



2017-2018

MASTER'S PROGRAM  
ACADEMIC PROGRAM REVIEW  
SELF-STUDY



# University of Arizona School of Journalism

## 2017-18 Master's Program

### Academic Program Review Self-Study

**Prepared by the faculty of the School of Journalism**

Nov. 1, 2017

**Director:** David Cuillier

Graduate Committee APR team: Carol Schwalbe, chair and director of graduate studies, Jeannine E. Relly, Linda Lumsden, and Susan E. Swanberg

**Staff support:** Debbie Cross

**Cover photo:** Science Journalism students watch the sunset during an overnight field trip to Biosphere 2, a University of Arizona research facility about 30 miles north of Tucson, during the Fall 2017 semester.

Photo by graduate student Naomi Pier

# TABLE OF CONTENTS<sup>1</sup>

I. 1. GRADUATE PROGRAM DESCRIPTION	3
I. 1.a. M.A. in Journalism, skills emphasis	4
I. 1.b. M.A. in Journalism, studies emphasis	5
I. 1.c. Accelerated Master's Program (AMP)	5
I. 1.d. Dual-degree programs	6
I. 1.e. Specialties	7
I. 1.f. Professional M.A. Partnership with SILLC	7
I. 1.g. Ph.D. minor in Journalism	7
D. 2. Aspirational Peers Among Public Universities	8
I. 2. CURRICULUM AND COURSES	12
I. 2.a. Degree completion	12
I. 2.b. Adequacy of graduate curriculum and courses	13
I. 2.c. Active learning strategies	14
I. 2.d. Instructional technology	15
I. 2.e. Online courses	17
I. 2.f. Adequacy of resources	19
I. 2.g. Ph.D. students	19
I. 2.h. Graduate Student Handbook	19
I. 3. GRADUATE STUDENTS	20
I. 3.a. Recruitment and quality of students	20
I. 3.b. Gender, race, and ethnicity of students	22
I. 3.c. Adequacy of graduate student stipends and assistantships	24
I. 3.d. Thesis supervision and job placement	25
I. 3.e. Scholarship activities of graduate students	28
I. 4. LEARNING OUTCOMES ASSESSMENT	29
I. 4.a. Expected learning outcomes	29
I. 4.b. Assessment activities	30
I. 4.c. Assessment findings	34
I. 4.d. Changes made in response to findings	34
I. 4.e. Reporting the results	34
I. 4.f. Assessment plan timeline	35
APPENDICES	36

---

<sup>1</sup> Sections are labeled according to the University of Arizona Academic Program Review chapters, in this case primarily chapter "I" for the graduate portion of university APR self-studies.

## APPENDICES

Also available [online](#) with materials from the [2017-18 ACEJMC/APR undergraduate self-study](#)

A. <a href="#">List of master’s courses</a>	37
B. <a href="#">Grad student handbook</a>	46
C. <a href="#">Best recruitment practices</a>	92
D. <a href="#">Exit survey</a>	96
E. <a href="#">School mission statement</a>	103
F. <a href="#">Undergraduate assessment plan</a>	105

## I: GRADUATE STUDENTS, DEGREE PROGRAM AND OUTCOMES

### I. 1. Graduate Program Description

The goal of the University of Arizona School of Journalism's master's program is to prepare students to work in a news outlet or pursue a doctoral degree. The school restarted its [master's program](#) in 2008 after being on hiatus since the late 1990s. The school does not offer a doctoral program, although the faculty would like to create a journalism Ph.D. in the next 10 years.

Students can choose two tracks in the master's program: 1) A [professional track](#) that focuses on training for a career in journalism with an emphasis on skills, or 2) A [studies track](#) to understand the field of journalism and prepare for further graduate education. Full-time students take at least 9 units each semester. Students may also enroll part-time.

The program is classified by the [National Center for Educational Statistics](#) under Classification of Instructional Program code 09.0401: "A program that focuses on the theory and practice of gathering, processing, and delivering news and that prepares individuals to be professional print journalists, news editors, and news managers. Includes instruction in news writing and editing; reporting; photojournalism; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and journalism history and criticism."

The master's program is coordinated by Associate Professor and Director of Graduate Studies [Carol Schwalbe](#), an established scholar, former *National Geographic* journalist, and nationally renowned teacher. She is assisted by program coordinator [Debbie Cross](#). Curricular decisions are approved by the core faculty, based on recommendations from the Graduate Committee, composed of Professors Schwalbe, [Celeste González de Bustamante](#), [Terry Wimmer](#), [Maggy Zanger](#), [Jeannine E. Relly](#), [Susan E. Swanberg](#), and [Linda Lumsden](#). Faculty members are considering seeking national accreditation of the master's program in 2023-2024 through the Accrediting Council on Education in Journalism and Mass Communication, and welcome suggestions from the academic program review site-team.

The program's enrollment is small compared to many journalism master's programs, averaging about 16 students per year, which provides for individual attention and mentoring.

#### Enrollment, 2010-2016

Year of Fall count	Enrolled
Fall 2010	13
Fall 2011	16
Fall 2012	18
Fall 2013	18
Fall 2014	18
Fall 2015	14
Fall 2016	18

The school provides several graduate education options for students:

**I. 1a. M.A. in Journalism, skills emphasis**

The skills-oriented curriculum includes writing, multimedia, and on-the-street reporting for print, television, and digital media serving communities in southern Arizona. Those interested in the skills-oriented program are expected to demonstrate outstanding English and writing skills because of the rigor of the assignments and the expectation that after graduation they may begin working immediately in a news organization. Full-time students generally take two years to complete this 33-unit program. They can accomplish it in one year, however, if they wish.

Typical schedule for skills emphasis option:

YEAR	SEMESTER	UNITS	CLASSES	THESIS OR PROJECT
1	Fall	9	JOUR 506, 507, 508	
1	Spring	9	JOUR 509, 589, elective	Select chair and committee members Fill out Master's Plan of Study
2	Fall	9	590F, 2 electives	Defend proposal for project or thesis
2	Spring	6	JOUR 909 or 910, elective	Defend final project or thesis

Typical schedule for skills emphasis *one-year* option:

YEAR	SEMESTER	UNITS	CLASSES	PROJECT
1	Fall	12	JOUR 506, 507, 508, elective	Select chair and committee members Fill out Master's Plan of Study
1	Winter	3	JOUR 547	
1	Spring	12	JOUR 509, 589, 590F, elective	Defend proposal for project
1	Summer Pre-Session	3	JOUR 539	
1	Summer 1 or 2	3	JOUR 593, or 909	Defend final project

**I. 1.b. M.A. in Journalism, studies emphasis**

The studies emphasis concentrates on the news media as an academic discipline that focuses on the nature and effects of journalism in a global society. Students explore international media models, media law, ethics, journalism history, and the effects of media coverage on contemporary societies around the world. This 33-unit program is an alternative for students who are interested in pursuing a doctoral degree and entering academia rather than in acquiring the professional skills offered in the skills-oriented emphasis.

Typical schedule for studies emphasis option:

YEAR	SEMESTER	UNITS	CLASSES	THESIS OR PROJECT
1	Fall	9	JOUR 508, 539, elective	
1	Spring	9	JOUR 509, 589, elective	Select chair and committee members Fill out Master's Plan of Study
2	Fall	9	3 electives	Defend proposal for project or thesis
2	Spring	6	JOUR 909 or 910, elective	Defend final project or thesis

**I. 1.c. Accelerated Master's Program (AMP).** The Accelerated Master's Program enables undergraduates who have a minimum 3.3 GPA to earn both bachelor's and master's degrees in five years. Students take 12 graduate credits in their fourth year and continue to work with the director of graduate studies in their fifth year to ensure that all courses and requirements are met, including a project or thesis.

Typical schedule for AMP option:

YEAR	SEMESTER	UNITS	CLASSES	THESIS OR PROJECT
4	Fall	6	JOUR 508, 539	
4	Spring	6	JOUR 509, 589	Select chair and committee members Fill out Master's Plan of Study
2	Fall	9	3 electives	Defend proposal for project or thesis
5	Winter	3	JOUR 547	
5	Spring	9	JOUR 909 or 910, 2 electives	Defend final project or thesis

**I. 1.d. Dual-degree programs.** Five dual-degree programs allow students to explore special areas of interest at the same time they hone their journalistic skills and understanding. In just one year of study beyond the stand-alone journalism degree (language training excepted), they can earn two master's degrees. The five programs:

- **Dual M.A. in Journalism and M.L.S. in Legal Studies.** At a time when law has such a profound impact on political, economic, and social institutions and values, journalists who understand the factors that shape the decisions of legislatures, courts, and regulators are of crucial importance. There is a significant demand in the news media and other information industries for graduate students who have an educational background in both law and journalism. Students who acquire the research background, professional training, and knowledge of law and journalism provided by this dual-degree program can make important contributions not only to discussions within news organizations about legal developments but also to the fields of law and journalism about the ways in which this information influences society and the economy.
- **Dual M.A. in Journalism and M.S. in Soil, Water and Environmental Science.** This dual degree will help fill the significant demand in the news media and other information industries for graduate students who have an educational background in both science and journalism. At a time when science is having a profound impact on political, economic, and social institutions and values, journalists who understand the factors that shape the collection, evaluation, and dissemination of information about science and its offspring, technology, are of crucial importance. News reports about issues such as climate change and evolution illustrate clearly how providing journalists with a cross-disciplinary education in science can affect decisions about how information about scientific topics is selected and used in news reports that become part of the global information environment. This coverage, in turn, has a major impact on discourse about science and science policy in this country and others.
- **Dual M.A. in Journalism and M.P.A. in Public Administration.** Students in this program typically take their first year of required graduate coursework in Public Administration (18 units) before beginning graduate coursework in Journalism.
- **Dual M.A. in Journalism and M.A. in Latin American Studies.** This program provides students with the intellectual foundation in regional studies, language, and advanced research techniques that will prepare them to conduct academic or journalism fieldwork from Mexico and Latin America to Brazil and the Caribbean.
- **Dual M.A. in Journalism and M.A. in Middle Eastern and North African Studies.** This program provides students with the intellectual foundation in regional studies, language, and advanced research techniques that will prepare them to



conduct academic or journalism fieldwork in the Middle East and North Africa, from Morocco to Afghanistan. Middle Eastern and North African Studies is a multi-disciplinary department focusing on the region known as the Near or Middle East, which includes the Arab world, Iran, Israel, and Turkey. The program provides a full range of language courses in Arabic, Persian, Turkish, and Hebrew (through Judaic Studies). In addition, several journalism faculty members have worked in the Middle East.

**I. 1.e. Specialties.** In addition to the core journalism courses required to earn a master's degree (JOUR 508, JOUR 509, JOUR 589, and JOUR 909 or JOUR 910), students may select a specialty, if they wish, which is noted on their diploma and transcript. Each specialty requires 9 credit hours:

- Digital Journalism
- Global Journalism
- Science and Environmental Journalism

**I. 1.f. Professional M.A. Partnership with SILLC.** A partnership with the [School of International Languages, Literatures, and Cultures](#) (SILLC) allows journalism graduate students to take up to 9 units offered by any of the SILLC master's programs (Classics, East Asian Studies, French, German Studies, Russian, and Slavic Studies). Master's students in SILLC programs can take up to 9 graduate units in the School of Journalism.

**I. 1.g. Ph.D. Minor in Journalism.** This program welcomes doctoral students in other programs who want to increase their understanding of journalism practices and/or professional skills in the United States or globally. The minor comprises 9 units from 500-level courses in the School of Journalism for which students have the prerequisites. In consultation with the director of graduate studies, doctoral students may select professional skills courses, journalism studies courses, or a combination. After selecting a tentative slate of courses, students must complete a Doctoral Plan of Study, declaring Journalism as their Ph.D. minor.

## **D. 2. Aspirational Peers Among Public Research Universities<sup>2</sup>**

The University of Arizona School of Journalism is essentially a department within a college of liberal arts, so it does not have the resources or independence of most peer public university journalism programs, which are typically independent programs (e.g., Arizona State University's Walter Cronkite School of Journalism and Mass Communication) or schools within colleges of journalism and mass communication (e.g., University of Texas at Austin's School of Journalism within the Moody College of Communication). This structure provides added challenges for the school, but the faculty still look to the larger programs as aspirational peers. Because there are few metrics to compare journalism master's programs, the school looks to qualitative comparisons with five aspirational peers.

### **D. 2.a. Graduate School of Journalism, University of California, Berkeley**

The [UC Berkeley Graduate School of Journalism](#) master's program was founded 45 years ago and has since graduated 2,000 students. It is the only graduate-level journalism program in the University of California system. The program is larger than the UA's, enrolling about 120 master's students to the UA's 16 per year, but the two share a focus on "just journalism." The Berkeley program prides itself on offering "[j]ournalism, exclusively. No public relations, no advertising, no strategic communications." The program is built on "small classes, close faculty contact, creative collaboration with outstanding fellow students." The program emphasizes students producing publishable work while enrolled and requires a two-year immersion "because there are no shortcuts."

Students must complete 36 semester units of coursework and a satisfactory master's project. Required courses in this professional program include eight units of Reporting the News (three units in the lab), multimedia and print boot camps, law and ethics, 300 hours of internship, the master's project, and additional required courses, depending on the student's focus. The school also offers certificate programs for mid-career professionals.

The UA School of Journalism offers a variety of master's program options not available at UC Berkeley. The UA options include a one-year M.A., a two-year program with either a skills-oriented or an international emphasis, an accelerated master's program for capable undergraduates, and dual degrees in journalism and legal studies; soil, water, and environmental science; public administration; Latin American studies; and Middle Eastern and North African studies. Neither Berkeley nor UA offers a doctoral degree in journalism.

---

<sup>2</sup> Section D would typically go in the first part of the academic program review self-study addressing aspirational peers for both undergraduate and graduate programs. Because this is not included in the undergraduate self-study because it is not required by ACEJMC, the university requested it be included in the grad program self-study, focusing on the master's program.

#### **D. 2.b. School of Journalism, University of Missouri**

The [University of Missouri's School of Journalism](#) offers several M.A. programs. All of them require a minimum of 37 credits, including completion of a thesis or professional project. The online degree for professionals with three or more years of experience offers options in health communication, interactive media, media management, and strategic communication. On-campus two-year programs offer 20 emphases—from advertising to visual editing and management. Other emphases feature skills, including digital media, as well as academic-oriented emphases in international journalism and news media and society. Like the UA, Missouri offers an accelerated M.A. degree that outstanding undergraduates can complete with one additional year of study. The school offers three journalism-law options: MA/JD, MA/LLM, and MA in law and conflict resolution.

Both the Missouri School of Journalism and the UA School of Journalism share a commitment to theory, research, and practice in their master of arts programs. Missouri offers several M.A. models, all of which require a minimum of 37 credits. (UA's minimum is 33 credits.) Students in both programs must complete a thesis or professional project. Missouri's programs are broader than UA's, as they include advertising and public relations. UA's motto is "Just Journalism." Missouri offers master's students a choice of more than 20 emphases, similar to UA's new specialties in global journalism, digital journalism, and science and environmental journalism. Like the UA, Missouri offers an accelerated M.A. degree that allows outstanding undergraduates to complete the graduate program with one additional year of study. One of the UA's dual degrees enables students to earn an M.A. in journalism and a master of legal Studies in three years. By comparison, Missouri offers three journalism-law options: M.A./J.D., M.A./L.L.M., and M.A. in law and conflict resolution. Missouri offers a doctoral degree in journalism, which UA does not.

