

Students on whom penalties for examination malpractice have been imposed have the right to one appeal which should be addressed to the Vice-Chancellor in his capacity as Chairman of Senate. Students who have been sanctioned for other disciplinary matters may address their appeal to the Dean of SMC. Such appeals should be made in writing.

N. Security of Personal Property

The PAU strives to the best of its ability to provide adequate security for persons and property on its campus. Nevertheless, participants in the programmes of the institution still maintain a primary responsibility for safeguarding their personal belongings. Students are enjoined not to be careless in this regard. The institution will not be held responsible for losses which arise from the failure of any individual to adequately look after personal property.

Students are also encouraged to report any suspicious characters or movements which they might observe.

O. Procedure for Suspension/Deferment of Courses or Withdrawal

Students in the professional and academic programmes may choose to either suspend or defer their participation in these programmes or withdraw completely. Suspension, in this context, is a temporary break in one's programme while deferment involves putting off or postponing the commencement of one's participation in a programme. Withdrawal is the complete cessation by a student of his/her registration and participation in a programme of study.

“Although it is the right of students to withdraw from a programme, they are encouraged to discuss their circumstances with the relevant programme director”

Request for the suspension of one's programme or course must be made in writing to the relevant programme director indicating reasons for the suspension and the intended date of resumption. Please note that suspension is not a student's right and must be agreed to by the University. For academic programmes, the maximum period to be considered for such a suspension is one semester, in the first instance. At the end of this period, an application for an extension of another semester could be considered. However, this extension into a second semester will attract a payment. If after one year the student still does not resume the programme, the opening will cease to exist.

If the request for suspension is made and approved after the semester has begun, the student will forfeit the fees for that semester. The SMC will not consider requests either for a refund of the fees or for the fees to be deferred to the period of resumption in the programme.

With regard to the professional programmes, requests for suspension will only be considered for the certificate programmes. Such requests will be treated on a case-by-case basis. The duration of approved suspensions can only be up till the following edition of the certificate programme concerned. The opening will be deemed to have lapsed if the programme is not resumed at this time. Additional charges may apply for such suspensions.

Students that have been granted a place in an academic programme, and who wish to defer taking up the position, will be required to pay a non-refundable deferment charge to guarantee re-admission. The request for deferment must be done within two weeks following the receipt of the admission letter. The deferment charge is equivalent to 20% of the tuition fees in the year in which the deferment is requested. Please note that this deferment charge is not an advance for the school fees due upon return. Also, re-admission into the programme must be within two years after the initial admission into the programme.

“The student might be entitled to a partial refund of fees if the withdrawal takes place in the early stages of the programme”

Withdrawals are often the result of personal difficulties. Although it is the right of students to withdraw from a programme, they are encouraged to discuss their circumstances with the relevant programme director in order to seek other possible solutions. However, if a student still feels a withdrawal would be the best option, the request for withdrawal should be put in writing and addressed to the programme director. Final approval for such a withdrawal is to be given by Senate. Note that students that withdraw completely from any academic programme once the semester is underway are not entitled to a refund for that semester.

It is worthwhile noting that anyone who desires to return after such a withdrawal will have to make a fresh application. There is, of course, no guarantee of re-admittance. Participants in the professional programmes might be entitled to a partial refund if the withdrawal takes place in the early stages of the programme.



9. Examinations

A. Course System and Re-sit Examinations

The SMC operates the course credit system in its academic programmes, and therefore there are no re-sit examinations. Candidates who fail a compulsory course may retake it at the next available occasion. In exceptional cases, such as sudden and grave illness or accident, unforeseen natural disasters, or similar events, special examinations may be set for candidates who were deprived of the opportunity to write exams for which they have prepared if they present an evidence of the occurrence. Candidates who fail two compulsory courses in one semester, or who fail a compulsory course twice consecutively, shall be required to appear before the Review committee, which shall determine the capacity of the candidate to continue the programme concerned.

B. Assessment of Candidates

The assessment of candidates will be based on the following general areas:

- i. Intellectual capacity for logical thought and to profit from the programme they have registered for;
- ii. Communication skills in writing and speaking;
- iii. Social skills, especially as regards the respect and concern shown towards others;
- iv. Professional competence and work ethic.

The assessment of courses shall be 50% Continuous Assessment (CA), and 50% final examination. The CA component will be a combination of:

- i. Class attendance and participation
- ii. Oral and written assignments and tests
- iii. Group work
- iv. Individual projects

Class attendance and participation shall attract a maximum of 10%. The balance of the CA component, that is 40%, shall be distributed among the other elements.

“All in-class examinations shall be held within the SMC premises”

A minimum of four pieces of work is expected from these elements, but the distribution of weighting will not necessarily be equal among all four.

The final examination could be an in-class written assessment, an oral presentation or a take home project. The decision for the form which the examination takes will depend on the lecturer concerned as well as the nature of the course in question.

C. Mode of Conducting Written Examinations

All in-class examinations shall be held within the School’s premises. To take part in any examination, candidates must meet the criteria for writing examinations – a minimum of 80% attendance and evidence of complete payment of fees (or such other criteria as approved by the University Management Council).

Candidates should be seated at the venue ten minutes before the stipulated time for the exam. No extra time shall be given to candidates that arrive late for the examination.

Students must comply with the invigilator's directions at all times.

Candidates are required to carry their SMC identification card for presentation on request.

Unless a different sitting arrangement is indicated by the invigilator or the faculty member in charge of the examination, students are also strongly advised to remain on their usual seats for the examination, with their name tags displayed, as a change of seat may be construed as examination malpractice.

In respect of any examination, no candidate shall be allowed to enter the examination room after thirty minutes from the commencement of the examination.

“No candidate shall bring to an examination any written or printed material, except by the direction of the examiner”

Also, no candidate will be allowed to leave the examination venue during the last fifteen minutes of the examination unless the candidate hands over his/her scripts and the question paper to the invigilator before such leaving.

Candidates must remove all pencil cases, bags, etc. from their desks. Any papers or notes found thereafter will be assumed to belong to the candidate and will be deemed to be in breach of examination regulations and treated as such whether the materials are relevant to that examination or not.

Candidates must ensure they have nothing in written or graphic representation on their bodies as this will be assumed to be in breach of examination regulations and treated as such whether the materials are relevant to that examination or not.

The chief invigilator shall announce when the candidates should start writing and will also indicate the time allowed for the examination. Candidates must comply with the instructions printed on the examination paper.

No candidate shall bring to an examination any written or printed material, except by the direction of the examiner. Where such material is permitted, the internal examiner(s) will be required to be present at the commencement of the examination to check the material brought into the examination room.

All books, papers and instruments not approved for use in the examination, and personal belongings like laptops, notebooks, bags, mobile phones and other extraneous materials brought to the examination venue, must be left in such part of the room as the invigilator shall direct.

Invigilators shall have powers to confiscate any unauthorized material or aid brought to the examination room and to expel from the examination room any candidate(s) who create(s) any disturbance(s).

“Examination malpractice in any form is frowned upon by the University authorities”

No communication, howsoever and whatsoever, is permitted between students during an examination, and collaboration with other persons during a written examination is expressly prohibited. Students must remain absolutely quiet from the time they enter to the time they leave the examination venue.

No candidate shall continue writing after the invigilator has announced the expiration of the time specified for the writing of the examination. In no circumstances is any time over and above the time allotted to any paper to be allowed a candidate for reading over his scripts or making any amendment or addition to his scripts.

At the end of each paper, students are to turn in both their answer scripts and the question paper. It is the candidate's responsibility to ensure his/her scripts have been handed to the invigilator.

D. Examination Malpractice

Examination malpractice in any form is frowned upon by the University authorities, and due penalties exist for such misdemeanour. In determining appropriate sanctions, consideration may be given to the nature of and circumstances surrounding the violation, the student's acceptance of responsibility, prior disciplinary violations, the impact of a sanction on the student, precedent cases, University interests and any other information deemed relevant by the Student Disciplinary Committee, the Faculty Board, or the University Management Council as the case may be.

The established penalties include formal warnings, cancellation of a candidate's examination and expulsion from the University. (Further details can be sought in the University's policy on examination malpractice.)

“There shall be a faculty board to consider examination results as well as the academic performance of students”

The following are offences for which established penalties exist:

- i. Possessing, copying from or circulating unauthorized material brought to an examination venue by the candidate himself/herself or by other persons.
- ii. Communicating orally with other candidates during the examination
- iii. Copying from other candidates' work in the examination
- iv. Marginal or substantial plagiarism
- v. Continuing to write after the time allowed has elapsed
- vi. Wilful disruption of University examinations
- vii. Impersonating another candidate
- viii. Presenting oneself for an examination in a course for which one has not duly registered.
- ix. Commission of examination offences more than once.

Any student on whom penalty has been imposed has a right to one appeal, to be addressed to the Vice-Chancellor in his capacity as Chairman of Senate, within fourteen days of being notified of the decision. On receiving the appeal, the Vice-Chancellor will constitute an appellate committee of Senate that will review the matter and whose decision shall be final, provided however that when the penalty is expulsion from the University, there is always a right of final appeal to the Governing Council of the University.

E. Faculty Board

There shall be a faculty board to consider examination results as well as the academic performance of students. The Board will also evaluate students according to the established criteria for assessment. It is this Board that will recommend candidates to Senate for the award of degrees.

Membership of the Faculty Board shall be made up of all members of faculty that teach in the academic programmes, the director(s) of the programmes concerned and the Dean of the SMC.

“The Senate is responsible for directing and regulating the academic processes of the University, including examinations”

F. Senate

The Senate is responsible for directing and regulating the academic processes of the University, including examinations. It is the Senate that determines the suitability of any candidate for a degree, diploma or other certificate of the university. Consequently, the final results of graduating classes are considered and approved by Senate.

G. Review of Examination Scripts

A student may ask for his or her script to be reviewed if he/she would like to protest the score awarded in the examination. Such a request must be made in writing through the programme administrator within seven (7) days of being notified of the provisional examination results. The administrator will in turn forward the request to the Head of Department (HOD) who will decide on the merit of the protest. If the request is adjudged to have been made for frivolous reasons, the request will be refused and the student issued a letter of warning by the programme director.

If the protest is adjudged by the HOD to have some substance, the HOD will appoint a lecturer to review the script and assign a new grade as a result of the review. The new grade will supersede the old, whether or not it is a higher or lower grade.

H. Disciplinary Committee

The Student Disciplinary Committee is the body to which the University Management Council has delegated power to deal with all matters relating to examination irregularities. The University may respond through this committee to any complaint of examinations irregularities that occur at any time throughout the student's academic pursuit in the University. Disciplinary action may also be taken against a student who has graduated and is alleged to have committed a violation during the time spent in the institution.

“An external examiner will be invited annually to review some of the provisional examination results of the students”

If there is any allegation of examination irregularity, the disciplinary action is initiated in the form of a written report made through the facilitator of the course concerned to the Dean of the School. Such a report is made by the invigilator.

If the irregularity is alleged by another concerned person, the report is made to the invigilator, directly or through the programme administrator, who then forwards it to the Dean. The Dean in turn will refer such a complaint to the faculty board for screening.

If the Faculty Board establishes the likelihood of an examination offence, the matter is then referred to the Student Disciplinary Committee for investigation and determination. The candidate concerned shall be notified in writing by the Registrar of the subject matter of the irregularities and the time and place of hearing. He or she shall be invited to submit his/her written answer to the complaint and may attend the hearing.

If a case is proved, the Student Disciplinary Committee then considers whether a disciplinary sanction is necessary and the level of sanction that is appropriate (*please see the section on Examination Malpractice above*).

I. External Examiners

An external examiner will be invited annually to review some of the provisional examination results of the students. The report of the external examiner is to be forwarded by the administrator to the faculty director, who will share its contents with the Dean and with the faculty member(s) concerned.

10. The Internship Office

The Internship Office of the School of Media and Communication plays an important role in attaining one of the goals of the SMC programmes, which is to expose students to real life professional experience. Through the Internship Office, students are placed in media and communication organisations or other relevant companies where, prior to graduation, they spend three months testing their new found skills, knowledge and insights in real time. The period of internship offers the students the opportunity to assess their work style and capabilities for a full-time position upon completion of study.

With the aim of preparing the students adequately for their professional lives, the Internship Office also organises activities such as the Career Services Series. Activities such as these provide a platform for the students to interact with professionals in order to gain a better insight into their chosen fields. Through the seminars of the series, students learn more about the career paths open to them and possible areas of specialisation.



11. Alumni Relations

Anyone who has satisfactorily completed a professional/certificate or academic programme at the SMC is eligible to become a member of the School of Media and Communication Alumni Association, SMCAA. The alumni are considered a very important part of the SMC community, given their role as brand ambassadors of the School. It is expected that such graduates of the SMC will adequately represent the School as seasoned professionals carrying out their work with a high sense of good values and responsibility. The Alumni Relations Office works towards strengthening the link between the alumni and the School through the SMCAA. The induction into the alumni association takes place during the graduation/convocation ceremonies

The SMCAA, which was set up in October 2009, is designed to promote continuous education and provide a fruitful and sustainable platform for networking among its members. A principal goal of the Association is to support the SMC and PAU in the aims and objectives of the institution by, among others, encouraging research, learning and information dissemination. It also utilises the professional experience of its members to render assistance to society, especially in media and communication issues.



“Working with the Alumni Relations Office, the SMCAA organises various activities to promote alumni networking and continuous education”

The Association is composed of an Executive Council and a Governing Council. The Executive Council is the executive organ of the governing council responsible for managing the affairs of the association. It is made up of elected officers, namely: the President, Vice President, Secretary, a Public Relations Officer and other nominated members.

The Governing Council, on the other hand, is made up of the members of the Executive Council and the president of every graduated class. This body is responsible for making important decisions for the association.

Working with the Alumni Relations Office, the SMCAA organises various activities to promote alumni networking and continuous education. Among these activities are the Alumni Forum and Cocktail, the SMCAA Annual Dinner and Awards Night, and the Alumni Seminar. In order to support the alumni association and the School, members of the association are expected to pay subscription dues, which could be annual or life dues. Financial members of the SMCAA enjoy a number of benefits, details of which can be obtained from the Alumni Relations Office.



12. The Chaplaincy

The spiritual and pastoral attention in the PAU is entrusted to the Catholic Prelature of Opus Dei, and the University Chaplaincy is looked after by priests of the Prelature. The PAU Chaplaincy organizes various activities and offers its service to every member of the University community that desires it.

Each campus of the University possesses a Catholic chapel which is open to anyone who chooses to use it for the purpose of private prayer and reflection. Mass is celebrated in the chapels and other acts of piety are also organized there. (Details of these can be found on the respective notice boards.)

The priests of the Chaplaincy are available for those who might wish to speak with them or to seek advice and orientation in their personal and spiritual lives. Anyone who chooses to do so can fix appointments with them for that purpose.





PROGRAMME SPECIFICATION

13. The Doctor of Philosophy in Media and Communication

A. COURSE AIMS AND OUTCOMES

It is the goal of the SMC to offer a doctorate programme in media and communication of the highest international standards. The programme is designed to be a comprehensive and purpose-driven education that will meet the developmental needs and aspirations not just of Nigeria but of the entire African continent.

Another important reason for the institution of this programme is the desire to contribute towards meeting the need for an adequate number of doctorate degree holders to staff the faculties of the growing number of licensed universities, many of which take off with mass communication and communication-related studies in their faculties of Social Sciences, Humanities, Arts, Management or Administration. As such, the programme is meant to institute and nurture a robust culture of quality research that is tailored to our national and continental needs and with the highest professional competence, ethical conduct and academic excellence that will make our graduates fully equipped and employable in the job market.

The programme will also contribute meaningfully to the cultural and creative industries through the dialectical process of interfacing conceptual/theoretical knowledge with practical experience where academic and industry approaches to learning converge.

B. GENERAL REGULATIONS ON REGISTRATION

Doctoral candidates are expected to register for all the compulsory courses as well as the required and some elective courses. At the end of their course work, the candidates will be expected to conduct independent research and present an original thesis.

All students are required to register for each semester insofar as they have not graduated and are either attending a regular course of study, carrying out research, doing independent reading, writing the thesis, or making use of any other academic service or facility on campus.

Failure to register in any one semester would mean a denial to the one concerned of the recognition and services due to students.

The programme consists (consecutively) of two semesters of course work, one semester (or less) of overseas study visit, one semester of field work, and two semesters of thesis writing. The students of the Ph.D. programme are expected to register for a minimum of 20 credits.

Students that have had no prior media and communication education will be required to take an additional nine credit hours of media and communication basic courses to broaden their understanding of the principles of media and communication. The courses they should take will be determined by the Faculty Board on the recommendation of the Ph.D. Director and the candidate's Faculty Advisor.

C. REGISTRATION PROCEDURE

Students are expected to register for the programme at the beginning of the session. They are also expected to register for courses each semester. This registration could be done either online, on the School's website, or by filling the forms in hard copy provided for that purpose. All course registration formalities should be concluded within two weeks of the start of each semester.

D. PROGRAMME STRUCTURE

All doctoral candidates are admitted to the MPhil/Ph.D programme. To proceed directly to the PhD candidacy at the end of the two-semester course work, candidates will have to score a CGPA of 65% and above. Such candidates, that could be called Direct PhD candidates will proceed to the PhD candidacy direct with their PhD project proposal.

Those candidates that score between 60% and 64% CGPA will have to undertake for a period of six months (one semester), an MPhil/Ph.D proposal that will be assessed.

If the proposal scores 65% or above, they will then be admitted to the PhD candidacy – without earning an MPhil degree – to continue their PhD candidacy project work.

This group may be labelled MPhil/PhD candidates.

Candidates that score less than 60% CGPA (i.e. 55%-59%) will have to do an MPhil research project and, subject to scoring 65% at both the MPhil project and the MPhil examination, will proceed to the PhD candidacy. Those of this group will earn an MPhil degree before proceeding to their PhDs. These candidates could be labelled MPhil to Ph.D. candidates.

Those that score between 50% and 54% will take the MPhil examination with the Mphil to Ph.D. candidates and will terminate the programme with an MPhil degree. This is the Terminal MPhil group



14. The Master of Science in Media and Communication

A. COURSE AIMS AND OUTCOMES

The SMC aims to provide a high quality Master of Science programme in the area of communication and media, comparable to the best in the world, by applying internationally tested principles and techniques appropriate to the Nigerian environment. The programme is also intended to be relevant to the needs of the nation and the African continent. As such, it maintains a strong relationship with the creative industries and media.