#### **D. 2.c. Walter Cronkite School of Journalism and Mass Communication, Arizona State University**

The [Walter Cronkite School of Journalism and Mass Communication](#) at Arizona State University offers a variety of online and face-to-face graduate programs, including an online M.S. degree in business journalism (30 hours, including an applied project), a master of mass communication degree (a 12-month program for full-time students), an M.A. in sports journalism (36 hours, including participation in sports bureaus in Phoenix and Los Angeles), and a Ph.D. in journalism and mass communication. Students seeking the master of mass communication degree may specialize in sports journalism, business journalism, or Latino specialization. A dual-degree program enables students to complete master of mass communication and master of legal studies degrees in two years. The mid-career master of mass communication track is a 30-credit-hour program designed for journalists and communications professionals with substantial professional

experience who want to develop new skills and knowledge that will help them accomplish specific career goals.

Professional programs form the cornerstone of the Cronkite graduate programs. Students can take part in Carnegie-Knight News21, Cronkite News—Borderlands, Cronkite News—Broadcast, Cronkite News—Phoenix Bureau, Cronkite News—Washington Bureau, New Media Innovation and Entrepreneurship Lab, and the Reynolds Business Bureau. In addition, student journalists have internships at *The Arizona Republic*, local television affiliates, and national media outlets.

Although Cronkite's undergraduate program includes strategic communication and mass communication, the master's programs focus on journalism, same as the UA program. The Cronkite master's program used to be similar to the UA's. Students could choose a professional orientation (and complete a project) or an academic-oriented emphasis (and complete a thesis). After the Cronkite School became independent in 2005, the new dean and faculty opted for a solely professional program. The initial master of mass communication degree has been joined by an online M.S. in business and an M.A. in sports journalism. The UA School of Journalism is adding more online graduate courses with an eye toward an online master's program, probably in global journalism. The Cronkite School also offers a doctoral degree in journalism and mass communication, which the UA does not. One of the strengths of the UA master's program is science and environmental journalism, which Cronkite no longer offers. Both Cronkite (Mike Wong) and UA (Renée Schafer Horton) have energetic internship coordinators who help students find and succeed in internships.

#### **D. 2. d. School of Journalism, University of Texas at Austin**

The [School of Journalism at the University of Texas at Austin](#) offers three master's degree programs. The professional track, which is 36 credit hours, has four specialty areas: accountability journalism, culture/entertainment/sports journalism, international journalism, and visual storytelling journalism. Candidates for this degree complete a professional project. The research and theory track, which is a 30-credit degree and includes a thesis, is set up for students interested in continuing in a doctoral program or other professional work requiring a conceptual foundation. The hybrid master's degree track, which takes 30 credit hours, is designed for professionals and combines advanced training with research. Students in this hybrid track must write a thesis.

Both the UT Austin and UA journalism programs focus solely on journalism. The UT Austin programs for research and theory and for mid-career professionals have three fewer credits (30 credits) than UA's 33-credit journalism degree, which offers two tracks—journalism studies and a professional degree. UA also has an accelerated master's degree and a one-year master's degree. Unlike any of the other tracks at Austin or UA, the latter allows students to substitute a large market internship for a

thesis or project. The UT Austin specialty areas for the professional track, which is three credits (36 credits) more than the UA degree (33 credits), offers one area that the UA master's does not: culture/entertainment/sports journalism. The UA program offers a science and environment specialty as a focus, which Austin does not. All the journalism master's degrees at UA focus on accountability journalism. UT Austin has a visual storytelling emphasis and also offers a doctoral degree in journalism, which the UA does not.

#### **D. 2. e. School of Journalism and Mass Communication, University of North Carolina–Chapel Hill**

The graduate programs at the [University of North Carolina – Chapel Hill](#) include a certificate in technology and communication, an M.A., an M.A. online, and a Ph.D. The master's degree programs include journalism, strategic communication, visual communication, theory and research, and interdisciplinary health communication. UNC–Chapel Hill offers a dual degree in theory and research and a J.D. in law. In the journalism, strategic communication, and visual communication programs, students complete 36 credit hours, composed of 11 courses over three semesters and a final thesis or thesis project in the fourth semester. Students in the theory and research and interdisciplinary health communication programs complete 39 credit hours.

The terminal degree in graduate studies at UA School of Journalism is an MA, while the UNC School of Journalism and Mass Communication graduate program offers a Ph.D. The UA program has created a niche that focuses on international, border, and science journalism. UNC degrees are in Mass Communication, while the UA programs focus solely on journalism. UNC's graduate studies include several specializations, including medical and science journalism, business and media, electronic communication, reporting, strategic communication, and visual communication/editing/multimedia.

## I. 2 Graduate Program Curriculum and Courses

The School of Journalism curriculum (Appendix A, page 36) provides flexibility for students to tailor their studies to their professional and educational needs. Some students want to become working journalists, while others want to go on for further education to earn a Ph.D. Some want to develop skills that will help them in other careers. It is the school's goal to create a curriculum that can serve as many students as possible.

**I. 2.a. Degree completion.** The school graduates about a half dozen master's students per year, and 72 percent complete their degree in two years or less. Some students, such as accelerated master's students, finish in one year. Dual-degree students typically take about three years to finish.

### Completed degrees, 2010-17

Academic Year	Graduated
FY2010-11	8
FY2011-12	3
FY2012-13	3
FY2013-14	6
FY2014-15	5
FY2015-16	4
FY2016-17	8
<b>Total</b>	<b>37</b>

Time to completion 2010-17	Students	Percent
Complete in 1 year	3	8%
Complete in 1.5 years	2	5%
Complete in 2 years	22	59%
Complete in 3 years	5	14%
Complete in 3.5 years	1	3%
Complete in 4 years	3	8%
Complete in 4+ years	1	3%
<b>Total completions</b>	<b>37</b>	

- 1 and 1.5 year completions are typically accelerated master's students.
- 3 years and longer are typically, but not always, dual-degree and part-time students.

## I. 2.b. Adequacy of Graduate Curriculum and Courses

The graduate [courses](#) offered in the School of Journalism adequately cover all the course requirements for the master's degree. After students have completed the required courses and electives, they may take relevant classes outside the school with the approval of the director of graduate studies. Coursework, internships, and research opportunities are available for students who want to begin working immediately in a news outlet as well as those who want to pursue a doctoral degree.

The addition in Fall 2017 of three graduate specializations enables students to focus on an area that is one of the core strengths of the School of Journalism. The [specialization](#), which requires 9 credit hours, is noted on a student's diploma and transcript. They are:

- Digital Journalism
- Global Journalism
- Science and Environmental Journalism

To keep the curriculum fresh and up-to-date, faculty members continue to develop new [courses](#). Recent additions include the following

- **JOUR/GWS 432/532 SOCIAL JUSTICE MOVEMENT MEDIA: History, Functions, and Theory**  
From the abolitionist North Star newspaper to Earth First! magazine to “An Inconvenient Truth” to #DefendDACA, media have played a vital role in American social movements. Students learn about the alternative press print culture and digital activist journalism of social justice movements for civil rights, labor, the LGBTQ community, peace, PETA, environmentalism, feminism, and more.
- **JOUR 420/520 DIGITAL COMMUNICATIONS LAW**  
This class examines the law of digital communications, including but not limited to freedom of expression and information online, intellectual property, defamation, privacy, and the FCC and other regulatory mechanisms. From issues ranging from Arab Spring to cyberbullying to public officials' emails, students think about the long-term implications of digital communications law.
- **JOUR 465/565 ISSUES IN COVERING SCIENCE & THE ENVIRONMENT**  
This course acquaints student with some of the issues involved in covering science and the environment. Podcasts, documentaries, and investigative stories provide insights into food waste, climate change, water woes, pollution, wildfires, nuclear secrets, trophy hunting, endangered species, dust storms, disease, and more. Students discuss hot-button issues with scientists, environmental reporters, and science journalists.

### I. 2.c. Active Learning Strategies

The faculty and adjuncts who teach graduate students embrace active engagement in the classroom and beyond. Studies have shown that students learn better by actively doing something rather than passively listening to a lecture. Active learning helps students concentrate and deepens their progress toward higher-level skills, such as critical thinking. Active learning also helps engage students who might otherwise struggle.

Here are examples of active learning strategies used by journalism instructors:

- **Flipped classroom:** Many instructors embrace this type of blended learning, which reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. Activities, including those that may have traditionally been considered homework, move into the classroom, where the instructor can provide feedback. In a flipped classroom, students might read material, watch an instructional video, and do practice exercises at home, then put the concepts into practice when they come to class.
- **Field trips:** In several courses, such as Science Journalism, Environmental Journalism, and the border classes, students spend one or more days in the field practicing their journalistic skills.
- **Workshops:** In many writing classes, students critique each other's stories in small group workshops. Critiquing each other's work sharpens students' thinking, enhances their stake in the project and their involvement in coaching others, and teaches them how to give and receive constructive criticism.
- **Real-world application:** The school's internship coordinator, Renée Schafer Horton, oversees [internships](#) and makes sure graduate students are gaining valuable experience, developing skills, and strengthening their résumés. Students who are selected for the [apprenticeship program](#) (JOUR 505) are assigned to a desk at the *Arizona Daily Star* and spend 10 hours a week working with a reporter there. Student-written articles are published in the paper.
- **Arizona Sonora News (JOUR 590F):** Students produce enterprise stories in written and multimedia formats, which are provided to media for professional publication. This engaged learning news service class enables students to demonstrate that they can produce professional quality work. Graduate students prepare an additional assignment and take on a leadership position.
- **Clubs:** The School of Journalism sponsors [10 clubs](#) for students interested in taking their learning and involvement beyond the classroom. Many events bring in professionals who interact with the students. Each student-run group has a faculty adviser who helps the students plan and organize activities, many of which include involvement with faculty and professionals.



### **I. 2.d. Instructional Technology**

As instructors in a forward-looking school of journalism, the faculty are highly skilled in the use of instructional technology and easily incorporate it in the classroom. They recognize that teaching students the old model of publishing newspapers and other print-based media is not enough. The school strives to familiarize students, both graduate and undergraduate, with a variety of technological aids and equipment so they can meet the challenges of the modern media environment. In order to graduate versatile, technologically savvy students who can compete in journalism's digital age, schools must teach students not only to write well but also to use multimedia, social media, data mining and other techniques to tell the important narratives of the day accurately and in a timely, accessible manner. To that end, faculty use and teach students how to use a variety of technologies as well as web-based resources.

Most instructors who teach graduate courses in the UA School of Journalism use D2L to deliver content and receive student assignments. D2L is typically used as a centralized way to distribute course materials beyond the required textbooks. Instructors often post their syllabi in D2L as well as additional readings and other assignments. D2L is a useful tool for sharing web-based stories, videos, and other materials necessary to keep a course fresh and up-to-date. Instructors also commonly use the dropbox feature to collect assignments and, when appropriate, run them through the TurnItIn plagiarism checker. D2L is also used to post grades and discuss assignments and readings.

Photojournalism and multimedia courses are a critical part of the graduate program. In these courses, students learn how to take and process photographs and videos for publication and/or broadcast. This requires that they learn how to use complex equipment and software in order to produce professional-quality photos and videos.

Other courses use a variety of technological tools, including web-based materials, databases, and official websites. Below is a list summarizing the instructional technology used by instructors who teach graduate courses, including platforms, programs, equipment, databases, official websites, and other internet resources.

#### **Selected platforms and programs**

- D2L (course management system)
- Adobe Photoshop CC 2017
- Adobe Lightroom CC 2017
- Apple Final Cut Pro X
- Apple Keynote
- PowerPoint
- Panopto
- AdobeConnect web conferencing
- WordPress

- Excel and Access
- SPSS
- Google News Tools
- HTML, CSS, Python
- Data visualization software, such as Easel.ly, Visual.ly, and Piktochart
- Medium
- Storify
- Apps for shooting, editing, and producing videos on iPhone or Android
- Skype
- Facebook, Twitter, and many other types of social media
- YouTube
- SoundCloud

### **Selected equipment**

- iMac computers
- Drone for overhead shots
- Canon DSLR cameras
- 360-degree cameras
- GoPro cameras
- Sennheiser lavalier microphones
- Audio recorders
- Portable hard drives
- Shotgun microphones
- Fuji X mirrorless cameras
- Zoom H4n Digital Audio Recorders
- Rhode shotgun mic system
- Environmental sensors
- Clickers

### **Selected databases, official websites, and other Internet resources**

- U.S. Census Bureau, U.S. Department of Agriculture, U.S. Department of State, U.S. Fish and Wildlife Service
- PACER (federal court case retrieval)
- National Center for Biotechnology Information
- Arizona Secretary of State and other offices
- Arizona Game and Fish and other state agencies
- Arizona's Unclaimed Property
- Arizona Department of Public Safety
- Many sources of public records, such as Pima County Case Search, Public Access to Court Information, and Public Access Case Lookup
- SPJ's Code of Ethics (journalism)
- NPPA Code of Ethics (photojournalism)

### **I. 2.e. Online Courses**

Several courses are offered online during the spring and fall semesters as well as over winter and summer breaks as electives. They include

- JOUR 402/502 Media and Terrorism
- JOUR 420/520 Digital Communications Law
- JOUR 432/532 Social Justice Movement Media: History, Functions, and Theory
- JOUR 439/539 Ethics and Diversity in the News Media
- JOUR 447/547 Access to Government Information

The faculty and Graduate Committee are developing a plan to potentially offer its Global Journalism Studies master's degree online. The work began in earnest in 2015, including two rounds (second round in progress now) of meetings with other programs in the College of Social and Behavioral Sciences to ascertain the success of such online degrees in other programs.

The School of Journalism director, director of graduate studies, online task-force chair, and Middle East and Latin America area experts in the unit met with university executives about partnerships with campuses in Lebanon and Peru. So far, four meetings have been held to discuss potential hybrid courses that would have online components.

The online master's degree in Global Journalism Studies would offer a multidisciplinary approach to the study of pressing issues in journalism around the world, with the goal of fostering media development in a rapidly changing transnational environment through innovation and excellence in scholarship.

- A focus on independent/autonomous journalism rooted in the best practices and ethical principles of the profession with an emphasis on the comparative examination of news media systems around the world.
- An individually tailored course of study that draws on the University of Arizona's graduate resources in the sciences, humanities, arts, and professional schools.
- Preparation for careers in higher education and media development, as well as with news media outlets and governmental or nongovernmental organizations.

#### **Goals**

- Serve those interested in pursuing scholarly work, professor of practice posts at universities and colleges, or professionals in global journalism.
- Fill a niche that other master's programs are not filling in Arizona.
- Attract self-directed, highly motivated international students and professionals who have demonstrated high achievement and a strong sense of the interdisciplinary education and research they wish to pursue.
- Give students a sense of the applied experience of journalism.