A principal objective of the programme is to train and instil in students the highest level of ethics in the pursuit of their professional work and personal life, thus preparing them to play a role in social transformation with a sense of purpose and integrity. And this is to be attained by creating an atmosphere that encourages the pursuit of excellence in scholarship, service and personal growth.

Specifically, the SMC through its M.Sc. programme aims to develop the technical, conceptual and creative skills of its students to the highest level in three media and communication areas: writing, enterprise management and marketing communication. It also aims to instil ethical principles and practices in the formation of media and communication professionals as well as training students in best practices in theoretical and applied research in the discipline. The programme is also intended to develop an entrepreneurial spirit in the students in the three core skill areas which it offers.

The expected outcome of the programme is the formation, for the improvement of the Nigerian society, of media and communication professionals who will uphold the highest intellectual, ethical and professional values that promote creativity, critical knowledge, technical perfection, social responsibility and the spirit of enterprise. The products of this programme will be prepared for careers in the creative industries and media, in business and in the various public and private domains.

B. GENERAL REGULATIONS ON REGISTRATION

Students are expected to register for all the compulsory courses as well as the core and some elective courses in the streams they have chosen. At the end of their course work, students are expected to conduct research and produce a dissertation in the third semester (full-time) or fifth semester (part-time), that is during their internship period.

The students of the M.Sc. programme are expected to register for a minimum of 54 credit units in total over the course of the three semesters (full-time) or five semesters (part-time). No less than 45 of these must be passed. No student of the M.Sc. programme may register for more than 30 credit units (full-time) or 18 credit units (part-time) in any semester.

Students may be required to audit courses in streams other than that for which they have registered, if this is deemed necessary in the judgement of the Dean of the School, acting on advice from the director of the programme.

C. REGISTRATION PROCEDURE

Students are expected to register for the programme at the beginning of the session. They are also expected to register for courses each semester. This registration could be done either online, on the School's website, or by filling the forms in hard copy provided for that purpose.

Prior to registration, students are advised to discuss the details of their choice of stream and courses with the Director of Academic Programmes and relevant members of faculty. All course registration formalities should be concluded within two weeks of the start of each semester.

D. GRADUATION REQUIREMENTS

To be awarded the Master of Science (M.Sc.) degree, candidates must take and pass a minimum of 45 units made up of the following:

- 21 units of compulsory courses
- 18 units of core and elective courses
- 6 units of dissertation

Candidates must also successfully defend their research dissertation before a panel of examiners to be constituted by the school. At the end of the course work, they must also undergo a 3-month internship period (the third semester for full-time students, and the fifth semester for part-time students).

E. FULLTIME

Applicants for a position in the full time M.Sc. programme are expected to possess a first degree in a relevant discipline (with a minimum of a second class lower division grade). Candidates with an HND or its equivalent must possess in addition a post graduate diploma from a recognised university in order to apply. All applicants are also expected to possess the NYSC certificate (or an exemption letter) as well as a minimum of one year post graduation work experience. The NYSC year fulfils this last requirement.

i. Duration and Structure

The full time M.Sc. programme has a duration of 12 months, which consist of two semesters and a three month internship. Classes during the two semesters are from Monday to Friday and last from 9.00am to 5.00pm. Each semester ends with an examination.

ii. Internship

At the end of the two semesters of class work, the students undergo a three month internship which is designed to provide them with practical experience. It is an opportunity for the students to apply their acquired knowledge and capabilities, and it provides an avenue for companies to evaluate interns for possible full-time positions after graduation.

The period of the internship is also a time for the students to work on their dissertations, and this fact is taken into consideration in the determination of their working hours.

F. PARTTIME

The admission requirements for the part time M.Sc. students are the same as those stated for the full time above. However, applicants to the part time programme are expected to have a minimum of three years post graduation working experience, preferably in a media and communication position.

i. Duration and Structure

The part time MSc programme lasts for 24 months. It is comprised of four semesters and a three month period of internship. Lectures in this programme take place on all but sanitation Saturdays from 9.00am to 6.40pm in addition to a full intensive week, Monday-Friday, 9.00am to 5.00pm, each semester. Examinations take place at the end of each semester.

ii. Internship

Like the full time students, the part time students go on a three month internship at the end of their semesters of class work. This period is spent gaining practical experience in relevant companies. However, since the average student in the part time programme tends to be already employed in a full time job, it might not always be possible for those of this group to carry out the internship in an office different from where they are employed. In this case, the option exists for such persons to fulfil the internship requirement by designing and implementing, in an existing company, a project relevant to the course of study. Such projects will be carried out over the three month internship period and will be overseen by supervisors both from within the company and from SMC. The student will be expected to write a report on the process and results at the end of the period.

G. PROGRAMME STREAMS

There are three streams in the SMC master's programme. These are: Writing for the Media, Media Enterprise and Marketing Communication.

i. Writing for the Media

The stream on Writing for the Media provides graduates with advanced creative skills and specialised knowledge in writing and reporting that can be applied to any media or form of communication. Rather than specialising in only one narrow channel of communication (print, audiovisual, advertising or public relations), graduates will be able to apply their skills across the media.

At the same time, through the elective course component, specialised interest areas are catered for. The emphasis of this stream is creating content and core skill development. It is recognised that the quality of a media product (a film, a TV programme, a news story, an advertisement, a web material) starts with the quality of its content. Communicating ideas, stories and various media content in a creative and effective way is the focus of this stream.

ii. Media Enterprise

The stream on Media Enterprise is designed to help students understand the media industry and the challenges of transforming creative ideas into innovative media products. The programme therefore has a substantial component of entrepreneurial studies to prepare graduates for starting and managing enterprises in the media and creative industries.

The emphasis on entrepreneurship is consistent with the current direction of introducing entrepreneurship courses in university curricula. Pan-Atlantic University has gained much experience in the field of entrepreneurship over the past years through the teaching and consulting programmes at the Enterprise Development Centre (EDC). This experience is now applied to the media, a field of great potential for innovative products and services.

iii. Marketing Communication

The Marketing Communications stream focuses on integrative approaches to the management of corporate identity, strategic product and service messaging, and knowledge-driven marketing.

Using a variety of teaching approaches, but with special attention to case method and practical work (particularly field work), candidates of this stream are trained to be industry-ready experts of global standard in marketing communications.

It is expected that students will go on to brilliant careers in marketing, advertising, brand management, public relations, media relations, consumer affairs, sales promotion, government and public affairs management, general media practice, events management, research and development, among other industry areas.

H. EVALUATION

To be adjudged worthy of a Master of Science degree of the SMC in Pan-Atlantic University, candidates must demonstrate:

- i. The intellectual capacity to profit from the teaching and learning schemes of the M.Sc. programme;
- ii. Above than average communication skill in writing and speaking;
- iii. Competence to undertake research of a high standard;
- iv. Personal congruence and people skills: unconditional respect for others, responsibility to family, community and society; ability to work in teams, and motivation for lifelong learning;
- v. Professional competence and work ethic: including logical reasoning, diligence, and integrity.

15. Postgraduate Diploma in Media and Communication

A. COURSE AIMS AND OUTCOMES

The Postgraduate Diploma (PGD) programme of the School of Media and Communication is designed to provide an advanced educational experience and expert skills in the three different areas of Journalism, Community Relations and Digital Media. Through the various streams, students will be equipped with the skills and knowledge required to enable them meet existing societal needs. The outcomes of the programme are linked to the streams (details of which can be seen in the following section). The programme also provides a foundation for those planning to do the M.Sc.in Media and Communication.

B. PROGRAMME STREAMS

The PGD offers candidates the chance to specialise in one of three streams, namely Journalism, Community Relations and Digital Media (Design, Production and Management).

i. **Journalism** is designed to prepare professionals for media practice in the twenty-first century, in accordance with international standards and the best traditions of Nigerian journalism. The programme is a training response to the radical transformations taking place in the media industry. It targets those already in the profession but who have had no previous training or have been inadequately equipped to meet the changing demands of industry today.

The programme is also open to those aspiring to enter the journalism profession. It provides them with high-value credentials earned from a learning environment where the pursuit of professional excellence, personal integrity and commitment to the common good are foundational principles and goals. It will serve as the best preparation for such newcomers to participate fully in an industry increasingly driven by knowledge, skills, creativity, passion and the spirit of enterprise.

ii. **Community Relations** explores the conceptual, topical and technical aspects of Community Relations as a specialised organisational practice. Students will learn the importance, nature, changing contexts and techniques of various aspects of community relations. Comparisons and contrasts will be drawn between Community Relations practice by organisations in advanced economies and those operating in developing countries, like Nigeria, in order to develop competencies that ensure best practices in community work, be it in the oil and gas industry, in telecommunications, in manufacturing, or in governmental and non-governmental agencies.

iii. **Digital Media** aims at preparing suitable graduates of tertiary institutions for professional practice in creative digital media design and production as well as provide a consolidated foundation for further postgraduate studies in digital media theory and practice. The programme content ranges from foundational concepts in computer science, information technology and design to specialised skills required for industry-standard creative digital design and production.

C. GENERAL REGULATIONS ON REGISTRATION

Students are expected to register for all the compulsory courses as well as the core courses in the relevant streams. At the end of their course work, students will carry out research and produce a written project. The students of the PGD programme are expected to register for a minimum of 36 credit units in total over the course of the entire programme.

D. REGISTRATION PROCEDURE

Students are expected to register for the programme for which they have been admitted at the beginning of the session. They are also expected to register for courses each semester. This registration could be done either online on the School's website or by filling the forms in hard copy provided for that purpose.

All course registration formalities should be concluded within two weeks of the start of each semester.

E. GRADUATION REQUIREMENTS

To qualify for the award of the Postgraduate Diploma, candidates must take and pass a minimum of 36 credit units with a GPA of not less than 2.5 grade point on the 5 points scale. They must also write and orally defend a PGD Research Project as well as undergo a compulsory three-month internship.

F. DURATION AND STRUCTURE

The PGD is a 12 month programme comprising two semesters and a three-month internship. The classes of the programme run for a full intensive week, Monday to Friday, 9.00am-5.00pm, every seven weeks.

G. INTERNSHIP

All candidates for the Postgraduate Diploma in Media and Communication must undergo a three-month internship training in a media or communication establishment or in the creative industry, or in any industry or establishment with a media or communication function. During this internship, candidates are expected to work a maximum of six hours per day in order to have sufficient time to prepare their projects.

An alternative for the internship exists for the students who already hold full time jobs, and as such are unable to take up internship positions in other offices. Such students will be expected to design an executable project relevant to the programme of study and which they will carry out in their place of work. At the end of the period, candidates will be expected to prepare an internship report under both their in-house and SMC supervisors.

H. EVALUATION

To be adjudged worthy of a Postgraduate Diploma of the SMC in Pan-Atlantic University, candidates must demonstrate:

- i. The intellectual capacity to profit from the teaching and learning schemes of the PGD programme;
- ii. Above average communication skill in writing and speaking;
- iii. Competence to undertake a research project;
- iv. Personal congruence and people skills: unconditional respect for others, responsibility to family, community and society; ability to work in teams, and motivation for lifelong learning;
- v. Professional competence and work ethic: including logical reasoning, diligence, and integrity.





COURSE DETAILS

16. PhD Courses

A. COMPULSORY COURSES

COM 900: Philosophy of Media and Communication (3 Units)

This course surveys the philosophical underpinnings of media and communication, globally and across the regions. It enables students explore the foundational principles of the various forms/styles and schools of communication and the media universally and in the different parts of the world.

It inevitably entails a detailed review of the various philosophies, whose postulations have coloured and determined human and mass communication and now new media practise orientations, professionalism and training/education throughout human history. Ultimately, it empowers doctoral students of media and communication to understand and choose preferred media practice and systems and propagate them as they see fit.

COM 901A: Advanced Qualitative Research Methodology (2 Units)

This course seeks to strengthen the research skills of students beyond the quantitative research techniques largely used at the levels of bachelor's and master's degree studies. After an initial review of the basic research methods, it focuses on historiography, content analysis, analytic induction, archival research, case study, longitudinal study, and focus groups. It also looks at ethnography, life history, morphological analysis, participant observation, textual analysis, semi structured/structured/unstructured interviews, and other qualitative research techniques in media and communication, the social sciences and the humanities generally. The course goes on to explain why and how these methods are also accepted as scientific research methods.

It also considers case studies in which these historical and legal research techniques and methods have been applied with great success. The course ends with research exercises by students, in groups and individually.

COM 901B: Advanced Quantitative Research Methodology in Media and Communication (2 Units)

This course seeks to strengthen the research skills of students beyond the quantitative research techniques largely used at the Bachelor's and Master's degree studies. After an initial review of the basic research methods, it focuses on core statistical quantitative methods such as survey, FGD, experiments, case study, cluster analysis, correlation and association, multivariate statistics, regression analysis, structural equation modelling.

COM 902: Comparative Theories of Media and Communication (3 Units)

This course consists of a survey of media and communication theories and theorists, on a comparative basis. It contrasts them to engender a good grasp of the development and dynamics of theory and theorizing. It therefore coalesces into a bibliography of media and communication with a palpable projection from the past to the future. It attempts to make students build a futuristic perspective into media and communication and general communication theories, especially the unfolding field of the new and digital media. Its aim is to stimulate students, at this level, to think of their future roles in, and contributions to media and communication research and theories.

COM 903: Thesis Writing and Advanced Language Use (2 Units)

This is a practical course that teaches students skills in writing academic proposals at the doctoral level. It teaches techniques and principles of scholarly writing and provides tips on writing research papers for international publications. The course explores the different style manuals: Chicago Style Manual, the MLA and APA, with particular emphasis on the latter. Students are also guided to write for various academic journals, and on the rigours of editorial work for academic publications. The course instills the discipline of proper structure and presentations of academic papers. Students use this course to improve their proposals and their scholarly language use.

Topics and skill sets to be explored include advanced use of scholarly language; use of research resources such as libraries, archives, museums, databases, etc; practical details and techniques of conducting interviews; the use of secondary and primary sources; the structuring and development of proposal writing; the organization and management of thesis writing.

COM 904: Media and Communication institutions as Social Institutions (3 Units)

This course first seeks to get students to define, describe, illustrate and appreciate social institutions in contemporary societies. It then proceeds to enhance students' appreciation of the growth and role of the media and communication institutions as social institutions and the factors engendering these. It ends with an exercise that enables students to generate recommendations on how the media can best perform as social institutions in the current and unfolding future societal scenarios, given the mercurial shifts of media effects theories.

COM 905: Topical Seminar: Issues in Communication (3 Units)

This seminar enables students and the faculty to identify, appreciate and appraise emerging, topical and recurrent issues in the communication and mass media landscape such that students and faculty can pre-dispose themselves to research projects and publishable writings in the broad communication horizon and their chosen areas of special interests, individually and/or collaboratively.

For many students, this will broaden their understanding of the fields of media and communication to include various forms of narratives/literature, publishing, graphics, scientific communication, telecommunication, transport, etc. It will also expose them to the pervasiveness of human and mass communication. Students will write and present two publishable papers in two intensive seminars.

COM 952: International Exchange/Experience

This course is intended to strengthen students for significant research orientation and research work exercises necessary to turn out outstanding scholars and researchers. This period represents a determined period of industry/academic internship and will include international visits to African and European universities where feasible.

COM 953: International collaborative research projects in the crossroads of Rhetoric, Orality, Literature, History, Cultural, Anthropological, Religious studies, etc.

This course is in accordance with World University News recommendations on new directions for Ph.D. studies. It reflects the fact that the Ph.D. programme is skewed towards producing well/all-rounded human communication scholars and leaders whose perspective of communication goes well beyond the media and mass communication spectrum. It has the objective of contributing to the production of scholars that will radically and significantly revise existing and emerging media communication theories to empower Africa to become a world communication leader within the next quarter to half a century.

COM 999: Thesis

Students will be expected to carry out original research and to be able to present the results in a logical and scholarly way. The research is expected to make a significant contribution to the body of knowledge. The student will also be expected to demonstrate an ability to carry out independent work, with a comprehensive understanding of the literature of the relevant field of study.



B. REQUIRED COURSE

COM 909: A Language course (French or Spanish; or an African language other than the first language of the candidate) 2 Units

Students must demonstrate proficiency in a language other than English and their first language. Production of a proficiency certificate from a recognized institution equivalent to a semester of study may suffice.

C. ELECTIVE COURSES

COM 906: Comparative Studies in National Communication Systems (3 Units)

Building on the background of Media and Society, National Communication Systems, and International Communication, this course extends the framework developed from the earlier levels of studies of the traditional normative theories of mass communication to elevate an understanding of why different nations/societies have different/varying communication systems. In generating a comparison of the various national communication systems, the course enables an analysis of the effect of media and communication and the different media practice/systems on the society as well as overall societal/national development. The course seeks to empower students to knowledgeably choose suitable media systems for their various nations and so play a key role in the formulation of media policies for the various nations and societies.

COM 907: International Communication (3 Units)

The aim of this course is to expose students to, and heighten their awareness of the practice, problems and vagaries of international communication, especially in this age of globalization and in the face of the emerging new media. Traditionally, the focus has been on the hegemonic effects of international communications and the reduction as well as reductionism of the international media space.

This course calls attention to the growing media monopolies and the oligopolistic contradictions of a uni-polar world brandishing democracy and competition while advancing the frontiers and depth of capitalism. In Africa and the developing nations, it is taught to call attention to the diminishing space for and role of Africa, Asia and Latin America in the emerging comity of nations and world affairs.

COM 908: International Broadcasting and World Affairs (3 Units)

This course takes cognizance of the primary position of broadcasting in the international communication arena, especially with the increasing use and number of very powerful satellites around the globe. The focus of this course is the rise and ascendancy of DTH satellite TVs like the CNN, Pay TVs like the DSTV coupled with the strong and growing performance of traditional international broadcasters like the BBC, VOA Radio France International (RFI), Radio DeustcheWelle, etc and their TV counterparts.

Students will undertake a comparative study and analysis of the broad media categories used in international communication in terms of their relative strengths, performance and potentials. They will also cross compare international and local broadcasting with a view to correctly prescribing paths for collaborations or cooperation.



17. M.Sc Courses

A. COMPULSORY COURSES FOR ALL STREAMS

COM 600 Master's Dissertation (6 Units)

This is a supervised original dissertation by candidates who have completed their course work.

COM 601 Theoretical Foundation of Studies in Communication (3 Units)

This course is an advanced exploration of theories of communication. It considers the history and methods in communications studies as well as fields, areas and types of communication and communication studies. Other topics of the course are: interpersonal communication; social psychology of communication; mass-mediated communication; oral, literate, and electronic communication; technologies of communication from prehistoric times to the new ICTs; communication and information; and the political-economy of the communications industry.