- Contribute to innovation and scholarly research in global journalism studies.
- Prepare students for jobs in the academy and the professional world.
- Serve as a feeder for a proposed doctoral program in Global Journalism Studies.

**Target audience.** Only a few master’s programs in the U.S. offer a degree in global journalism studies. The program would be open to international and domestic students without a journalism background as well as those who have journalism training. The school would prepare them for careers in the academy, media development, and governmental or nongovernmental organizations.

**Plan of study.** The online degree would require 33 credit hours:

**Required courses**

JOUR 508	Journalism Theory and Practice
JOUR 509	International and U.S. Media Law
JOUR 589	Research Methods
JOUR 909 or 910	Project or Thesis

**At least three of the following electives**

JOUR 502	Media and Terrorism
JOUR 526	Reporting the Middle East
JOUR 573	Reporting the U.S./Mexico Border
JOUR 596F	Media Coverage of International Crises
JOUR 596L	U.S. Press and Latin America
JOUR 597C	Reporting the World
JOUR 593	Internship specializing in global journalism
JOUR 5xx	Study Abroad or other global elective

### **I. 2.f. Adequacy of Resources**

Graduate students have dedicated space in Marshall 311. This large room (known as the Grad Lounge) houses mailboxes, desks, bookcases, a printer, a PC computer with SPSS, a coffee maker, a microwave, and a sofa. Students can access the grad lounge 24/7 by swiping their CatCard.

The school has a photocopier available to faculty and staff but not graduate students. There is not a copier available for discretionary student use. The addition of a photocopier in the Grad Lounge that accepts funds from CatCards would be a welcome benefit for students. The school could explore this option.

The Carpenter Student Travel Scholarship helps UA graduate and undergrad journalism students travel to expand their knowledge of the world and skills in journalism. Scholarships can be used to attend conferences, practice journalism internationally, or participate in other journalism education activities. Scholarships average \$500.

In addition, the Graduate and Professional Student Council (GPSC), which serves as the voice of UA's graduate students, also disburses funds for travel and professional development.

Ultimately, if the program is to grow and improve, it should dedicate more resources toward graduate-only courses. The school currently offers four core classes that are not co-convened with undergraduates (JOUR 506, 507, 508, 509). That means only 12 out of 33 credits are within graduate-only courses. At least one additional graduate-only course should be added to the curriculum by the next academic program review.

### **I. 2.g. Ph.D. students who take courses or complete minors in other disciplines**

The program does not include Ph.D. students, other than those taking courses for a Ph.D. minor in journalism. So far, the school has had three students pursue the Ph.D. minor, two are currently enrolled, and one is on leave of absence. They fit very well within the program, particularly those in the hard sciences who want to learn how to communicate their research effectively to the public. The program coordinates well with other units thanks to the director of graduate studies, Carol Schwalbe, who specializes in science journalism and collaborates well with scientists throughout the UA.

### **I. 2.h. Graduate Student Handbook**

The school's [graduate student handbook](#) has been approved by Dianne Horgan from the Graduate College and is included as Appendix B, page 46.

## I. 3. Graduate Students

### I. 3.a. Recruitment and Quality of Students

Recruitment of qualified and diverse students takes place both within and outside of the university, and it has paid off in recent years with increasingly larger incoming class sizes. In Fall 2017, nearly 20 students started the master's program. Several more are joining this spring. By comparison, in 2011 the school barely had enough students (five) for required classes to make.

The school launched a recruitment push by meeting with Stephanie Adamson, the director of Recruitment and Marketing Communications in the UA Graduate College. Some of those efforts included the following:

- Each year the DGS and graduate coordinator talk with potential candidates at the UA Grad Student Fair.
- Redesigned the graduate brochure. Stephanie Adamson took these brochures to the National Conferences on Undergraduate Research, which is the only major fair she attends each year that is open to students in a wide range of disciplines.
- Added Stephanie Adamson to the school's weekly "Kudos" email distribution list so she can promote faculty or students "in the news" via the Graduate College's social media and newsletter for prospective students.
- Updated information about graduates for the [Master's Alumni page](#) on the school's website. Spiffed up the graduate portion of the website, including the addition of a page featuring current grad students. Added "Apply Now" and "Contact Us" buttons to the landing page of the graduate section of the school website. These buttons are clear calls to action for prospective grad students.
- The DGS surveyed current master's students to see how they found out about the program in case this information leads to places to recruit.
- Placed an ad about the dual degree with Latin American Studies on the back page of *El Independiente*, which is a student-produced magazine serving the local Hispanic community.
- The graduate coordinator and a master's graduate spoke to prospective grad students at the Center for English as a Second Language (CESL).
- Asked other DGSs at the UA to share information about JOUR graduate courses that have no prerequisites and might work as electives for graduate students in other programs. The DGS sent fliers about JOUR 506 (for students who want to improve their writing skills) and JOUR 507 (for students who desire multimedia skills) to other DGSs at UA.
- The DGS wrote to students around the country who expressed interest in graduate studies in journalism through the National Name Exchange and the McNair Scholars Directory. Stephanie Adamson provided these names.
- AMP recruitment has tripled the number of undergraduates entering the

master’s program from two a year to six a year. The graduate coordinator plants the AMP seed in JOUR 105 and other classes. She mentions students who took advantage of this opportunity and where they are now. The graduate coordinator follows up with freshmen via email, which gives them something to forward to their parents.

- The graduate coordinator also answers a half dozen prospective student queries each month that come in through the university and through a [Gradschoolmatch](#) account.

The school has more to do regarding recruitment. Some of the goals include:

- Find donors willing to fund master’s students.
- When applying for grants, include funding for grad students. A school \$1 million State Department grant to establish a journalism program in Afghanistan, for example, funded five grad students for at least a year each (and sometimes more).
- Send the redesigned brochure to undergraduate advisers at UA and elsewhere.
- Design a flier about the 9-unit Ph.D. minor in journalism. Email it to each DGS at UA who has a doctoral program. Stephanie Adamson will help with distribution.
- Consistently feature new material on the school website, such as student testimonials, multimedia projects, published stories, and job placements.
- Develop more dual-degree programs. Prospects include Mexican American Studies and American Indian Studies.
- Work with existing dual-degree programs (MENAS, LAS, SWES, MLS, PA) to promote the master’s degree (and, in return, help promote theirs).

As a result of these efforts, the school has rebounded with incoming classes of about nine per year. The goal is to double that within the next six years.

The GPA of incoming students has dropped slightly during the past few years, and part of that could be attributed to no longer requiring the GRE for admission. Few comparisons are available for assessing quality of grad students. Despite that, faculty have reported that they do not notice a decrease in the abilities of incoming students.

<b>M.A. Journalism Admissions 2011-17</b>								
<b>Year (fall)</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>7-year Average</b>
# Applicants	25	25	26	20	18	21	30	24
# Admitted	15	16	20	13	15	18	23	17
% Admitted	60%	64%	77%	65%	83%	86%	77%	71%
# Matriculated	8	10	6	5	9	9	8	8
GPA	3.63	3.51	3.61	3.59	3.42	3.43	3.47	3.52

### I. 3.b. Gender/Race/Ethnicity of Graduate Students

The school's master's students have generally been well represented by females and those from diverse backgrounds.

**Gender.** Journalism and mass communication programs typically serve student populations that are about two-thirds female, while only a third of newsroom employees are female. That difference can be partly explained by the nature of programs within mass communication programs: public relations tracks are dominated by women, while newspaper, television, and radio tracks tend to skew toward men.<sup>3</sup> Given the school has no public relations track and is focused on news journalism, it would make sense that it would have more men. That isn't the case, though, where it is currently evenly split, and has in the past been as high as 78 percent female.

<b>Gender composition of master's students Fall semesters 2010-16</b>							
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Female</b>	8 (62%)	12 (75%)	13 (72%)	14 (78%)	12 (67%)	7 (50%)	9 (50%)
<b>Male</b>	5 (38%)	4 (25%)	5 (28%)	4 (22%)	6 (33%)	7 (50%)	9 (50%)
<b>Total</b>	13	16	18	18	18	14	18

**Racial diversity.** The news industry lacks the diversity necessary to adequately reflect the population it covers, with only 17 percent of newsroom employees representing diverse backgrounds.<sup>4</sup> Arizona is about 34 percent Hispanic and a diverse student body is critical within the school to train journalists who understand and connect with the citizens they serve.

The school has had a long history of diversity and inclusion (see the diversity section of the undergraduate program self-study for more details), and currently has an undergraduate population that is 36 percent minority, with Hispanics representing 25 percent of journalism undergrads. It's even more diverse in the master's program, where half the students come from diverse backgrounds and a third are Hispanic.

For a breakdown by year from 2010 through 2016, see the table on the next page.

---

<sup>3</sup> See, for example, the annual survey that was conducted by the University of Georgia on journalism and mass communication programs at [http://www.grady.uga.edu/annualsurveys/Graduate\\_Survey/Graduate\\_2013/Grad\\_Report\\_2013\\_Combined.pdf](http://www.grady.uga.edu/annualsurveys/Graduate_Survey/Graduate_2013/Grad_Report_2013_Combined.pdf)

<sup>4</sup> See the annual newsroom diversity census by the American Society of News Editors at <http://asne.org/content.asp?contentid=447>



<b>Race/ethnicity of master's students Fall semesters 2010-16</b>							
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>African American</b>						1 (7%)	2 (11%)
<b>American Indian</b>	1 (8%)	1 (6%)	2 (11%)	2 (11%)	2 (11%)		
<b>Asian American</b>	1 (8%)	1 (6%)	1 (6%)	1 (6%)	1 (6%)		
<b>Hispanic</b>			1 (6%)	1 (6%)	1 (6%)	2 (14%)	6 (33%)
<b>Non-Resident Alien</b>	3 (23%)	4 (25%)	2 (11%)	1 (6%)	2 (11%)	3 (21%)	1 (6%)
<b>Pacific Islander</b>						1 (7%)	
<b>White</b>	8 (62%)	9 (56%)	8 (44%)	11 (61%)	11 (61%)	6 (43%)	9 (50%)
<b>Unknown/Other</b>		1 (6%)	4 (22%)	2 (11%)	1 (6%)	1 (7%)	
<b>TOTAL</b>	<b>13</b>	<b>16</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>14</b>	<b>18</b>

The school has taken concrete steps to recruit and retain diverse graduate students. They include

- **Best practices.** Adoption of the “[Best Recruitment Practices for Qualified and Diverse Graduate Students.](#)” (See Appendix C, page 92)
- **UROC participation.** In Summer 2017 Dr. Jeannine Relly mentored an undergraduate in the UROC ([Undergraduate Research Opportunities Consortium](#)). The Undergraduate Research Opportunities Consortium is one of the few programs of its kind in the country that seeks students in non-STEM fields. UROC accepts students from UA and around the country. Students can “try out” UA as undergrads and often get a head start on a graduate research project. UROC is both a graduate school preparation program and a research program. UROC makes the admission decisions, but when they know a mentor is in the wings, it makes a difference. UROC is for low-income, first-generation, and/or underrepresented minority students. It pays a \$4,000 summer stipend and the cost of 6 units in tuition and fees. An explicit goal of UROC is to encourage students to enroll in graduate programs at UA.
- **Reaching out.** Each year the director of graduate studies writes to minority students around the country who have expressed interest in graduate studies in journalism through the National Name Exchange and the McNair Scholars Directory.
- **New tribal fellowship.** In May 2017 the School of Journalism received a \$60,000 seed grant from the UA Graduate College to recruit master’s students to meet Arizona community needs. The school will leverage this support toward a new program to recruit and support Native American students in the master’s program, beginning with the 2017-18 recruitment year. This coming spring a UA doctoral candidate who is Tohono O’odham will help the school find additional funding to make the program sustainable through an assistantship courtesy of

the Department of American Indian Studies. The school is working with several candidates for this new Native American program, including a reporter at the *Navajo Times* and three UA graduates. One grew up in the small community of Chinle in the Navajo Nation. For her, it is crucial that the voices of individuals from underrepresented communities be included in local and mainstream media organizations to ensure more accurate and authentic representations. Another candidate is a member of the High-Beaked Moccasin band of the Lipan Apache. She wants to develop skills to bring better awareness to the issues plaguing Native communities in Arizona, including land loss, water rights, and indigenous sovereignty. Her goal is to bring more Native voices into Arizona media. A third candidate is a member of the Pascua Yaqui tribe. She wants to give back to her tribe and other indigenous groups by occupying spaces in media where they have not been frequently seen. “These benefits are vital for preserving and advancing our nations,” she wrote.

### **I. 3.c. Adequacy of Graduate Stipends and Assistantships**

The School of Journalism does not offer any teaching, research, or graduate assistantships. The graduate program receives \$16,150 a year from the College of Social and Behavioral Sciences for Graduate Tuition Scholarships. The other source of funding is an endowment that generates about \$19,000 per year.

Each year the school selects a [John Peter and Anna Catherine Zenger Fellow](#), who receives \$16,000 per academic year from the endowment. This support helps Zenger Fellows begin their UA academic career on a strong financial footing and gives them time to find other funding once they are here. This initial academic support level continues for up to two years, contingent upon their satisfactory academic progress and good standing in the school/university and continued availability of funding. The Zenger Fellows must be full-time students taking at least 9 units each semester. In addition, they must sign up for 1 to 3 units of independent study with a professor in the School of Journalism. This special opportunity allows them to work on an in-depth project, help a faculty member with research, develop a digital media product, or work on some other type of journalistic endeavor. The director of graduate studies helps match the fellows’ interests with those of a faculty member.

Master’s students generally take two years to complete the program. Most of the funding, therefore, supports the Zenger Fellows, who take more than 9 units a semester. For a resident, tuition and fees totaled \$7,306.05 in Fall 2017. For out-of-state students, one semester of tuition and fees came to \$17,281.05 in Fall 2017.

The graduate program would benefit from an infusion of funding to attract and support even more outstanding graduate students. The school can’t compete, for example, with the Cronkite School at Arizona State University in terms of funding and resources. The school has also lost students to other top journalism programs, such as Northwestern,

which offers graduate students full scholarships or teaching, research, or graduate assistantships for master’s students.

The Carpenter Student Travel Scholarship helps UA graduate and undergrad journalism students travel to expand their knowledge of the world and skills in journalism. Scholarships can be used to attend conferences, practice journalism internationally, or participate in other journalism education activities. Scholarships average \$500. Recipients are expected to share what they learn with other students before receiving the scholarships.

In addition, the [Graduate and Professional Student Council \(GPSC\)](#), which serves as the voice of UA’s graduate students, disburses funds for travel and professional development.

**I. 3.d. Thesis Supervision**

Master’s students in the School of Journalism must complete a [thesis](#) or [professional project](#). The dual-degree program with Latin American Studies requires a thesis. The one-year professional option allows substituting an internship for the final project.

The UA Graduate College requires that thesis committees include at least two tenured or tenure-track faculty members. The chair or co-chair must be a tenured, tenure-eligible, or tenure-equivalent Journalism faculty member. If the third member is not tenured or tenure track, the graduate coordinator must submit a Special Member Request Form to the Graduate College. One committee member may be from outside the School of Journalism. Occasionally, a committee may have four members. Dual-degree student committees must include a faculty member from each program.