COM 602 Advanced Communication and Writing Skills (3 Units)

The premise of this practical course is that even at graduate level many students lack fundamental communication skills. The course consists of two components: Speaking and Presentation, and Writing. The former includes theories of rhetoric; types of speech and speech situations; speech planning, development and execution; strategies and techniques for effective speaking; presentation skills in context; multimedia presentation techniques. The Writing component includes types of writing; writing plans and execution; paragraphing and sectional development; story boarding; research skills development; technical writing; grammar and style in writing. Students are expected to produce speech and writing specimens for critique at the seminars.

COM 603 Advanced Communication Research Methods (3 Units)

This course explores the paradigms, methods, and techniques that can be applied to research in the behavioural and social sciences, with specific reference to communication.

It explores quantitative and qualitative research matrices – surveys, case studies, experimental and quasi-experimental research, observation, content analysis, and document analysis.

Topics include the planning and setting out of research papers and dissertations, source location, the various modes of analysis of research findings, application of computers and statistics to research analysis (the SPSS and other software modules), development of viable research proposals and the skill to articulate the results to an audience or interested readership. Students are expected to produce viable research proposals for their dissertations at the end of the course.

COM 604 Professional Ethics in Media and Communication (3 Units)

This course introduces the most relevant and up to date research on the ethics of communication. The strengths and weaknesses of several ethical models as they relate to the communication and information field are examined. The overarching purpose is to see how these ethical models reveal a particular vision of the human person and to permit students to develop a more holistic view of personhood.

Particular attention will be paid to the emerging ethical issues affecting the new media technologies, the role of the Ombudsman and the Nigerian Media Council in ethical questions, as well as the social responsibilities of media practitioners.

COM 605 Statistical and Quantitative Research Methods (3 Units)

This course studies the role and significance of statistics in social science research as well as the logic and basis of inferential statistics (sampling design and selection). Sampling distribution, point and interval estimates of parameters, the logic of hypotheses testing; tests of significance for nominal, ordinal level interval and ratio level, measures of association for nominal, ordinal, interval and ratio levels.

The course content includes the sources and nature of published statistical data in Nigeria. It studies their uses and limitations, as well as the methods of collecting data (census and surveys, population sample), tables, graphs and diagrams, ideas of probability, frequency distributions, measures of central tendency and dispersion, regression analysis, index numbers, time series, and growth surveys.

COM 606 Media, Human Person and Society (3 Units)

In this course, students examine through seminars and case studies, the relationship of the media, human personhood, family and society, with special reference to Nigeria and Africa. It explores the way the media frame our experience of the world, shape our political involvements in it as well as our sense of identity and role in culture. Particular attention is paid to the impact of the media and media policy on children, sexuality and couple relationships.

The second part of the course deals with the dynamics of the contemporary culture industry from the local and global perspectives. It examines the impact of communication technologies on cultural processes and the political, social and economic contexts of their operations. It scrutinizes research findings on the impact on cultural thought and practice of industries ranging from publishing, cinema and the electronic media to the new media technologies, to design and other creative industries.

COM 607 Topical Seminar in Media and Communication (3 Units)

The topical seminar course is an open forum for exploring diverse interests and aspects in media and communication. Topics relevant to the Nigerian and African environments, or to the discipline, are treated through a series of seminars. Such topics are current, relevant and add value to graduate experiences of research and study of communication and media. Such topics may change from year to year. Topics of current interest to be explored include the New Media, Media Law in Nigeria, Media and National Security, Africa and the Global Information system, Media and the Video Film Industry, etc.

B. CORE COURSES IN WRITING FOR THE MEDIA STREAM

COM 631 Advanced Reporting Techniques (3 Units)

This course is a practical study of the craft of journalism. Compulsory for both print and broadcast students, it is taught by faculty drawn from the two streams. Students acquire practical skills in news gathering; in verification of sources and materials; in writing or broadcasting clear, accurate and credible reports that are fair and balanced at the same time; and in working to deadlines.

Besides regular beats, a segment involves war/crisis reporting, including ethical issues (dealing with conflicting claims and fairness-accuracy), logistical challenges (moving safely from one war/crisis zone to another, negotiating minefields and bobby traps) and practical issues such as sheltering under fire, adopting new technologies and adapting to a no-technology environment. A component of this course includes techniques of specialized reporting (business, science, law, sports etc). Students are expected to produce weekly reports and writing/audio or audio-visual tapes in each of these segments

COM 632 Advanced Creative Writing (3 Units)

This is a practical course run principally in a workshop format. There are a few general lectures on the nature of creativity and creative writing as well as general lectures on generation of ideas; development of story lines and storyboarding; plot – the development of character; development of atmosphere; generic requirements in story development; thematic development.

Other topics include techniques of dialogue writing, story treatment and audience orientation. The rest of the course is devoted to actual individual writing practices which participants, in small or large groups discuss and examine in a creative developmental way.

COM 633 Documentary Scripting (3 Units)

The course is both theoretical and practical. It traces documentation from its origins to the present day and explores the development of documentary writing and the shifting intentions of documentary broadcast in radio and television through the evolution of narrative approach and structure, paying special attention to the documentary tradition's relationship to journalism. The class explores how different filmmakers, and radio/television producers/directors have gone about trying to convey "reality" on screen and on air both through the use and avoidance of narration, through interviews, editing and dramatisations. Students also look at how the audio-visual medium presents special problems for journalistic objectivity.

The nature and type of documentaries are examined (journalistic documentaries, radio documentaries, fictional and factual, film and television documentaries, music and video documentaries). The course also considers the structure of documentaries – beginning, crisis and climax; doing the outline – writing the treatment; storyboarding; Inserting archival and off-the-air materials and the legal/ethical issues of usage; the first draft... These are examined through practical exercises.

COM 634 Editing Skills (3 Units)

This course examines and puts into practice issues of editorial accuracy, fairness, clarity, precision and completeness, tone and structure. Technical language elements such as spelling, punctuation, grammar, and style are emphasized with attention to how problems in these areas affect meaning and damage credibility. Aspects of the course will deal with decisions on what is newsworthy and what is publishable and will also consider matters of presentation (headline writing, photo use). Candidates will edit stories and other texts with an emphasis on reading critically, raising good questions and dealing with writers and reporters in ways that should elicit positive changes in copy. Course lecturers include leading editors in the industry

COM 635 Graphics Design and Editing (3 Units)

This is a hands-on course which takes students through the design and design editing process from conceptualisation to a perfect publication.

Students learn the art and process of establishing a game-plan by way of sketches and visual exercises, before embarking on content gathering and arrangement of the design project, the efficient application of design principles and basic aspects of hierarchy, balance, proximity, alignment, consistency, contrast, and use of white space.

Four basic areas are emphasised: page composition, typography, graphics and elements of pre-press production. In addition, the course examines the meaning and use of colour as well as the cultural use of colour and how colours interact in print and electronic design to convey the right tone, and message, and to evoke the desired response in the brochure, newsletter, adverts, web site or other publication. The module shall also show how to apply this concept to web page design

COM 636 Media Law in Nigeria (3 Units)

The course examines the history of press and media laws in Nigeria; the fundamental provisions of media laws in Nigeria; the current and historic conflicts between journalists and stakeholders over fundamental issues such as libel, privacy, prior restraint against publishing the news, protection of sources, the right to gather news, and national security.

Broadcast regulations by the Media Council and by political authorities as well as questions of equal time and access are also explored. Reading includes texts of landmark cases. Two special sessions at the end of the course concentrate on practical aspects of libel and invasion of privacy

COM 637 Business Journalism (3 Units)

This course will explore the fundamental concept of business journalism. It equips students with the necessary tools to report business stories with flair and confidence and to write brilliant business stories using a variety of writing skills including description, process, narration and argumentation.

Key areas of focus include the business environment; financial reporting; coverage of key industrial and business sectors; understanding of economic indicators; the development of sources and analysis of data; and the interface of global and local business activities.

Students will increase their interpretive and analytical skills and capacities by employing charts and graphs and will learn how to utilise online resources effectively. There will be a major emphasis on writing lively, well-crafted stories that explain business concepts. Using Lagos as our primary area of interest, the course will also focus stories on SMEs.



C. CORE COURSES IN THE MEDIA ENTERPRISE STREAM

COM 611 Leadership Strategies in Media Organisations (3 Units)

Leadership involves relationships and social influence processes in an interactive, relational context. In this course, the concepts and theories of human behaviour that enable effective strategic leadership are examined in the context of the media industry. Organisational behaviour at the levels of the individual, group, and organisation are also discussed with the goal of predicting, shaping, and evaluating workplace behaviour.

There is a special focus on emotional intelligence, on attitudes, beliefs and value, commitment and responsibilities as well as other key concepts as they relate to leadership. The course approaches the subject matter through case studies, invited speakers and readings. This course will enhance the students' ability to harness the talents of diverse members in organisations and take full advantage of cultural similarities and differences, and provide strategic vision for their organisations.

COM 612 Planning and Development Strategies (3 Units)

This course takes students through the process of business formation, development and growth strategy. It begins from opportunity evaluation through start-up, financing, competitive advantage – including pricing – sales and marketing, operations, management and financials. Students work collaboratively to develop and write business plans for a business venture. Students learn the ability to anticipate and deal with problems associated with growth, and develop skills to more effectively manage and sustain growth.