Professional project committees also have a chair and two faculty members. Beyond approving a student’s project proposal and final project, the role of members varies from committee to committee.

<b>Theses/Projects Supervision 2010-2017</b>							
	<b>'10-11</b>	<b>'11-12</b>	<b>'12-13</b>	<b>'13-14</b>	<b>'14-15</b>	<b>'15-16</b>	<b>'16-17</b>
<b>Theses completed</b>	4	2	0	1	3	2	4
<b>Projects completed</b>	4	1	3	5	2	2	4
<b>Total</b>	8	3	3	6	5	4	8

**Exit interviews.** The school has not conducted exit interviews with master's students. Beginning in December 2017, the program coordinator will begin conducting an exit survey with graduating students. The survey is provided in the appendices and online.

**Graduate student placements.** Graduates from the master's program get jobs, and good ones at that. Recent graduates of the program are doing phenomenal work at *The Oregonian*, *Wall Street Journal*, *Arizona Daily Star*, *Arizona Republic*, a variety of TV stations and PBS NewsHour; producing award-winning documentaries; and covering environmental issues for the Associated Press in the Middle East. Some have gone on to prestigious doctoral programs at Indiana University, the University of Washington, and the Department of Communication at the University of Arizona.

Of the 37 graduates listed below, which is nearly all since 2010, almost two-thirds are working in journalism today. Eight (21 percent) are employed in public relations, three are journalism professors, and three are in graduate school. More information is provided at the school [alumni webpage](#), as well.

- **Jacquelyn Abad** (2015) is a reporter for CBS 58 in Milwaukee.
- **Alexandra (Allie) Adamson** (2016) is a recruiter at Insight Global, a national staffing and services company. She plans to freelance for magazines (print/web) in Phoenix and Scottsdale, such as *Phoenix Magazine* and *Arizona Foothills Magazine*.
- **Rob Alcaraz** (2013) is a video journalist working as a page one video producer for *The Wall Street Journal*.
- **Kirsten Boele** (2011) practices transport law and maritime labor law at Wybenga Advocaten in Rotterdam, The Netherlands.
- **Shekhah Al Dosary** (2014) is a journalist and Middle Eastern culture and media researcher in the Washington, D.C., area.
- **Musherf Alamri** (2015) is an editor at the *Arabian Sun*.
- **Anna Augustowska** (2014), who received the Excellence in Broadcast Journalism Award from the University of Arizona School of Journalism, is a video and multimedia producer for the UA College of Social and Behavioral Sciences. Also a documentary producer and filmmaker, she won a Rocky Mountain Emmy for her documentary *Donnie*.
- **Wellars Bakina** (2017) is the acting dean of the faculty of Journalism and Communication Studies at the Catholic Institute of Kabgayi, Rwanda. He dreams of earning a doctorate in mass communication or journalism.
- **Bethany Barnes** (2013) is a reporter at *The Oregonian* in Portland. She was chosen as a USC Annenberg Journalism Fellow for her health journalism project. Before that, she was a reporter for the *Las Vegas Review-Journal* and was named the Nevada Journalist of the Year for her investigative stories.
- **Kendal Blust** (2016) was the first Zenger Fellow at the University of Arizona School of Journalism, where she received the Philip Mangelsdorf Outstanding Newsperson Award and the Excellence in International Journalism Award. She is working as a reporter at the *Nogales International*.

- **Stephen Choice (2016)** is a freelance copy editor.
- **Bethany Conway (2011)** earned her doctorate from the Department of Communication at the University of Arizona. She is an assistant professor in the Department of Communication at California Polytechnic State University, San Luis Obispo.
- **Jason Davis (2014)**, who received the Outstanding Graduate Student Award, is a digital editor for the Planetary Society.
- **Ruohong Deng (2010)** conducts social media marketing for a top Chinese firm in Beijing.
- **Alex Devoid (2017)** received an environmental reporting fellowship at the *Arizona Republic*. He works with reporter Brandon Loomis on in-depth stories about resources vital to Arizona—water, air, land and wildlife.
- **Britain Eakin (2015)**, who won the Excellence in Research award, is a reporter for Courthouse News Service in Washington, D.C.
- **Jorge (George) Encinas (2016)** interned at National Public Radio in Washington, D.C.
- **Shahrazad Encinias (2015)** is based in Tucson, where she teaches English, journalism, social justice, and Latin American music and culture at the Kino School. She also works as a bilingual freelance reporter and editor.
- **Nigar Fataliyeva (2013)** is the English editor for Meydan.TV/en in New York City.
- **Hannah Gaber (2016)**, named the Outstanding Graduate Student, was a video and multimedia journalist at the *Arizona Republic*. She is now making a film in Cyprus through a Fulbright research grant.
- **Sarah Gassen (2010)** is a columnist and editorial writer at the *Arizona Daily Star*, and an adjunct instructor for the UA School of Journalism.
- **Melissa Guz (2013)** is a freelance journalist in Arizona and a producer with First Coast News.
- **Kathleen A. Harrison (2012)** is a communications specialist with Pima County in Tucson.
- **Ary Hermawan (2016)**, who won the Excellence in Research award, is the head of general news for both print and online for *The Jakarta Post*.
- **Jennifer Hijazi (2017)**, who received both the Outstanding Graduate Student and the Excellence in International Journalism awards, is a news assistant at PBS NewsHour in Washington, D.C.
- **Mikayla Mace (2017)**, who won the Excellence in Research award and the Excellence in Science and Environmental Journalism award, is the science and higher education reporter for the *Arizona Daily Star*.
- **Sam McNeil (2014)**, who won the Excellence in International Journalism award, is a video journalist for the Associated Press. He is based in Amman, Jordan, where he covers refugees, the environment, archaeology, and drones.
- **Clayton Norman (2011)** is an online organizer for the Center for Biological Diversity in Tucson.
- **Corey Poindexter-Ramirez (2013)** is teaching AP English at the Colegio Bilingüe New Horizons in Santo Domingo, Dominican Republic.

- **Curt Prendergast** (2011) is a reporter for the *Arizona Daily Star*.
- **Christa Reynolds** (2015) is working in international health at the J.S.I. Research and Training Institute in Washington, D.C.
- **Catherine J. Rosenberg** (2015) received both the Outstanding Graduate Student and Excellence in Science Journalism awards. She graduated Kappa Tau Alpha. She is a freelance writer and videographer based in Tucson.
- **Gwyneth Shaw** (2010) reports on nanotechnology. She also teaches journalism and non-fiction writing at the University of Pennsylvania.
- **Diana Sokolova** (2012) is a doctoral candidate in mass communication and media studies at Indiana University. Her dissertation is titled “Comparing two media realities: Cross-outlet framing analysis of the Russian alternative and traditional state control media prior to the 2016 Duma election.”
- **Susan Swanberg** (2014), who received the Outstanding Graduate Student Award, is an assistant professor at the University of Arizona School of Journalism. She teaches courses in science journalism, environmental journalism, media law, and news writing.
- **Anissa Tanweer** (2012) is a doctoral candidate in the Department of Communication at the University of Washington.
- **Riley Versfelt** (2017) is working in marketing for Little Giraffe in Los Angeles.

### **I. 3.e. Scholarship activities of Graduate Students**

It is rare for master’s students in journalism to present papers at national conferences, let alone publish their work. Yet, thesis students in the journalism program work closely with their chair and committee members to produce research worthy of presentation at a national conference and then publication in a journal. For example:

- One student presented a paper at the annual AEJMC conference and published it as a co-authored article in the *International Communication Gazette*.
- Another student presented a paper at AEJMC and is preparing it for submission to the *International Communication Gazette*.
- Another student presented a paper at AEJMC that was written for a methods course.
- A dual-degree student presented her work at the annual conference of the Rocky Mountain Council for Latin America.
- An international student presented a paper at AEJMC and submitted it to the *International Journal of Communication*.
- Four recent graduates just presented papers at AEJMC in August 2017. One of them won the top paper award in a competition among grad students. All these students are revising their papers for submission to journals for publication.

## I. 4. Graduate Student Learning Outcomes Assessment

We'll be honest. The school has not yet implemented an assessment program for its master's program, but it has started the planning process.

The history of assessment in the school goes back to 1999 with its first assessment plan for the undergraduate program. The school relied upon indirect measures that did not identify programmatic progress. As a result, in 2006 and 2012 the school's national accrediting body failed the school in the assessment standard.

Motivated not to fail a third time, faculty worked hard to implement a solid program by creating an associate director position in 2011 (Professor of Practice Nancy Sharkey) to lead the assessment effort with a strong committee of peers. Soon the school was administering pre-test/post-test instruments, among other measures, to identify weaknesses and successes in the undergraduate curriculum. Changes were made, then re-assessed to see if they had an impact—and they did in several areas of learning outcomes, such as numeracy. As a result of the undergraduate [assessment program](#) (see Appendix F, page 105), the school can [demonstrate](#) that students leave the program knowing what they need to know to be successful journalists and engaged citizens.

Focusing on the undergrad assessment and not wanting to overextend efforts during the past six years and fail, the faculty put the master's assessment program on hold. Until now. The goal is to create an assessment plan for the program in Spring 2018, start implementing data gathering in 2018-19, assess and make changes during the next few years, and then measure to see whether the changes made a difference. Ideally, this process will be functioning effectively in time to consider submitting the master's program for national accreditation in 2023-24, along with the undergraduate program that has been accredited since 1964.

Feedback and suggestions from the academic program review site-visit team and administrators are welcome as faculty embark on assessment for the master's program. Discussions have already begun and are outlined below.

### I. 4.a. Expected Student Learning Outcomes

Expected learning outcomes vary among the School of Journalism's highly individualized master's degree programs. All 10 variations of the master's program, however, seek to help fulfill the school's [mission](#) (see Appendix E, page 103):

- To provide future journalists with the intellectual training and professional skills necessary to gather, evaluate, organize, and disseminate information in a way that enables citizens to participate in a democratic society in a meaningful way.

- To provide students with the opportunity to develop an understanding of the role of the news media in a multicultural society, so they can learn to think critically about the ways in which news media affect individuals, institutions, and social values. This includes an understanding of the legal and ethical issues that are an integral part of the journalism profession.

The faculty will create a specific list of learning outcomes during Spring 2018 for its master's program. These competencies and values vary according to the individual master's degree program or specialty, but would likely incorporate the school's [11 core competencies](#) for its undergraduate program, or the [12 core competencies](#) and values of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC):

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
5. Understand concepts and apply theories in the use and presentation of images and information;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. Think critically, creatively and independently;
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. Apply basic numerical and statistical concepts;
12. Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

#### **I. 4.b. Assessment Activities**

After faculty members have decided upon the specific learning outcomes they wish students to master, they will construct instruments to measure those outcomes over time. Standard 9 of the ACEJMC accreditation standards explains that for schools seeking to accredit professional master's programs, "Evidence could include results and



actions from indirect and direct measures that demonstrate a graduating cohort’s mastery of ACEJMC’s professional values and competencies and of analytical and critical thinking abilities appropriate to the professions. Measures could include exit survey or interviews, comprehensive examination, professionally oriented project or thesis, portfolio.” An assessment program, for example, might create a team to evaluate final projects, rating them through use of a rubric, averaging the scores for the various learning outcomes, and seeing how each graduating class compares to previous years. Indirect measures also could be applied, such as an exit survey of graduating master’s students.

Three required courses and a thesis or professional project form the core of the master’s program: Specific tests and rubrics could be applied in these courses and then compared over time to ensure that students are learning what the school intends them to learn. For example:

**Learning Outcomes tied to Courses Required of Skills and Studies Students**

<b>Learning Outcomes</b>	<b>JOUR 508 Journalism Theory and Practice</b>	<b>JOUR 509 International and U.S. Media Law</b>	<b>JOUR 589 Survey of Research Methods</b>	<b>JOUR 909 Master’s Project or JOUR 910 Thesis</b>
1. Freedom of speech and press	x	x		
2. History	x	x		
3. Diversity in U.S.	x	x		
4. Diversity globally	x	x		
5. Theory	x	x		
6. Ethics	x	x	x	
7. Critical thinking	x	x	x	x
8. Research methods		x	x	x
9. Writing	x	x	x	x
10. Accuracy and fairness	x	x	x	x
11. Numeracy			x	
12. Tools and technology			x	x

In addition, students in the skills track, which is the one most likely to be considered for national accreditation in six years, includes the following courses:

**Learning Outcomes for Required Courses in Professional Skills Track**

<b>Learning Outcomes</b>	<b>JOUR 506 Intro and Advanced Reporting</b>	<b>JOUR 507 Reporting with Multimedia</b>	<b>JOUR 590 School Media</b>	<b>Professional skills elective</b>
1. Freedom of speech and press				
2. History				
3. Diversity in U.S.	x	x	x	
4. Diversity globally	x	x	x	
5. Theory				
6. Ethics	x	x	x	x
7. Critical thinking	x	x	x	x
8. Research methods				
9. Writing	x		x	x
10. Accuracy and fairness	x	x	x	x
11. Numeracy	x		x	
12. Tools and technology	x	x	x	x

Master’s students can choose from a variety of electives, which would encompass many of the learning outcomes.

Assessment instruments can take many forms and will likely be rolled out in phases. They could be similar to measures used in the undergraduate assessment program, but they will likely have variation, given the nature of the master’s program. The faculty will look at measures used by accredited journalism master’s programs elsewhere, as well as those at the University of Arizona campus that might be relevant to a professionally oriented program.

Initial discussions among faculty have led to some ideas on what could be used:

### **Direct assessment instruments**

- **Portfolio review.** The Graduate Committee discussed in Fall 2017 creating a portfolio review as a direct instrument of student assessment. The school will seek support for best practices in assessing student learning outcomes from assessment specialists in the [Office of Instruction and Assessment \(OIA\)](#). The portfolio could contain a résumé, a self-reflection, several examples of advanced class work, and a student's best work in campus media, professional internships, and scholarly presentations or publications. A panel comprised of three faculty, alumni, and/or professionals could evaluate the portfolios using a rubric to be developed in Spring 2018. The panel could assess the portfolio on a 0-3 scale for the various learning outcomes: 3 = Excellent; 2 = Acceptable; 1 = Needs Improvement; 0 = Unacceptable, average the scores and compare over time.
- **Project/thesis evaluations.** A similar process can be created to systematically rate final reporting projects and theses to measure mastery of learning outcomes. The Graduate Committee's goal is to begin this overall assessment of theses/projects of students graduating in Spring 2018.
- **Faculty assessment of student performance in individual courses.** Faculty incorporate into all classes embedded assignments and tests designed to gauge critical thinking, information literacy, and an understanding of the importance of ethics and diversity in journalism. Students in all classes submit capstone projects to help faculty evaluate how well they have mastered knowledge areas and skills. Students are encouraged to develop a portfolio of articles, photographs, and multimedia, as well as an online résumé that can be submitted on a voluntary basis for faculty critiques. The Graduate Committee would need to examine the embedded assignments tied to the learning outcomes, then devise a systematic way of collecting and tracking the data over time.
- **Internship supervisor surveys.** All graduate students are encouraged to take internships. Internship supervisors evaluate students according to professional journalistic standards. The school's part-time internship coordinator [tracks information](#) about the 100 undergraduate and graduate students who complete internships for credit each year. The coordinator tracks feedback from intern supervisors and students. The professionals' numerical ratings of 17 items (e.g., "quality of work," "ethical principles," and "meeting deadlines") and written comments are evaluated to improve the curriculum. The editors' and producers' ratings of interns are averaged each year to assess whether the overall quality of student interns is improving.