An aspect of the course focuses on the entrepreneurial role of top management in maintaining and increasing stakeholder value through the formation/acquisition of new businesses, products, or markets. The class will consider the resource commitments that must be made to gain a sustainable advantage over rival firms, as well as the choices needed to leverage resources in different contexts.

COM 613 Marketing and Advertising (3 Units)

This course is an exploration of advertising and the marketing process. Using a wide spectrum of quantitative and qualitative methods and procedures employed in marketing research and their application to marketing decision-making, it examines the planning, development and execution of promotional strategies.

Students will learn how to develop promotional objectives, set budgets, create effective messages, select media, address legal considerations and measure advertising effectiveness. They will also examine the changing role of agencies, account management and evaluation. Students will study the modern marketing mix, branding, business-to-business advertising, political and public service advertising, direct advertising, integrated marketing communications and total quality management, advertising creativity, the local and international advertising industry, issues in advertising and globalization and the new media

COM 614 Financial Analysis in the Media (3 Units)

This course is an intensive study of money and credit, commercial banking, thrift institutions, central banking and monetary policy. Topics include portfolio structure, management theories, money market instruments, secondary credit instruments and institutions, interest rate theory, current monetary problems and policies, and international banking and financial issues.

Students gain a deeper understanding of financial management by constructing financial statements and cash budgets; performing ratio, breakeven, and leverage analysis; making financial forecasts; calculating the time value of money; solving valuation and capital budgeting problems; and examining the behaviour of the cost capital, working capital management and cash management.

They will also focus on short-term financing and long-term investment decisions, the firm's capital structure and dividend policy decisions, the various methods of obtaining long-term capital, and a variety of special topics including mergers, LBO's, and divestitures. To focus the discussions, media industry cases will be used.

COM 615 Organisational Communication (3 Units)

This course surveys the theoretical, critical, and empirical literature on organisational communication. The theoretical traditions studied include structuralism, social constructionism and post-structuralism. Critically, the class examines the discourses of technology appropriation, organisational climate, culture and values, leadership, identity, and change, among others. Also studied are the empirical literature on human communication and complex organisations; the study of meaning, language, messages, symbols, and interaction; superior-subordinate communication, communication networks and technologies in organisations; conflict management and negotiation, and power and politics; decision-making; personal and relational development; as well as group communication within organisations.

COM 616 Policy, Law and Taxation in the Media Industry (3 Units)

This intensive course provides for a detailed study of the Nigerian law of contracts, agency, negotiabilities, liabilities of parties, rights and defences of holders; the law governing the management and dissolution of partnerships and corporations; real and personal property, ownership and transfer of property, deeds, leases, landlord-tenant relationship, mortgages; insurance and suretyship; the creation, nature and kinds of trusts, wills, and estates; bankruptcy. Special attention will be given to government regulation of business enterprises and legal liabilities of companies; the legal regulation of employment, including the varying rights and responsibilities of employers and employees; regulatory environment for media practice – media councils and unions – tax policy, survey of tax procedure, and corporate taxation.

COM 617 Creativity and Innovation in the Communication Industry (3 Units)

This course lays the groundwork for understanding how to be innovative and entrepreneurial. It is centred on the topics of creativity, learning and purposeful effort. It encompasses a general overview of the principles, theories and practices of innovation and entrepreneurship, the innovation process and characteristics of entrepreneurs. It will provide students with the knowledge and understanding of how to manage innovation.

Students learn practical skills in the management of innovative enterprises in the media and communications industry. Students will explore the business potentials of the new information technologies as a practical application of the concepts of creativity and entrepreneurship.



D. CORE COURSES IN THE MARKETING COMMUNICATION STREAM

COM 651 Marketing Strategy (3 Units)

The essence of this course is to introduce students to modern strategies in marketing, with a view to preparing them to lead marketing functions and decisions in various environments. It treats the challenges of the application of the contemporary marketing mix to strategic tasks like strategic function organisation; development of marketing plans; market analysis; segmentation; product positioning; opening, sustaining and growing markets; consumer management; managing market share and coping with competition.

COM 652 Market Research and Analysis (3 Units)

This course addresses the imperatives of market research, provides a background to the development of scientific research and explores options in the application of market research in enterprise. It examines various research types and principles that form the bedrock of research strategies and aims at equipping students with the skills for conducting valid market research and dynamic market analysis. The course also treats the roles of market research in marketing communications and marketing intelligence.

COM 653 New Media and Marketing Communications (3 Units)

This course starts as an exploration of the theoretical foundation for understanding new media and appreciating its place in the history and evolution of the media. Digitisation is put in perspective as a technical foundation for new media.

Leveraging on communication theories, the course then focuses on the internet and related innovations in the light of their value propositions, their role in shaping the way content is delivered and issues such as engine optimisation on the internet, platform security, scalability, performance, tooling and human resource requirements.

The course then turns attention to communications planning, identity management of all stakeholders, embedding social tools across various organisations' communication processes and effective knowledge management/business intelligence. Of interest also is the broad range of integrative approaches to the management of corporate identity, strategic product and service messaging and knowledge-driven marketing.

COM 654 Brand Strategy and Communication (3 Units)

This course traces the origins of the concept of the brand and discusses modern brand and branding strategies in government, enterprise and non-commercial environments. It explains the critical importance of communication in brand management strategies, identifying in the process what exactly should be communicated about a brand and how. It also examines scientific ways of measuring brand performance and techniques of successful brand building.

COM 655 Public Relations Strategies (3 Units)

The critical role of public relations in marketing communications and the strategies for its successful application in the marketing process are issues treated by this course. Apart from a review of public relations at work, the course dwells on comparative strategies for achieving the best business results from the use of PR. It examines strategies for the application of key elements of the modern PR process with a view to enriching the ability of students to drive the PR function in every sector. It also treats of the scientific methods of measuring the effectiveness of PR activities.

COM 656 Experiential and Alternative Marketing (3 Units)

The aim of this course is to expose students to the principles and practice of managing consumer/stakeholder experience to the advantage of the brand. It examines controlled experiences (such as retail structure, advertising, products, websites) and uncontrolled experiences (like media comments and public utterances).

It also shows how strong brands often grow from consistent experience. The course will also lead students into the exciting field of alternative marketing procedures and strategies.

These are strategies based on marketing activities not using the conventional promotional styles. “Alternative Marketing,” also called Unconventional Marketing, derives its name from the fact of applying strategies that are alternative to the popular traditional 4Ps. While the 4Ps are focused on supply, alternative marketing is customer-focused. Students will also be exposed to the contemporary Marketing Mix – the 8Ps and 4Cs – which take customer interests into account

COM 657 Advert Planning and Analysis of Audience and Media (3 Units)

Planning for advertising is vital in successful marketing communications. It is equally fundamental to understand the audience structure and media use strategies. All these are what this course is aimed at. It explains steps in and styles of effective advertising planning, audience analysis strategies and media management. It also analyses the relationship between advertising planning and audience/media attributes, as well as the place of advertising in the integrated approach to marketing communications.

E. ELECTIVE COURSES

COM 621 Graphics Design and Editing (3 Units)

This is a hands-on course which takes students through the design and design editing process from conceptualization to a perfect publication. Students learn the art and process of establishing a game-plan by way of sketches and visual exercises, before embarking on content gathering and arrangement of the design project, the efficient application of design principles and basic aspects of hierarchy, balance, proximity, alignment, consistency, contrast and use of white space. Four basic areas are emphasized: page composition, typography, graphics and elements of pre-press production.

In addition, the course examines the meaning and use of colour as well as the cultural use of colour and how colours interact in print and electronic design to convey the right tone and message, and to evoke the desired response in the brochure, newsletter, adverts, web site or other publication. The module shall also show how to apply this concept to web page design.

COM 622 The Internet and the New Media (3 Units)

This course introduces students to the new developments in the communication and information industry. The course critically examines the political, socio-economic and cultural forces driving the growth of the internet and the new ICTs; the concepts and practices of New Media, virtual communities, citizen journalism, media convergence, and business and social networking regimes. It also examines the cultural and ethical and psychological impacts and issues raised by the new technologies.

Students will explore the business potentials of the new information technologies; the commercial and business aspects of the websites and blogs as well as their legal and regulatory framework; and the production, marketing, distribution of new media products and the general management of new media.

COM 623 Media Process (3 Units)

This course will study the basic media production process and media operations – from concept or news to the morning newspaper (printing and publishing process for newspapers and magazines, including newsroom operations) or the design product. The course has two complementary approaches. With the first approach, it will explore basic elements of various media production processes, from press to audio-visual production (radio and television news and features), film and video production, different design productions and the management of the production process.

Through the second approach, the course focuses attention on the converging role of the new ICTs in different media productions.

This course is a challenging conceptual, critical and practical study of the unique operational features of the creative industries, and it is based on the premise that such diverse media and communication operations are theoretically explicable as a unified experience.

COM 624 Advanced Creative Writing (3 Units)

This is a practical course run principally in a workshop format. There are a few general lectures on the nature of creativity and creative writing as well as general lectures on the generation of ideas; development of story lines and storyboarding; plot – the development of character; development of atmosphere; generic requirements in story development; and thematic development. Also to be considered are techniques of dialogue writing as well as story treatment and audience orientation. The rest of the course is devoted to actual individual writing practices which participants, in small or large groups, discuss and examine in a creative developmental way.