## Indirect measures

- **Student internship survey.** In addition to surveying intern supervisors, the school's intern supervisor asks students to rate how much they learned in their internships. This is an indirect measure of their learning. The evaluation form includes several questions, including whether students thought they achieved their learning objectives and whether their writing improved.
- **Graduate exit survey (see Appendix D, page 96).** Beginning in December 2017, the school's graduate program coordinator will begin conducting an exit survey with master's students who are graduating. Students will be asked to describe the extent to which they feel prepared in the learning outcomes.
- **Survey of recent graduates.** Since 2016, the school has surveyed both undergraduate and graduate alumni six months to a year after they graduated to solicit feedback on what they believed they learned and what the school could do better to prepare them for the workplace. This survey is coordinated by the school's outreach coordinator, who also oversees the alumni database and news.
- **Student awards and honors.** Student awards and honors, including the presentation and publication of scholarly work, are tracked by the school and publicized routinely on the school website and weekly "kudos" email. The number of awards is tallied annually by the school's outreach coordinator and broken down by school, state/regional, and national honors. Student honors are indirect indicators of student learning.

### I. 4.c. Assessment findings

Once the school has started collecting assessment data, the graduate program coordinator would compile the results. The Graduate Committee would discuss the results and provide recommendations to the full faculty at its annual fall retreat, where the faculty has discussed undergraduate assessment findings for the past five years.

### I. 4.d. Changes made

The faculty would consider changes to the curriculum in response to the assessment data analysis, just as it does at the undergraduate level. Then, in following years, data would be examined to see if the changes made a difference. This process has led to improvements at the undergraduate level in numeracy, writing, and accuracy.

### I. 4.e. Reporting the results

Every June the school would update its "[Report Card](#)" page to reflect what it has learned from assessment procedures and what it has done to improve student learning. Also, this information is provided on the UA's assessment website. It would also be shared with students.

#### **I. 4.f. Assessment Plan Timeline**

The school has mapped out a timeline for developing a successful assessment process for the master's program, similar to the [undergraduate assessment plan](#) (Appendix F, page 105):

##### **Spring 2018**

- Collect model journalism master's degree assessment plans to glean best practices and useful measures.
- Approve learning outcomes for both skills and studies tracks.
- Draft and approve an assessment plan.

##### **2018-19**

- Develop a system for collecting the assessment data; implement. Collect initial data. Synthesize and discuss within Graduate Committee in late Spring 2019 and provide recommendations to faculty.

##### **2019-20**

- Discuss recommendations among full faculty at the annual fall retreat in August 2019. Decide on curricular changes, if any. Adjust and refine measures/process, if necessary. Distill results in late Spring 2020.

##### **2020-21**

- Continue measuring. Likely too soon to see effects of 2019-20 changes to curriculum. Assess and discuss at Fall 2020 retreat.

##### **2021-22**

- Continue measuring. See if changes made in 2019-20 had effect on May 2022 graduates. Continue to analyze and make adjustments as needed.

##### **2021-22**

- Complete another cycle of assessment data gathering to see if curricular changes made a difference. Adjust accordingly. Should have five complete years of data to compare.

##### **2021-22**

- Prepare for next Academic Program Review. Also prepare to be considered for national accreditation in 2023-24.

## APPENDICES

Also available [online](#), accompanied by the [2017-18 ACEJMC/APR undergraduate self-study](#)

- A. [List of master's courses](#)
- B. [Grad student handbook](#)
- C. [Best recruitment practices](#)
- D. [Exit survey](#)
- E. [School mission statement](#)
- F. [Undergraduate assessment plan](#)

## **A. List of master's courses**

## School of Journalism Graduate Course Offerings

### **JOUR 501A – On the Aisle: Writing Reviews**

Write a variety of reviews regarding movies, music, books, dining and theater. Experiment with voice, style, form and subject. Learn the format and conventions of reviewing to be more comfortable in assessing the creative work of others. (elective, 1 credit)

### **JOUR 501B – Travel Writing**

This course helps students develop skill at writing engaging, insightful travel stories. Sample readings by great travel writers and sharpen skills of observation, journaling, and reporting. Explore how to identify markets for stories and craft pitch letters. To earn graduate credit, you'll write a longer essay (750-1,000 words) and a longer destination students story (1,000-1,500 words) with at least six sources. (elective, 1 credit)

### **JOUR 501D – Food Journalism**

Learn the fundamentals of writing about food and food production, including food waste, resource consumption and food security in the borderlands. Also examine issues related to covering food and nutrition, food and culture, and the economics and politics of global food chains. Graduate students will be required to complete one food systems story in addition to the three writing assignments, but in lieu of the daily journal. The food systems story will take an analytical look at a large-scale issue of the food system -- obesity and hunger; access to healthy food; profitability of small farms; fishery health; ranchers and rangeland health; heritage versus hybrid crops; etc.-- and contextualize it with on-the-ground reporting in Southern Arizona. We will meet one-on-one to develop this story idea and discuss sources and research opportunities. (elective, 1 credit)

### **JOUR 502 - Media and Terrorism**

Investigates the interplay between terrorism around the world and media content about terrorism. Focuses on how news media portray terrorism and terrorists, and the effects of terrorism and media portrayal of terrorism on the public. Graduate-level requirements include an extensive research paper on a topic related to media and terrorism. The final product will be a 15 to 20-page paper that will account for 30% of the final grade. (elective, 3 credits)

### **JOUR 505 – Media Apprenticeship**

Internship on steroids with a local news organization, supplemented with professional development training, analysis of industry trends, and best practices. Co-taught by a faculty member and newsroom employee. Graduate-level requirements include a major research paper. (elective, 3 credits)

### **JOUR 506 Introductory and Advanced Reporting**

This course is both an introductory and advanced reporting course for graduate students in the School of Journalism. It is intended for first year graduate students. (required for professional track, 3 credits)



**JOUR 507 Reporting with Multimedia**

This course is designed to give graduate students an intensive hands-on introduction to multimedia reporting. Multimedia reporting is defined as the effective and ethical use of text, still photographs, video clips, audio, graphics and interactivity for the Web. (required for professional track, skills course, 3 credits)

**JOUR 508 Journalism Theory and Practice**

This course introduces graduate students to the major theories related to the critical study of the media. Fieldwork may include publication of conclusions. Requirements include a major research paper. (required for professional and studies tracks, 3 credits)

**JOUR 509 International and US Media Law**

Basic legal concepts for media in an international and U.S. context, including access to courts, public records and meetings; subpoenas and shield laws; prior restraint; libel; privacy; source confidentiality; intellectual property; obscenity; and broadcast regulations. (required for professional and studies tracks, 3 credits)

**JOUR 511 Feature Writing**

Writing the feature articles for newspapers, magazines or other media; specialized reporting and writing techniques. Graduate-level requirements include additional in-depth assignments. (elective, 3 credits)

**JOUR 520 Digital Communications Law**

This class will examine the law of digital communications, including but not limited to freedom of expression and information online, cybersecurity, intellectual property, cooperation/collaboration, libel, privacy, hate speech, FCC and other regulatory mechanisms. This course will teach you how to follow the current law as you engage with digital communications, such as the Internet and mobile devices. While you will learn historical and theoretical foundations of the law of digital communications, you primarily need to concern yourself with making professional, ethical, and legal decisions as a citizen about digital communications, in an international context. From issues ranging from Arab Spring to Occupy Wall Street to cyberbullying, we will think about the long-term implications of digital communications law and our decisions. Graduate students will write a research paper on an access issue, minimum 25 pages double-spaced (best papers are 25-40 pages) worthy of conference presentation. (elective, 3 credits)

**JOUR 522 Publication Design**

Theory, principles and practice of layout, typography, and design for a variety of media. Graduate-level requirements include critically analyzing a major publication and redesigning it according to newest principles. (elective, 3 credits)

### **JOUR 524 Magazine Photography**

Techniques for taking and editing photographs to illustrate magazine articles, covers and ads. Preparation of photo portfolios. Open to all students in Summer. Graduate-level requirements include taking a leadership role for the online magazine, plan the navigation and design of the magazine. Creation of a home page and an 'About Us' page with photo and short bio of each student will also be included. (elective, 3 credits)

### **JOUR 526 Reporting the Middle East**

Through historical, economic and political exploration of a country or the region, this course will provide students with an understanding of current events in the Middle East and of the challenges journalists face reporting from a region with competing narratives, authoritarian regimes, and sporadic or ongoing conflict. Graduate students are expected to read additional and more complex materials provided by the professor (in the schedule listed as Optional and For Grad Students - some require memos). They will also occasionally meet for additional sessions with the professor. In addition, they will be required to complete an in-depth country report on or a research paper on a specific element relating to international journalism, worth an additional 20% of their total grade. Graduate-level requirements include reading additional and more complex materials provided by the professor (in the schedule listed as Optional and For Grad Students - some require memos). Grad students will also occasionally meet for additional sessions with the professor. In addition, they will be required to complete an in-depth country report on or a research paper on a specific element relating to international journalism, worth an additional 20% of their total grade. (elective, 3 credits)

### **JOUR 528 Entrepreneurial Journalism**

This course will be a hands-on class in which you research and develop an idea for a news website and begin implementing the necessary steps to see your idea become a real website. By the end of the class you should have a website, which you can launch and begin publishing content and start generating revenue. Graduate students will be required to research an emerging trend in journalism entrepreneurship. The student will write an eight-page paper on the subject and present findings to the class and local media outlets. (elective, 3 credits)

### **JOUR 531 - Inside the Beltway: Press, Politics, and Policymakers in Washington DC**

This class will give students the lay of the land for journalists and others working in information and content in Washington DC. Students will learn about Washington media, past and present. They'll learn about how members of Congress and their staffs do their jobs. Federal agencies, laws, and policymaking will be examined. Students will explore how different interest groups, PACS, lobbyists, and others operate, as well as how to make sense of all of the voices. Graduate students will conduct research throughout the semester on a topic that involves an intersection of professional practice, historic DC events and journalism ethics. Students will conduct a literature review to begin, then with the instructor select which materials will be used for the final project. Students will produce a paper and a class presentation. (elective, 3 credits)

### **JOUR 532 Social Justice Movement Media: History, Functions, and Theory**

This online course will survey the history and functions of social justice publishing. Students will consider the theoretical and practical frameworks of social justice media, which serve a swathe of social movements involving human and civil rights, education, labor, immigration, globalization, feminism, environmentalism, ethnic and racial equality, transgender rights, and global inequity. This course will provide students with the historical and theoretical frameworks necessary to evaluate and publish social justice media. Course expectations are higher for students taking the course at the 500-level. Standards for quality of writing and depth of research are higher, and assignments are more demanding. (elective, 3 credits)

### **JOUR 533 Digging with Data**

Learn how to find, request and create databases, uncover stories using various software programs, and turn them into compelling visuals. Whether you call it data journalism, computer-assisted reporting, precision journalism, or power reporting, these skills will set you apart from your peers in any line of work. Graduate-level requirements include an in-depth research paper on a topic of their choice related to CAR. Please confer with the course instructor early in the semester to have topic approved. This project will substitute for participation points for graduate students. (elective, 3 units)

### **JOUR 539 Ethics and Diversity in the News Media**

Analysis of ethical theory and how it relates to journalists' roles and responsibilities in a democratic society. Case studies involve questions of bias, accuracy, privacy and national security. Graduate-level requirements include a research paper examining a major ethical issue and providing a critique regarding how the media covered the issue. (highly recommended for studies track, 3 credits)

### **JOUR 547 Access to Government Information**

The course will focus on access to government records and meetings. From the perspective of the journalist acting on behalf of the people in a democracy, it will look at the benefits and harms caused by access to government information. Graduate-level requirements include the research paper being twice as long as the undergrad. It is expected to be of graduate-level quality, and pose a suitable research question that could lead to a later study. (elective, 3 credits)

### **JOUR 555 Environmental Journalism**

This applied course teaches you to write compelling, substantive stories that illuminate environmental subjects, trends and issues, often in human terms. This course emphasizes the role of the environmental journalist not as an advocate but as a reporter who accurately and fairly reports the news. We examine the principles of journalism, the scientific process and the differences between environmental journalism and environmental communication. Readings and discussions examine issues of balance, scientific uncertainty, risk, accuracy and ethical codes. Graduate-level requirements include writing an additional story and leading the writing workshops and case study discussion. (elective, 3 credits)

**JOUR 558 Opinion Writing**

This class explores the role and purpose of editorial and opinion writing and the process of writing opinion pieces. Graduate-level requirements include reading additional materials, meeting with professor weekly about theoretical issues or to examine news items in more depth, and a student analysis paper. (elective, 3 credits)

**JOUR 560 International Media Systems**

This course is designed to introduce students to the changing role of news media in our evolving globalization and its impact on rapidly changing news events. (elective, 3 credits)

**JOUR 565 Issues in Covering Science and the Environment**

Science is one of the most powerful forces of change in the world. This discussion course introduces students to the professional, legal, economic and ethical factors that affect the science news agenda and the work of science journalists. We'll study the principles of science journalism, the scientific process and the differences between science journalism and science communication. We'll examine reporting methods used by print, television and online news organizations. Guest speakers -- prominent science journalists and scientists -- will explore the ways in which science news both reflects and influences the attitudes of the public and policymakers. Readings, case studies and discussions will look at issues of balance, scientific uncertainty, accuracy and ethical codes for science journalists. Graduate-level requirements include longer response papers and a longer research paper. (elective, 3 credits)

**JOUR 572 Science Journalism**

Science is one of the most powerful forces of change in the world. This applied course covers the fundamental elements of producing news reports about science events and issues. We'll examine the principles of journalism, the scientific process and the differences between science journalism and science communication. Guest speakers -- prominent science journalists and scientists -- will explore key issues involved in communicating with the public about science. Readings, case studies and discussions will examine issues of balance, scientific uncertainty, accuracy and ethical codes for science journalists. You'll write professional-quality science articles for general interest and specialized news media. You'll learn how to gather, evaluate and organize information in ways that will produce accurate, comprehensive information for the public. Each student will write one short piece, and in pairs you'll research and produce an in-depth article. Graduate-level requirements include writing an additional story proposal, query letter and news report plus the in-depth story or multimedia piece will be longer than at the undergraduate-level. (elective, 3 credits)

**JOUR 573 Reporting in the U.S. – Mexico Borderlands**

Students will gain an understanding of best practices and challenges specific to reporting in the borderlands, and will conduct research in and about the border region, including interviews with area residents. Graduate students are expected to take on a leadership role in the class and from time to time will be assigned to lead class discussions. Graduate students may also be assigned additional readings and duties, such as increased research, writing, and organizing responsibilities. (elective, 3 credits)