COM 625 Technology and the Media (3 Units)

This course is a review of the evolution of technology and its application to the media industry. It deals with technological changes affecting the speed of communication and accessibility of information as well as mobile devices, on-line communication, interactive TV, etc. The course also takes a look at trends in technology integration and media disintegration, challenges and opportunities for value creation.

COM 626 Economic and the Business Environment (3 Units)

This course provides a basic understanding of the principles of economics and social economic activity. It also reviews the conditions that affect our economic environment and the performance of business organisations.

COM 640 Investigative Journalism (3 Units)

This course will equip students with an array of skills – high-tech and old-fashioned materials – applied to real-world subjects.

Students will learn advanced applications of computer-assisted reporting and how to find a variety of documents and information useful to good journalism: court records, public safety regulations in various domains, evidence of under the counter payments, wealth prior to and after public office, tax-evasion schemes, child abuse and industrial safety statistics, evidence of connection to drug-dealing, corporate records, etc

COM 641 Magazine Writing and Editing (3 Units)

The course aims to acquaint student with the fundamentals and challenges of feature writing and magazine journalism. Students learn to apply and appraise in-depth press reporting techniques, researching stories, interviewing strategies, and writing substantive articles, editorials, the front page, the two-page spread, the personal column, and advertorials. Students will discuss current publishing industry issues with professionals working in magazines. Particular attention will be paid to the specific stylistic elements that distinguish features and magazine writing from news reporting, and to developing the character, atmosphere and breadth of features, the ability to observe and describe, to structure and streamline their writing and to the development of the personal style in a professional context. Students will also practice editorial judgment and grammatical and stylistic aspects of magazine editing

COM 642 Broadcast News Writing and Editing (3 Units)

Students are introduced, among other things, to the techniques of writing for radio and television news, public affairs and long-form programmes. Students will write news reports using the audio and visuals they gather as reporters in the field and produce them using the digital audio and visual laboratories.

They will learn the specifics of voicers and voice wraps vs. sound bites; actualities and news gathering techniques for small and large stations; grammar and style in electronic news writing and editing; impact of production measures on electronic writing and editing (Big Remotes, ENG,

EFP and SNG production methods and features; audio CDs and MP3s and MP4s; live on-air radio productions); and computer-assisted editing in radio and television.

COM 643 Copy Writing in Advertising (3 Units)

This course focuses on the creative process in advertising, including concept development, copywriting, layout, and campaign strategies. Emphasis is on advertising in the new media, but print, radio and television commercials are also included. Assignments include consumer and trade advertisements for both new and mature products and also research to develop an advertising campaign for a specific organisation.

Students will develop an industry-standard portfolio of advertising campaigns designed to provide solutions to the clients' marketing problems for presentation to agencies.

COM 644 Writing in Corporate Communications (3 Units)

This course first examines several approaches to corporate communication. It explores concepts such as corporate citizenship, CSR, legal aspects of corporate communication; corporate culture, corporate communication and technology (with special focus on the new ICTS); corporate communication in global markets; organisational crisis management; interpersonal relations. Thereafter, the course becomes practical, focusing on writing the copy, on presentations, and media meetings as well as corporate identity and image branding.

The practice of creating, writing, editing, and producing persuasive communications for various audiences in the corporate environment is enhanced in this course. Writing skills are exercised extensively, focusing on news releases, editorials, features, profiles, scripts, and on technical copy qualities such as clarity, structure, and style.

Students write from the point of view of various organisations, including businesses, government agencies and non-profit NGOs.

COM 645 Scripting for Film and Video (3 Units)

In this intensive writing course, students are introduced to techniques of film and screenwriting by reading scripts, examining films from a writer's perspective and writing at least one short screenplay. Topics include dialogue, characterisation, plot, tone/voice, scope, context, intent, subtext, and visual storytelling. There will be an analysis of the special problems involved in writing for the film medium, including the documentary film. Instruction will be given on special approaches and techniques useful in solving these problems.

The students will be expected to carry out supervised work on story treatment, sequence outlines, and shooting and narration scripts. The course will also study elements of style that distinguish one film genre (romantic comedy, horror, thriller) from another and consider the ethics of script doctoring. Writing exercises include story synopses and character studies. Students will leave this course with a strong set of tools and completed work, including a 50-page screenplay.

COM 646 Writing for the New Media (3 Units)

This course is a practical introduction to the world of the internet and the new media. The first part of the course examines the ideological and cultural underpinnings of the growth of the internet and the new media and introduces students to concepts and practices of new media, virtual communities, citizen journalism, media convergence, and business and social networks.

The second part of the course is devoted to exercises that impart the special skills required in writing for the new media – the economy of space and visuals, time, tempo and sound; the nature of multimedia production copy; the multidimensionality of internet content; the nature of blog language and cyberspeak; the requirements of language skills in a multi-level audience setting. Students examine various internet write-ups, develop their own copies and conduct critiques of various writing outcomes.

18. PGD Courses

A. COURSES IN THE JOURNALISM STREAM

COM 500 Research Project (3 Units)

This is a course which is research-based and involves a written project of sustained length on a relevant topic in journalism. It is chosen by the student in consultation with a member of faculty competent in the field. The student will usually work under the supervision of a faculty member with the requisite expertise in the area of the research project.

COM 501 Media Concepts and Theories (2 Units)

This course explores the various media concepts and theories as well as their practical application in media-mediated situations. It traces the history and methodological processes at work in the shaping of these concepts and theories and underscores their relevance to contemporary media practice.

COM 502 The Practice of Journalism in the New Media (Writing, Editing and Producing in ICT-driven environments) (2 Units)

This course examines the evolutionary trends in journalism ranging from the old order of mass media to the new tradition of i-media with its associated innovations and how these affect reporting and editing. Trends like media convergence and its informing possibilities and impacts, the emerging culture of personal media and the impact of audience fragmentation on journalists and journalistic practice will be addressed in the course. An important component of this course is practical and takes the form of computer and web-based media productions.

COM 503 Research Methodology (2 Units)

This course is concerned with the various methodological approaches involved in academic research ranging from the collection of data through bibliographical, archival and oral sources and resources as well as their distillation in research. Its bias is for media studies and it will explore the full range of methodological possibilities that will facilitate students' understanding of media research and practice.

COM 504 Professional Ethics in Media (2 Units)

The course is intended to objectively expose students to the ethical dimensions of journalism practice as a means of instilling the culture of professionalism, personal integrity and individual social responsibility. In specific terms, it intends to broaden the understanding which media practitioners and those intending to be media persons have of the timeless ethics inherent in journalism especially within the fabric of new media developments which have enhanced but sometimes also eroded and compromised professional ethics in journalism.

COM 505 Media Law (2 Units)

This is a course meant to offer fresh perspectives on the history of media law with particular emphasis on Nigeria. Fundamentally, it focuses attention on the conflict situations involving relevant stakeholders in the media industry as they relate to issues like individual personhood and privacy, libel/defamation, the right to information and the sources, national security and the role of regulatory authorities.

COM 506 History and Development of Journalism in Nigeria (2 Units)

The focal concern of the course is to engage the historical trajectories that have defined and shaped journalism practice in its developmental processes in Nigeria with a bias for the craft of writing. This will be done while paying particular attention to the fact that journalistic practice has itself developed in strict fidelity to the historical process. In addition, the course also addresses the timeless principles that have mediated journalism practice throughout history to the present moment.

COM 507 Leadership and Entrepreneurship in the Media (2 Units)

The course is a training platform in the basic principles necessary for effective leadership in confronting the panoply of challenges inherent in today's media industry. It aims to provide a learning platform in leadership skills and their acquisition and optimum utilization for individual and corporate benefits.

As part of its aim, the course will expose students to practical realities in media leadership leveraging on cases as a basic learning method or tool.

COM 511 Print Journalism (News, Features and Opinion) (4 Units)

The main focus of this course is to enhance students' writing skills in the areas of news reporting, features and opinion/editorial writing and to sharpen their understanding of print journalism and the modes of writing strategies. It also examines issues relating to writing in specific newspaper typologies like old and new magazines, specialized journals, online newspapers and magazines, advert-driven and free newspapers, etc.

COM 512 Audio-Visual Production (News, Features and Documentaries) (4 Units)

The course deals principally with radio and television, with a focus on full and partial production of news, features and documentaries for radio and television, writing for magazine programmes, talk shows, radio and television drama and reality programmes. The course will expose students to other forms and strategies of electronic media production like documentaries and features. Principles and practices of narrow-casting, podcasting and presentations in web platforms are taught as well.

COM 513 Media and the Corporate World (Public Relations and Advertising) (4 Units)

This course is intended to expose and deepen the knowledge base of students about writing and producing in the world of corporate communication. Its main focus is to develop the creativity of students in design and production in marketing communication and to equip them with the critical capacity and conceptual/creative skills necessary for producing house journals and newsletters, the writing of corporate web pages, news releases, online journals and writing and audio visual production for corporate public relations and advertising. The course runs through two semesters.

COM 508 Media Practice

This is a practical course which serves as a written report on the industrial experience of students as part of their training as is consistent with industrial needs and expectations. It is, therefore, a supervised course to equip the student with the requisite skills and competence for the needs of industry.



B. COURSES IN THE COMMUNITY RELATIONS STREAM

COM 520 Research Project (4 Units)

This is a course which is research-based and involves a written project of sustained length on a relevant topic in community relations chosen by the student in consultation with a member of faculty competent in the field. The student will usually work under the supervision of a faculty member with the requisite expertise in the area of the research project.

COM 521 Conceptual Issues in Community Relations (2 Units)

This course explores the conceptual basis for community relations practice. The affinities and points of divergence between community relations, public relations and other allied corporate activities, such as marketing and media relations, are examined closely. The course offers a justification for the academic discipline as well as the industry practice of community relations as a field. It expands the horizon of students and challenges them to see the organic relation between natural geo-political communities and the various modes of community identity (including virtual communities) as locations of power, economic, ideological and cultural interests, and it leads them to see community relations practice as dealing with the intersection of such interests.

COM 522 Community Development (2 Units)

This course introduces a framework for understanding how community development theory, methods and techniques can be used by community relations workers in various industry contexts. It traces the historical growth of the concept and practice of community development. The course focuses on understanding community, the background to community practice – including principles and value – and traditions, with a particular focus on people-centred, holistic development. The course uses case studies and examples.

COM 523 Research Methods and Evaluation of Community Programmes (2 Units)

This course is a study of the social scientific methods of research available for community-focused workers. It introduces research methods for community projects from various perspectives. The course examines concepts, tools, frameworks and contexts of social research in communities in Nigeria and elsewhere. It also introduces skills for planning and conducting evaluations of social programmes and resource projects meant for communities, including action research, evaluation of process, participation, impact and outcome, ethical and stakeholder considerations, the effective communication of results and the making of recommendations.

COM 524 Ethical Issues in Community Relations (2 Units)

This course introduces the most relevant and up-to-date research on the ethics of community relations. The strengths and weaknesses of concepts and practices as they pertain to the communities and their relations to various bases of corporate or political power are examined.

The overarching purpose is to see how these ethical models and practices reveal a particular vision of the human person and human communities and to permit students to develop a more holistic view of persons and their social contexts. Particular attention will be paid to the emerging ethical issues communities face, such as the ecological question, the use of violence as a means of redressing injustices, the ethics of corporate social responsibility, the place of minorities and the role of political power in ensuring justice and fair play among national groups.

COM 525 Corporate Governance and Community Relations (2 Units)

There are two intertwined aspects to this course. Corporate Governance deals with a broad range of values, customs, attitudes, policies and laws on the basis of which an organisation conducts its business, but also with forging ties with external stakeholders such as the local community that hosts its business.

An organisation's decision to engage with its local community is thus a corporate governance issue and a reflection of its corporate values. Corporate Social Responsibility (CSR), in turn, involves the non-legal but necessary inclusion of public interest in the decision making processes of organisations. This course examines corporate governance principles, policies and practices and their final logic in CSR. The focus is on community involvement in the processes and projects that directly affect them.

The role of effective CSR in community relations will also be explored. Emphasis will be placed on institutional values that encourage partnership, inclusiveness, empathy, cultural sensitivity, and people-centred business practices.

COM 526 Managing Issues and Crisis in Communities (2 Units)

This course is concerned with developing skills and competencies, strategies and techniques that assist organisations and agencies to identify, assess, understand, and manage serious situations, from lack of amenities to spillage, security or other types of crisis in communities. There is also focus on the manner of framing issues and crisis, developing responses and taking action.

A practical aspect of the course deals with creating or developing community resource audits (workforce, job-seekers, business and small or micro enterprises, formal and informal leadership, basic, soft and technical skills), with implementing plans and goals and creating or making use of community engagement forums.

The offering includes training in technology-driven solutions such as the use of GIS data, mapping and reporting tools or other community information management systems. The role of communication in all this is emphasised.

COM 527 Communication and Negotiation Skills in Community Relations (2 Units)

Conflict seems integral to all human social interaction. When conflict occurs between an organisation and its host community, it is the responsibility of the parties to understand and resolve the conflict rather than abandon their strategic relationship.

This course will examine the differences between disagreements, disputes and conflicts by focusing on the degree of intensity. The importance as well as types of communication and negotiation skills, style and attitude in conflict resolution will be discussed.

COM 528 Media and Community Relations (2 Units)

This course explores the role of the mass media in fostering or hindering relations between political and economic institutions (governments, corporations, non-governmental entities, international bodies) on one hand, and communities on the other. Particular attention is paid to resource-based communities in Nigeria and globally.

Case studies, documentaries and media productions are used to illustrate the way the media frame communities and their needs, demands and actions. The political economy of media is examined, along with the manner dominant media interests impact on citizen awareness, knowledge and evaluation of issues and conflicts in communities. Correspondingly, the course also studies the appropriation of mass media, new media and social media by major actors within and on behalf of communities.

COM 529 Law and Public Policy in Community Relations (2 Units)

This course examines Nigerian law as it affects communities. Special attention is paid to the land use act, to questions of revenue allocation, to principles and practices of revenue and derivation in the Nigerian federation from pre-independence to the present.

Focus is also given to government regulations of business enterprises and legal liabilities of companies in so far as environmental issues are concerned; the legal regulation of employment, including the varying rights and responsibilities of employers and employees; tax policy; survey of tax procedures and corporate taxation.

COM 530 Community Relations and Corporate Strategy (2 Units)

This is a two-part practical course on corporate strategy formulation and design. In the first part, students will be expected to design community relations strategic policies after a specified period of interaction with real communities in the course of field work, or with imagined communities through role play. Each strategic policy will be assessed in accordance with best practice.

In the second part, students will be exposed to a series of hypothetical conflict scenarios between organisations and communities. Students will be expected to compose Strategic Negotiation Plans (SNPs). Each SNP will be tested for its adaptability, flexibility and effectiveness during mock negotiation sessions. Students' communication and negotiation skills will also be tested.



C. COURSES IN THE DIGITAL MEDIA STREAM

COM 540 Research Project (4 Units)

This is a course which is research-based and involves a written project of sustained length on a relevant topic in digital media chosen by the student in consultation with a member of faculty competent in the field. The student will usually work under the supervision of a faculty member with the requisite expertise in the area of the research project.

COM 541 Fundamentals of Computer and Information Technology (2 Units)

This course introduces students to the fundamentals of computers and computer programming; to information and communication concepts; to networks and data communication. It also deals with the internet and related technologies. An important aspect of the course is the concept and practice of convergence, and ancillary notions of interactivity.

COM 542 Programming languages and Studios for Digital Media (2 Units)

The course is an introduction to generations of languages, as a prelude to understanding Third-Generation Languages, Java, C++, PHP, Visual Basic, etc. This leads students further to Fourth-Generation Languages, Data Definition Languages, Data Manipulation Languages, Report Generation Languages, Web Development Languages, and Integrated Development Environments

COM 543 Fundamentals of Design and Digital Communication (2 Units)

The Fundamentals of Design and Digital Communication course provides students with an understanding of technologies for digital design and production, colour theory, fundamentals of typography, principles of design and layout, research and strategic planning, conceptualization and design solutions, principles of photography and Photoshop basics.

COM 544 Professional Ethics in the Media (2 Units)

This course introduces students to the field of ethics generally. It pays attention to communication ethics and focuses on media ethics, with emphasis on ethical issues raised by the new media. The strengths and weaknesses of some ethical propositions are examined as they relate to the communication and information field. The main aim is to see how the norms and criteria of ethical judgement and decision making enhance a holistic view of persons and their production and consumption of media.

COM 545 Interactive and Motion Graphics COM 551 (Audio-visual Design and Production) (2 Units)

The course is a practical introduction to time-based interactive design, vector-based animation with Flash AfterEffects basics and an introduction to digital audio, content creation and flash production. It will also involve video editing with AfterEffects and Final Cut Pro or Premiere and 3D design.

COM 546 Digital Media Platform Implementation and Administration (2 Units)

The new media landscape is shaping the way content is delivered. The course takes a critical look at the elements involved in establishing reliable content delivery systems suitable for all forms of new media formats. Central to this course of study is the internet as a new media platform and as a value proposition. Platform security, scalability, client access, end-user engagement and performance, tooling and human resource requirements are put into special focus.

The course also explores approaches to broadcasting (specifically internet broadcasting), resource sharing interactivity, cloud computing as well as search engine optimisation on the internet.

COM 547 Entrepreneurship (2 Units)

This course takes students through the process of business formation, development and growth from opportunity evaluation through start up, financing, sales and marketing, operations, management and business strategy. Particular attention is paid to media enterprises, focusing on digital media. Students work collaboratively to develop and write business plans for a business venture. Students learn the ability to anticipate and deal with problems associated with starting, raising finance, and developing skills to more effectively manage and sustain growth. The case method is the principal mode of instruction

COM 548 Research Methodology (2 Units)

This course explores methods of research in the fields of technology, social science and business/marketing research. Topics include the planning and setting out of research projects, source location, the various modes of analysis of research findings, application of computers and statistics to research analysis, development of viable research proposals and the skill to articulate the results to an audience or interested readership. Students are expected to produce viable research proposals for their projects at the end of the course.

COM 550 Print Design and Production (2 Units)

This course is a stream-specific introduction to Adobe Illustrator; fundamentals of logo design, corporate identity and branding; introduction to Adobe Photoshop; advanced digital imaging and composition for print design; poster layout and design; introduction to Adobe InDesign; magazine layout and design; and advanced typography.

COM 552 Web Design (2 Units)

This course is a stream-specific introduction to web design, XHTML and CSS essentials; Dreamweaver I; Dreamweaver II; Web graphics with Fireworks; Web technology 1: Client-side scripting; Flash basics; Web usability and accessibility; Advanced Flash; and Web technology 2: Server-side scripting.



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