**JOUR 580 Advanced Multimedia**

This is a hands-on advanced multimedia course that will provide students with the opportunity to refine their multimedia storytelling and technical production skills by producing journalistically interesting multimedia projects. The multimedia projects will be well researched and include some combination of text, video, audio, still photographs, graphics that will be presented on a website. Through interactive exercises and assignments, emphasis will be given to improving audio, video, still image capture and editing skills. This course is a combined lecture with outside lab work being required. Intermediate computer technical knowledge and skills, basic photojournalism and multimedia are required for successful completion of this course. Graduate students will be required to produce a well-researched and cited 30- to 45-minute in-class PowerPoint presentation on a documentary film or filmmaker. Acceptable subjects will be listed in the assignment sheet handout. (elective, 3 credits)

**JOUR 584 Mobile App Development**

This course will be a hands-on, interactive class in which you research, and develop a mobile news application. You will develop and pitch an application, form teams and implement web technology to launch your application. By the end of the semester, you and your team will have a working application deployed on the internet. This course will take you from idea to application launch. Graduate students will be required to also research an emerging trend in news application design and functionality. The student will write an eight-page paper on the subject and present findings to the class and local media outlets. (elective, 3 credits)

**JOUR 587 History of American Journalism**

The course explores the evolution of U.S. journalism and its intersection with American politics, economics, and culture. Students will read original primary published sources as well as secondary historical works and develop skills in historical research methods. Graduate-level requirements include a research paper suitable for presentation at an academic conference or publication in a scholarly journal in the field. (elective, 3 credits)

**JOUR 589 Research Methods**

Students will be exposed to qualitative and quantitative research methods, such as historical and legal research, media analysis, content analysis, in-depth interviewing and discourse analysis. (required course for studies and professional tracks, 3 credits)

**JOUR 590F Arizona Sonora News**

Students in Arizona Sonora News produce strong enterprise stories in written and multimedia formats, which are then provided to media for professional publication. Students learn the techniques of search engine optimization and key word construction, and apply what they have learned in their other classes through the major. This engaged learning news service class enables students to demonstrate that they can produce professional quality work. Graduate-level requirements include an additional assignment and/or taking on a leadership position. (elective course, 3 credits)

**JOUR 593 Internship**

Work on-site for a news or news-related organization under the supervision of an experience communication professional. (elective, 1-3 credits)

**JOUR 594 Practicum**

An opportunity to do field research to explore journalistic ethics, theory and practices and their impact on contemporary society. (elective, 1-3 credits)

**JOUR 596D Journalism Seminar**

The course will be shaped around a series of case studies of the legal, ethical and management issues facing the contemporary news media. Graduate-level requirements include a 4,000 word paper including at least 20 primary published sources and 25 sources cited in the endnotes. (elective, 3 credits)

**JOUR 596F Media Coverage of International Crises**

How international media cover conflicts and other humanitarian crises, focusing on the Arab/Muslim world. Understanding of the business and culture of global news organizations. Graduate-level requirements include more extensive research and papers. (elective, 3 credits)

**JOUR 596L U.S. Press and Latin America**

This course will examine the history and development of U.S. press coverage of Latin America. Graduate-level requirements include a longer research paper and leading a class discussion. (elective, 3 credits)

**JOUR 597B Advanced Photojournalism**

The course is intended to give students a forum in which to hone their skills in communicating with readers of newspapers, magazines and the Internet, through the use of still photography. (elective, 3 credits)

**JOUR 597C Coups & Earthquakes: Reporting the World**

This course is about understanding the world as a journalist, an international specialist or an informed citizen. It teaches how foreign correspondents gather news and examines factors that shape the global exchange of information. Graduate-level requirements include a higher standard of quality than undergrads. Grad students meet for a short session with the professor each week to discuss more theoretical issues or to examine international news items in more depth. Assignments 1. Will be required to read at least two books from the list (on D2L) or of their choosing ¿run it by the professor ¿ and write short reflective book reports (format on D2L). Due anytime before the last class. (10 percent each) AND 2. Will write an additional, short analytical research paper on a specific facet of either media coverage of, or international reaction to some aspect of your beat (3000 words). OR, will do a reporting/writing project focusing on some aspect of a refugee group here in Tucson. Must be of publishable quality. Consult early with the professor on the topic. (elective, 3 credits)

**JOUR 599 Independent Study**

An extended exploration of a journalistic topic under supervision of a full-time faculty member. The project can take many forms -- research paper, investigative news stories, photo essay, broadcast documentary or online report. (1-3 credits)

**JOUR 909 Master's Report**

Individual study or special project or formal report thereof submitted in lieu of thesis for certain master's degrees. (1-3 credits)

**JOUR 910 Thesis**

Research for the master's thesis (whether library research, laboratory or field observation or research, artistic creation, or thesis writing). (1-6 credits)

## **B. Grad student handbook**



# SCHOOL OF JOURNALISM GRADUATE STUDENT HANDBOOK 2017-2018

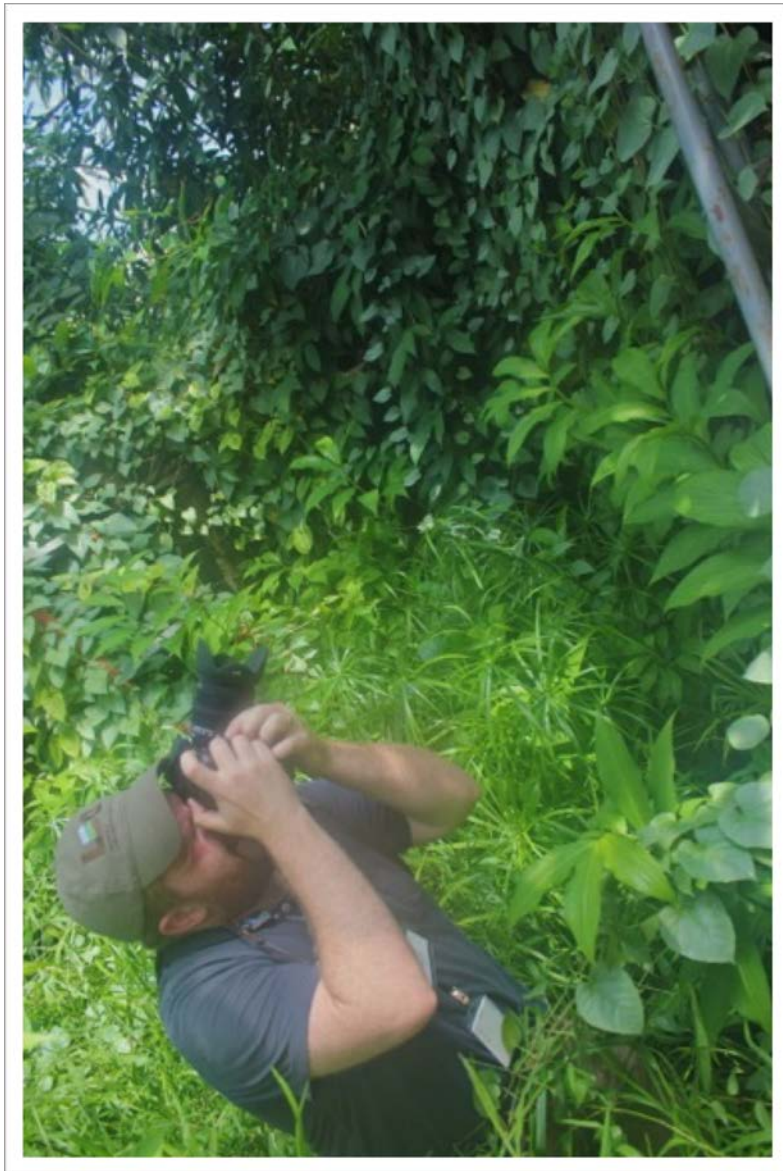


PHOTO BY REBECCA SASNETT

Grad student Paul Ingram shoots in the Biosphere 2 rain forest.

## TABLE OF CONTENTS

- 3 WELCOME!
- 4 CAREER OPPORTUNITIES FOR JOURNALISM GRADUATES
  - UA Alumni
- 5 CONTACTS
- 6 FACULTY (eligible to serve as committee chairs)
- 7 PHYSICAL RESOURCES & FACILITIES
  - Grad Lounge
  - Library resources
  - Gear-to-Go Center
  - Human subjects
- 8 CHECKLIST FOR NEW STUDENTS
  - Get a UA email account
  - Enroll in classes
  - Join the journalism internship listserv
  - Get your ID
  - Get access to the Marshall Building and the Grad Lounge
  - Meet with the graduate coordinator
- 9 KEEPING IN THE LOOP
  - Journalism graduate student listserv
  - Journalism internship listserv
  - Committee chair
  - GPSC service
- 10 IMPORTANT LINKS
- 11 FUNDING
  - School of Journalism
  - Jobs
  - Assistantships
  - Other sources
  - International students
- 13 GRADUATE DEGREE PROGRAMS IN JOURNALISM
  - Learning outcomes
  - M.A. programs
    - One-year M.A. in Journalism
    - M.A. in Journalism, skills oriented
    - M.A. in Journalism, international emphasis
    - Accelerated Master's Program (AMP)
    - Dual-degree programs
    - Graduate specialties
    - Professional M.A. Partnership with SILLC
  - Ph.D. Minor in Journalism
- 16 ADVISING
- 17 ANNUAL REVIEW
  - Annual evaluation for graduate students

- 18 ACADEMIC PROGRESS
  - Satisfactory academic progress
  - Time to complete your degree
  - Incompletes
  - Leave of absence
  - Probation
  - Remediation
  - Student appeals
  - Grievances
- 20 GRADUATE MILEPOSTS
- 21 THESIS OR PROFESSIONAL PROJECT?
- 22 THESIS: SECOND SEMESTER
  - Filling out the Responsible Conduct of Research form
  - Filling out the Master's Plan of Study (MPoS)
  - Forming a thesis committee
- 25 THESIS: THIRD SEMESTER
  - Preparing your thesis proposal
  - Defending your thesis proposal
- 27 THESIS: FOURTH SEMESTER
  - Completing your thesis
  - Defending your thesis
  - Revising your thesis
  - Archiving Your Thesis
- 31 PROJECT: SECOND SEMESTER
  - Filling out the Responsible Conduct of Research form
  - Filling out the Master's Plan of Study (MPoS)
  - Forming a project committee
- 34 PROJECT: THIRD SEMESTER
  - Preparing your project proposal
  - Defending your project proposal
- 38 PROJECT: FOURTH SEMESTER
  - Completing your project
  - Defending your project
  - Revising your project
- 41 COMPLETING YOUR DEGREE
- 42 QUESTIONS?
- 43 PROJECT/THESIS PROPOSAL APPROVAL FORM
- 44 PROJECT/THESIS FINAL APPROVAL FORM

## **WELCOME TO THE UNIVERSITY OF ARIZONA SCHOOL OF JOURNALISM!**

This handbook is designed to guide you through your graduate program. It highlights information specific to the School of Journalism and complements materials on the Graduate College website: <http://grad.arizona.edu/>

Founded in 1885, the University of Arizona is a major land-grant university ranked among the top public universities for education and research. It ranks 21st among all public universities. UA belongs to the Association of American Universities, which includes the 62 leading public and private research universities.

The School of Journalism is part of the College of Social and Behavioral Sciences, also known as the People's College. The school has a four-fold mission:

1. To provide future journalists with the intellectual training and professional skills necessary to gather, evaluate, organize and disseminate information in a way that enables citizens to participate in a democratic society in a meaningful way.
2. To provide all students with the opportunity to develop an understanding of the role of the press in a multicultural society, so they can learn to think critically about the ways in which the news media affect individuals, institutions and social values. This includes an understanding of the legal and ethical issues that are an integral part of the journalism profession.
3. To encourage faculty scholarship that reflects a balance of theoretical and professional approaches to exploring the role and impact of the news media at a time when information generated by news organizations has become a major component of international cross-border data flow.
4. To develop a dialogue with journalism educators and professional journalists concerning the most effective ways to encourage professional standards at a time when the profession is confronting unprecedented challenges arising from the technological changes that have created the global information age.

Welcome!

### **School of Journalism**

Louise Foucar Marshall Building  
Room 334  
University of Arizona  
Tucson, AZ 85721

## CAREER OPPORTUNITIES FOR JOURNALISM GRADUATES

Journalism is a competitive field, but students who are dedicated, curious and hard-working will find enormous satisfaction in a career they'll love. Graduates of our master's program have pursued a variety of journalism careers.

- **Reporters** inform the public about news and events, spending much of their time in the field conducting interviews and investigating stories. They work on tight deadlines in a fast-paced environment, striving to be the first to publish the story. They report for newspapers, magazines, websites, radio and television.
- **Editors** collaborate with writers to plan stories, edit content and oversee every step of the publishing process. Editors work at magazines, newspapers, online and mobile media outlets. Basically, anywhere there's a story, there's an editor.
- **Video journalists** report, shoot, write and produce news solo. They have the skills to create an entire news story from the ground up, handling all the different jobs that go with producing a news story from start to finish.
- **Broadcast anchors** deliver scripted and ad lib material on air with professionalism, personality and purpose. Some anchors head out into the field and break big stories. These newsroom leaders help mentor producers and reporters. Anchors might also write and edit scripts.
- **Broadcast producers** are responsible for the creation and presentation of newscasts. They work in a fast-paced, deadline-driven environment to help deliver news content to various social media sites and websites as well.
- **Station managers** oversee the day-to-day operation of radio or television stations. They lead the management team, motivate the staff and ensure that the key objectives of the station are met in terms of output, audience and revenue.
- **Graphic designers** are responsible for the design of media products in both print and digital formats, such as a newspaper, magazine and website. They might also edit, post and update stories and multimedia content for digital platforms.
- **Social media specialists** communicate with the public through social media platforms. They also review data and analytics to see how they can improve their news outlet's social shareability.

Not all journalists work for a media outlet.

- **Technical writers** prepare instruction manuals and how-to guides to explain how a product or service works.
- **Grant writers** use their persuasive talents to demonstrate the importance of a nonprofit organization's causes through written proposals and win funding for research, support or other needs.

### UA School of Journalism alumni

To see where some graduates of the UA School of Journalism master's programs are working, go to <https://journalism.arizona.edu/masters-alumni>

## CONTACTS

**Director** (manages the school and represents it within UA; oversees the school's budget)

David Cuillier

[cuillier@email.arizona.edu](mailto:cuillier@email.arizona.edu)

(520) 626-9694

**Associate Director** (helps the director run the school)

Nancy Sharkey

[nsharkey@email.arizona.edu](mailto:nsharkey@email.arizona.edu)

(520) 621-6385

**Director of Graduate Studies** (advises you about courses; helps you select a committee chair and committee members for your thesis or project)

Carol Schwalbe

[cschwalbe@email.arizona.edu](mailto:cschwalbe@email.arizona.edu)

(520) 300-0693

**Graduate Program Coordinator** (helps with the logistics of your graduate program)

Debbie Cross

[debbiecross@email.arizona.edu](mailto:debbiecross@email.arizona.edu)

(520) 621-9616

**Outreach Coordinator** (handles alumni relations, events and social media)

Mike Chesnick

[mchesnick1@email.arizona.edu](mailto:mchesnick1@email.arizona.edu)

(520) 626-3079

**Administrative Assistant** (manages the main office)

Celina Centeno

[centenoc@email.arizona.edu](mailto:centenoc@email.arizona.edu)

(520) 621-7556

**Internship Coordinator** (helps you find and succeed in internships)

Renée Schafer Horton

[rshorton@email.arizona.edu](mailto:rshorton@email.arizona.edu)

(520) 626-9219

**24/7 Computer/Email Support (UITS)** (provides technical and computing support)

(520) 626-8324

## **FACULTY (eligible to serve on thesis or project committees)**

### **David Cuillier**

**Research:** citizen and press access to government information, psychological effects in journalism

**Teaching:** reporting, data journalism, government secrecy, media law and ethics

### **Geoff Ellwand**

**Teaching:** television news writing, reporting and production; documentary production

### **Rogelio Garcia**

**Teaching:** broadcast writing, reporting and production; media law

### **Celeste González de Bustamante**

**Research:** television news and media in Latin America, violence against journalists in Mexico

**Teaching:** television news writing, reporting and production; documentary production

### **Susan Knight**

**Teaching:** reporting public affairs, feature writing, journalism ethics

### **Linda Lumsden**

**Research:** alternative press, history of U.S. journalism

**Teaching:** journalism history, journalism ethics and journalism, gender and race

### **Mike McKisson**

**Teaching:** multimedia, entrepreneurial journalism, mobile app development, tech tools

### **Kim Newton**

**Teaching:** photojournalism, multimedia

### **Jeannine Relly**

**Research:** global influences on news media systems, government information policy, press-state relations

**Teaching:** news writing, reporting, theory and practice, research methods, media and terrorism

### **Bill Schmidt**

**Teaching:** reporting, feature writing

### **Carol Schwalbe**

**Research:** visual communication, gatekeeping, role of news media in advancing govt. accountability

**Teaching:** reporting, editing, feature writing, science and environmental journalism

### **Nancy Sharkey**

**Teaching:** editing, feature writing, reporting public affairs

### **Susan Swanberg**

**Research:** role of propaganda in the history of science journalism

**Teaching:** news writing, science and environmental journalism, media law

### **Terry Wimmer**

**Teaching:** reporting, Arizona Sonora News

### **Maggy Zanger**

**Teaching:** international journalism, media coverage of conflict, media and terrorism

## PHYSICAL RESOURCES & FACILITIES

The graduate and undergraduate programs in journalism, along with classrooms, faculty offices and the main office, are located on the third floor of the Marshall Building.

### Grad Lounge

Graduate students have dedicated space (mailboxes, desks, bookcases, printer, coffee maker, microwave, sofa) in Marshall 311. You can access the grad lounge by swiping your CatCard. See Celina Centeno in the main office about gaining access.

### Library resources

The University of Arizona takes pride in the outstanding quality of its libraries. The Main Library and the Science Library, both on the main campus, hold extensive collections of general and scientific periodicals and books.

You may borrow technology from the library—laptops, tablets, cords, chargers, cameras, projectors, scanners, audiovisual equipment and more. Just bring your CatCard to one of the library service desks.

Mary Feeney is the wonderful librarian who specializes in journalism resources. She is happy to help you with research projects. Make an appointment at [mfeeney@email.arizona.edu](mailto:mfeeney@email.arizona.edu) or (520) 307-2615. Her office is in Room A213 of the main library.

### Gear-to-Go Center

The [Gear-to-Go Center](#) offers free loan of digital still cameras, digital video cameras, 3D cameras, microphones, audio recorders, lights and tripods for UA students, faculty and staff for any course-related, not-for-profit purpose. **You must bring your CatCard.** Complete the [Access Form](#) 72 hours in advance of checking out equipment. You may reserve equipment over the phone or in person but not via email or voicemail.

- Computer Center, Room 214C (inside the main entrance, 1077 N. Highland Ave.)
- (520) 621-0GTG (0484)

### Human subjects

The protection of human subjects is an integral component of many aspects of modern research. You'll become familiar with human subjects protection and other relevant laws and regulations in JOUR 489/589 Research Methods. You must check with your chair to see whether your thesis or professional project needs approval from the UA Institutional Review Board. Journalism's IRB representative can also help with this process. More information is available at <http://orcr.vpr.arizona.edu/>



## CHECKLIST FOR NEW STUDENTS

### **Get a UA email account**

You must have a UA email account. Go to <https://account.arizona.edu> All university business is conducted via your UA email address.

### **Enroll in classes**

Work with the director of graduate studies to pick classes for your first semester. Register online using UAccess. You can get to UAccess from the UA's home page ([www.arizona.edu](http://www.arizona.edu)) by clicking on the student tab.

If can't register, it may be because Campus Health doesn't have your complete immunization record. Check with Campus Health or the graduate coordinator to determine if you have a registration hold.

### **Join the journalism internship listserv**

Send an email to [Renée Schafer Horton](mailto:rene@journalism.arizona.edu), our amazing internship coordinator, and ask her to add you to her journalism internship listserv. You'll gain valuable information about internships, the school's internship fair and job opportunities.

### **Get your ID**

Once you have enrolled, obtain a CatCard (UA ID) from the CatCard office in the Student Union.

### **Get access to the Marshall Building and the Grad Lounge**

Once you have a CatCard, you can get access to the Marshall Building and the Grad Lounge. Bring your CatCard to Celina Centeno in Marshall 334.

### **Tell us your story**

Send the graduate coordinator your bio for the school website. Include your program, areas of interest, undergrad degree, hometown, background/goals and why you chose to study journalism at UA. See the examples at <https://journalism.arizona.edu/meet-our-current-grad-students>

### **Meet with the graduate coordinator**

See Debbie Cross in Marshall 334 to update your contact information, ask any questions you have and make sure you are set for the coming semester!

## **KEEPING IN THE LOOP**

It is important to stay in the loop to make sure you hear about job and funding opportunities, internships, student clubs, academic policies and so forth. Here's how to keep informed.

### **Journalism graduate student listserv**

The graduate coordinator posts messages at least once a week on the grad student listserv. To post to the listserv, send a message to the graduate coordinator.

### **Journalism internship listserv**

Internship coordinator [Renée Schafer Horton](#) circulates valuable information about internships, the school's internship fair and job opportunities.

### **Committee chair**

Your chair can help you not only with your thesis or project but also with research, professional/academic development, career/academic opportunities and more.

### **Monthly get-togethers for journalism grad students**

Join the graduate coordinator and a faculty member each semester for an informal get-together each month. The school will provide appetizers at Gentle Ben's; the drinks are on your own.

### **GPSC service**

Participate in the [Graduate and Professional Student Council](#) (GPSC), which serves as the voice of UA's graduate students. The GPSC also disburses funds for travel and professional development.

## **IMPORTANT LINKS**

Graduate students are expected to follow the policies and procedures for both the UA Graduate College and the School of Journalism. Policies are updated frequently. It is your responsibility to comply with current policies.

**School of Journalism:** <https://journalism.arizona.edu/>

Information about faculty and staff, student clubs, news and events

**School of Journalism Graduate Program:** <https://journalism.arizona.edu/grads>

Information about degree programs, tuition/student aid, courses, resources, study abroad

**School of Journalism Faculty:** <https://journalism.arizona.edu/peo-faculty>

Research interests, courses taught, professional background, curriculum vita

**University of Arizona Graduate College:** <http://grad.arizona.edu/>

GradPath forms, academic services, policies, contacts, resources, deadlines, funding

**University of Arizona Graduate College:** <http://grad.arizona.edu/new-and-current-students>

Child care services and family-friendly information, professional development, health and wellness

**University of Arizona General Catalog:** <http://catalog.arizona.edu/>

Comprehensive information related to academic programs, including schedule of classes, course descriptions, deadlines, academic calendar, registration and graduate policies

**Academic integrity:** <http://deanofstudents.arizona.edu/codeofacademicintegrity> (link is external)

Students taking courses for credit are subject to this code of academic integrity.

**Responsible Conduct of Research:** <http://www.orcr.arizona.edu/> (link is external)

Policies and procedures that promote the safe, legal and ethical conduct of research

## FUNDING

### School of Journalism

- **Zenger Fellowship.** Each year the School of Journalism awards the John Peter and Anna Catherine Zenger Fellowship to an incoming master's student in recognition of academic achievement and potential. The fellowship covers in-state tuition, mandatory fees and program fees up to 12 units per semester for the first academic year and possibly the second academic year, based on academic and other factors.
- **Travel aid.** The Carpenter Student Travel Scholarship helps UA graduate and undergrad journalism students travel to expand their knowledge of the world and skills in journalism. Scholarships can be used to attend conferences, practice journalism internationally or participate in other journalism education activities. Scholarships average \$500. Recipients are expected to share what they learn with other students before receiving the scholarships.
- **Annual scholarships.** The school offers scholarships made possible through the generosity of donors, investors and alumni. You can apply for several of these scholarships through [Scholarship Universe](#).

### Jobs

- The [Daily Wildcat](#), UA's student newspaper, runs ads for jobs.
- The **Wildcat Student Employment Fair** is held every August to hire UA students for the upcoming academic year. Students are invited to attend via listservs and Daily Wildcat ads. Students can access a list of participating departments and organizations via the Career Services website before the fair begins. Dozens of UA departments participate, as do local businesses interested in hiring students.

### Assistantships

- **Assistantships.** The School of Journalism does not offer teaching assistantships, research assistantships or graduate assistantships. To apply for a graduate assistantship elsewhere at the university, contact the department where you would like to work to see if there are any openings. For academic departments, the best contact is usually the graduate coordinator. For non-academic departments, start with the business manager. There is no complete listing of available positions.
- One place to look for a teaching, research or graduate assistantship is in the **weekly newsletter published by the Graduate & Professional Student Council (GPSC)**. You can subscribe at the bottom right of the [GPSC home page](#).

### Other sources

- [Fellowships, grants and scholarships](#) are available from a variety of sources. Be sure to see the Gradfunding Newsletter listed there.
- The UA Graduate College's [Graduate Access Fellowship](#) is intended to broaden the access of U.S. students to graduate education and to promote the diversity of our graduate student body. Eligibility for these fellowships is restricted to incoming domestic graduate students who have shown academic achievement despite facing challenging social, economic or

educational obstacles. Fellowships for master's students provide up to \$4,000. NOTE: Students cannot apply directly for a Graduate Access Fellowship. Only departments can nominate incoming students to the Graduate College.

- The university offers other [fellowships and scholarships](#) to foster a diverse student body.
- [University of Arizona Alumni Association](#) chapters and clubs award \$1 million in scholarships each year.
- The Graduate & Professional Student Council (GPSC) awards [travel grants](#) for graduate and professional students who are attending or presenting research at academic or professional conferences.
- [Taylor/Blakeslee University Fellowships](#) are available for students "who have been accepted for enrollment in graduate-level programs in science writing."
- The American Association of University Women offers [Career Development Grants](#) (\$2,000–\$12,000) to women pursuing a certificate or degree to advance their careers, change careers or reenter the workforce and whose bachelor's degree was received at least five years before the award period.

#### **International students**

- The UA Graduate College provides information about [funding for international students](#) studying in the United States.
- The American Association of University Women offers [International Fellowships](#) (\$18,000–\$30,000) for women pursuing full-time graduate or postdoctoral study in the United States who are not U.S. citizens or permanent residents.

## GRADUATE DEGREE PROGRAMS IN JOURNALISM

Full-time students take at least 9 units each semester. Students may also enroll part-time.

### Learning outcomes

The goal of the master's program is to prepare you to begin working immediately in a news outlet or to pursue a doctoral degree and enter academia. After you complete the program, you should be able to do the following:

- Understand and apply theories and principles that drive 21<sup>st</sup>-century journalism.
- Describe the role and context of journalism in a democracy and in a global society, including the rapidly changing industry and the impact of emergent media.
- Define the key legal guidelines and ethical issues facing journalists.
- Demonstrate knowledge of various research designs and data collection methods, as well as how to gather, report and interpret research results.
- Communicate in a precise, effective manner in writing, speech and digital media.
- Skills oriented: Publish or air professional-quality work across varied platforms through internships and/or deadline-driven news outlets.

### M.A. programs

#### [One-year M.A. in Journalism](#)

Students must complete a minimum of 33 units to graduate. The curriculum consists of four required courses, including a final project, plus skills courses and electives. Electives can be drawn from journalism or with permission from other disciplines. There is no thesis option.

YEAR	SEMESTER	UNITS	CLASSES	PROJECT
1	Fall	12	JOUR 506, 507, 508, elective	Select chair and committee members Fill out Master's Plan of Study
1	Winter	3	JOUR 539 or 547	
1	Spring	12	JOUR 509, 589, 590F, elective	Defend proposal for project
1	Summer Pre-Session	3	JOUR 539 or 547	
1	Summer 1 or 2	3	JOUR 593 or 909	Defend final project

#### [M.A. in Journalism, skills oriented](#)

The skills-oriented curriculum includes writing, multimedia and on-the-street reporting for print, television and online media serving communities in southern Arizona. Those interested in the skills-oriented program are expected to demonstrate outstanding English and writing skills because of the rigor of the assignments and the expectation that after graduation they may begin working immediately in a news organization. Full-time students generally take two years to complete this 33-unit program.

YEAR	SEMESTER	UNITS	CLASSES	THESIS OR PROJECT
1	Fall	9	JOUR 506, 507, 508	
1	Spring	9	JOUR 509, 589, elective	Select chair and committee members Fill out Master's Plan of Study
2	Fall	9	590F, 2 electives	Defend proposal for project or thesis
2	Spring	6	JOUR 909 or 910, elective	Defend final project or thesis

### [M.A. in Journalism, international emphasis](#)

The international emphasis concentrates on the news media as an academic discipline that focuses on the nature and effects of journalism in a global society. Students explore international media models, media law, ethics, journalism history and the effects of media coverage on contemporary societies around the world. This 33-unit program is an alternative for students who are interested in pursuing a doctoral degree and entering academia rather than in acquiring the professional skills offered in the skills-oriented option.

YEAR	SEMESTER	UNITS	CLASSES	THESIS OR PROJECT
1	Fall	9	JOUR 508, 539, elective	
1	Spring	9	JOUR 509, 589, elective	Select chair and committee members Fill out Master's Plan of Study
2	Fall	9	3 electives	Defend proposal for project or thesis
2	Spring	6	JOUR 909 or 910, elective	Defend final project or thesis

### [Accelerated Master's Program \(AMP\)](#)

The Accelerated Master's Program enables undergraduates who have a minimum 3.3 GPA to earn both bachelor's and master's degrees in five years. Students take 12 graduate credits in their fourth year and continue to work with the director of graduate studies in their fifth year to ensure that all courses and requirements are met, including a project or thesis.

YEAR	SEMESTER	UNITS	CLASSES	THESIS OR PROJECT
4	Fall	6	JOUR 508, 539	
4	Spring	6	JOUR 509, 589	Select chair and committee members Fill out Master's Plan of Study
5	Fall	9	3 electives	Defend proposal for project or thesis
5	Winter	3	JOUR 539 or 547	
5	Spring	9	JOUR 909 or 910, 2 electives	Defend final project or thesis

### **Dual-degree programs**

Dual-degree programs allow students to explore special areas of interest at the same time they hone their journalistic skills and understanding. In just one year of study beyond the stand-alone journalism degrees (language training excepted), they can earn two master's degrees:

- [Dual M.A. in Journalism and Legal Studies](#)
- [Dual M.A. in Journalism and Soil, Water and Environmental Science](#)
- [Dual M.A. in Journalism and Master of Public Administration](#)
- [Dual M.A. in Journalism and Latin American Studies](#)

- [Dual M.A. in Journalism and Middle Eastern and North African Studies](#)

### **[Graduate specialties](#)**

In addition to the core journalism courses to earn a master's degree (JOUR 508, JOUR 509, JOUR 589 and JOUR 909 or JOUR 910), you may select a specialty, if you wish, in Digital Journalism, Global Journalism or Science and Environmental Journalism. The specialization is noted on your diploma and transcript. Each specialty requires 9 credit hours.

- Digital Journalism
- Global Journalism
- Science and Environmental Journalism

### **[Professional M.A. Partnership with SILLC](#)**

A partnership with the School of International Languages, Literatures, and Cultures (SILLC) allows journalism graduate students to take up to 9 units offered by any of the SILLC master's programs (Classics, East Asian Studies, French, German Studies, Russian and Slavic Studies). Master's students in SILLC programs can take up to 9 graduate units in the School of Journalism.

### **[Ph.D. Minor in Journalism](#)**

This program welcomes doctoral students in other programs who want to increase their understanding of journalism practices and/or professional skills in the United States or globally. The minor comprises 9 units from 500-level courses in the School of Journalism for which students have the prerequisites. In consultation with the director of graduate studies, doctoral students may select professional skills courses, journalism studies courses or a combination. After selecting a tentative slate of courses, students must complete a Doctoral Plan of Study, declaring Journalism as their Ph.D. minor. Submit the form via [GradPath](#) in UAccess.

Comprehensive exams—both written and oral—must include the minor. If a program chooses to offer the minor, then it must ensure that the student has a comprehensive knowledge of that field. The writtens can be done in a number of ways—a question or two added to the major program's writtens or a free-standing short exam or integrative paper. A minor is more than a couple of classes; it needs to be integrated with the student's major and evaluated in a comprehensive way. Sometimes students want to add a minor late or to change minors. That is acceptable, but some arrangement needs to be made to ensure that there is a comprehensive written and oral examination over the minor field. The oral comp committee requires a fourth person because it must cover the minor. The final defense requires only three people because it does not require participation of the minor.



## **ADVISING**

Faculty members are dedicated to your success. Mentoring graduate students is one of the most rewarding aspects of our jobs. You'll meet with the director of graduate studies each semester to discuss your academic progress, select courses for the following semester and pick a committee chair and members.

While working on your thesis or project, you'll meet on a fairly regular basis with your committee chair. To make the most of these meetings, it is important that you come prepared. Plan to email outlines and drafts ahead of your meeting to ensure that the time is spent moving forward rather than simply catching your chair up on what you've been doing. It is your responsibility to keep in touch with your chair. Email is strongly recommended when face-to-face meetings can't be arranged.

You are also encouraged to cultivate relationships with your committee members as well as other faculty. Meet with professors during their office hours, or email them to arrange a mutually convenient time.

## **ANNUAL REVIEW**

### **First-year review**

The purpose of the first-year review (midway through the spring semester) is to inform you of the faculty's judgment of your overall progress and to point out both perceived strengths and possible areas of improvement, based on collective discussion of your work during your first year. The director of graduate studies synthesizes comments from faculty who have worked with the student into a written evaluation summary and includes it with the annual evaluation (below). The summary and evaluation are given to the student and placed in the student's file. If a student is judged not to be doing well in particular areas, the commenting faculty may recommend (a) that the student take or sit in on additional coursework in weak areas or (b) that the student not continue in the graduate program. In any case, students are encouraged to discuss their progress periodically with the director of graduate studies, their chair and the faculty members who are most familiar with their work.

### **Second-year review**

Students who are graduating in the spring semester of their second year do **not** have a review.

Students who are **not** graduating in the spring semester of their second year undergo a similar review midway through the spring semester as a follow up to the first-year evaluation. Comments from faculty who have worked with the student in the third and fourth semesters are sent to the director of graduate studies, who synthesizes these comments into a written evaluation summary and includes it with the annual evaluation (below). The summary and evaluation are given to the student and placed in the student's file. If the evaluation is negative, the director of graduate studies consults with all relevant faculty to determine a course of action. The courses of action are the same as those for the first-year evaluation.

### **Annual evaluation for graduate students**

This evaluation will help us gauge your academic progress during the past academic year and identify areas for improvement.

#### Progress toward degree

1. Excellent
2. Average
3. Moderately delayed or somewhat low
4. Unsatisfactory

#### Quality of academic work

1. Excellent
2. Average
3. Slightly or moderately problematic
4. Unsatisfactory
5. Insufficient information to evaluate quality of work

Both scales represent an average across all the work you have done. For example, a rating of 3 for quality of academic work could reflect average quality of work in some classes and somewhat problematic work in others. A rating other than 1 or 2 indicates that you should discuss with your professor(s) what areas you could improve. A rating of 3 for progress might simply reflect a known reason for delayed progress toward degree, such as health or family issues.

## ACADEMIC PROGRESS

### Satisfactory academic progress

A high level of performance is expected of students in our graduate program. The minimum criteria for satisfactory progress include the following:

- Cumulative GPA of at least 3.0 in all graduate course work. GPA is calculated at the end of each semester.
- No more than one grade of C.
- No more than two incompletes at any given time.
- Successful defense of your thesis or project proposal by the end of the third semester.
- Successful defense of your thesis or project by the end of the fourth semester.

For more information, see <http://catalog.arizona.edu/policy/graduate-academic-standing-progress-and-probation>

### Time to complete your degree

Most full-time students (at least 9 units per semester) complete the Accelerated Master's Program in 1 year, the M.A. in Journalism (skills oriented and international emphasis) in 2 years and a dual degree in 2.5 to 3 years.

You must complete all requirements for the master's degree in 6 years. The clock begins ticking with the earliest course listed on your Master's Plan of Study, including credits transferred from other institutions.

If you take a break from your studies or if your time to degree exceeds 6 years, check with the [Graduate Student Academic Services](#) office to determine your options.

If you do not finish your degree in 6 years, you may petition for an [extension of time to complete degree](#). If your coursework is more than 6 years old, you may be required to take additional courses.

### Incompletes

You may have no more than two incompletes at any given time. You are encouraged to take care of all incompletes before the beginning of the following semester. If your instructor doesn't remove the incomplete (I) grade within one year, it will automatically convert to a failing grade.

You do not have an automatic right to an incomplete in any course. You must negotiate an incomplete (and a plan to make up the missing assignments, quizzes or exams) in advance with your professor and fill out an Incomplete Grade Contract where the instructor specifies (1) which assignments or exams should be completed and when, (2) how this work will be graded, and (3) how your course grade will be calculated. Both you and the instructor sign this agreement, and both of you keep a copy.

You can download the Incomplete Grade Contract at <https://www.registrar.arizona.edu/online-forms-available-from-office-of-the-registrar>, where it's listed in the Academic Program Forms.

### Leave of absence

Any graduate student may apply for a [Leave of Absence \(link is external\)](#) for up to one year for academic, medical or personal reasons. Normally, such leaves do not extend the time to degree. For more information, see <http://grad.arizona.edu/policies/academic-policies/extension-time-degree>

### **Academic probation**

If you do **not** have a cumulative GPA of 3.0 or higher at the end of a given semester, the Graduate College will place you on probation. You are required to meet with the director of graduate studies, discuss steps to address the problems that led to the probationary status and draw up a written plan of action. After the first semester on probation, you will be allowed to register for one additional semester. If your cumulative GPA does not reach at least 3.0 by the end of the second consecutive semester of probation, you will be blocked from registering for courses and you will be disqualified from the graduate program. The school may petition for a [one semester extension \(link is external\)](#) if you have a good chance of succeeding.

### **Remediation**

If you are not making satisfactory progress, you may be removed from the program and lose your funding. Students judged to have academic difficulties (e.g., poor grades, failing or at risk of failing to satisfy program requirements) will receive written notice from the Graduate Committee with specific suggestions as to how these problems might be remedied and the date by which such actions must be taken.

The Graduate College has established guidelines that departments must follow in order to dismiss graduate students from their programs. You should familiarize yourself with the steps in this process so you know your rights, responsibilities and remedies should such a situation develop. Students who fail to remediate by the deadlines specified may be dismissed from the program.

### **Student appeals**

You have the right to request exceptions to school policies and procedures. If you want to appeal any policies or procedures, submit a written appeal to the director of graduate studies. The appeal will be reviewed by the Graduate Committee and may include a meeting with you. A decision to accept the appeal will be based on a majority vote. The committee may place additional requirements/deadlines as a prerequisite for continuing in the program. Students who wish to appeal the Graduate Committee's decision must submit a written appeal to the school's director.

### **Grievances**

In general, you should first try to resolve difficulties informally by bringing your concerns to the person responsible for the action. Any graduate student with a grievance may at any time, without fear of retribution, discuss the grievance with the director of graduate studies or the school's director. For more information, see the School of Journalism's grievance resolution process: <https://journalism.arizona.edu/grievance-resolution-process> If that doesn't help, you may also seek help from the Graduate College: <http://grad.arizona.edu/policies/academic-policies/grievance-policy>

For a summary of different types of grievances and the channels of appeal, go to <http://grad.arizona.edu/policies/academic-policies/summary-grievance-types-and-responsible-parties>

## GRADUATE MILEPOSTS

The table below indicates the semester in which certain steps should take place in order to make satisfactory progress toward completing your graduate degree requirements.

When	Task	Who or where
Midway through 1 <sup>st</sup> semester	Select topic for thesis or project. Begin thinking about chair and 2 committee members.	Discuss with DGS during advising meeting, when you will also plan your courses for next semester.
Midway through 2 <sup>nd</sup> semester	Select chair and 2 committee members.	Discuss with DGS during advising meeting, when you will also plan your courses for next semester.
Before end of 2 <sup>nd</sup> semester	Fill out Responsible Conduct of Research. Submit Master's <a href="#">Plan of Study</a> . Submit Master's/Specialist Committee Appointment form.	Go to <a href="#">GradPath</a> for all these forms.
Midway through 3 <sup>rd</sup> semester	Finish preparing thesis or project proposal defense.	Discuss with DGS during advising meeting, when you will also plan your courses for next semester.
Before end of 3 <sup>rd</sup> semester	Submit written thesis or project proposal to chair. After revision, submit thesis or project proposal to committee members. Defend thesis or project proposal.	Request examples of thesis or project proposals from director of grad studies. Chair and committee members sign Project/Thesis Proposal Approval Form (in this handbook).
By end of 4 <sup>th</sup> semester	Take 3 units of Master's Report (JOUR 909) or Thesis (JOUR 910). Submit thesis or project to chair. After revision, submit thesis or project to committee members. Defend thesis or project.  Submit Completion of Degree Requirements Form. Send revised thesis or project to director of grad studies and graduate coordinator. Required for thesis only: Submit revised thesis for archiving.	Be sure to sign up for correct course in UAccess. Request examples of theses or projects from director of graduate studies. Chair and committee members sign Project/Thesis Approval Form (in this handbook). Include in your revised thesis or project. For thesis, chair signs <a href="#">Thesis Approval/Statement by Author page</a> .  See graduate coordinator.  Submit revised thesis through site maintained by <a href="#">ProQuest/UMI</a> .

### **THESIS OR PROFESSIONAL PROJECT?**

Master's students may complete a thesis or a project. (Dual-degree students in Journalism and Latin American Studies, however, must complete a thesis.) The topic is your choice. You may find a topic through your courses, conversations with faculty or other students, or your own interests. Talk with faculty to determine whether your idea is feasible.

#### **Thesis (3 credits)**

A thesis is recommended if you plan to pursue a doctorate. A thesis presents original research that contributes to the scholarly literature of journalism. A thesis includes a review of relevant literature, use of an appropriate research method and analysis of findings.

#### **Professional project (3 credits)**

A project is recommended if you plan to work as a journalist or other media professional. A project could be a long-form feature story, a series of investigative articles, a video documentary or a multimedia website. No matter what form a project takes, it must be noteworthy for background research, substance and professional quality. A project is the culmination of your studies and should reflect what you have learned in the program. A project is much more than a class assignment and requires as much research as a thesis.

## THESIS: YOUR SECOND SEMESTER

According to the UA Graduate College, you should choose your thesis topic and select your committee by the end of your second semester in the master's program. That means you should start thinking about your topic almost as soon as you arrive on campus—these two years will fly by! Generally, master's students develop their thesis proposal in conjunction with JOUR 508 (Journalism Theory & Practice), which you should take in your first (fall) semester, and JOUR 589 (Survey of Research Methods), which you should take in your second (spring) semester.

A thesis is an original piece of scholarship based on independent research that tests a hypothesis or answers research questions. A thesis employs quantitative or qualitative research methods or both. Quantitative methods use statistics and other mathematical forms of data analysis to conduct empirical observation of phenomena. Qualitative methods focus on analyzing language, signs and behavior in a search for context and social meaning.

The thesis generally comprises several chapters, including an introduction, literature review, hypotheses or research questions and explanation of research methodology, all of which are part of the thesis proposal. The remaining chapters to be completed after approval of the thesis proposal include a discussion of your findings and a conclusion, followed by a bibliography or list of references. A completed thesis usually runs 50 to 100 pages.

### Filling out the Responsible Conduct of Research form

The first step is to fill out the Responsible Conduct of Research form in [GradPath](#). You can't open any of the other required forms until you complete this form. To see the form, click **Create New**. Make sure you've read the **General Information** section. Then, in the **Certified** section, read the statement and check the box.

This form does not require any approvals. Once you submit it, you can immediately access the Master's Plan of Study. To return to your forms page, click the **Return** button.

### Filling out the Master's Plan of Study (MPoS)

Next, complete the online Master's Plan of Study (MPoS), which must be approved by the director of graduate studies and your committee chair ("major advisor") and filed with the Graduate College. This document is essentially a contract among you, the School of Journalism and the Graduate College specifying which courses you will take to fulfill the master's degree requirements. It also requires you to state a thesis title, find your committee chair and specify the semester you plan to graduate.

The MPoS identifies (1) any courses you intend to transfer from other institutions, (2) courses already completed at UA that you intend to apply toward your graduate degree and (3) additional courses to be completed to fulfill your degree requirements. **The Graduate College charges your bursar's account a graduate candidacy fee when you file your MPoS.** All deficiencies must be satisfied before it is approved. If you change your graduation date, you won't be billed again.

As stated by the Graduate College, "In conjunction with his/her major professor, each student is responsible for developing a Plan of Study as early as possible during the first few months in residence, to be submitted to the Graduate College no later than the second semester in residence." The sooner the Plan of Study is submitted, the sooner you know whether your proposed coursework is acceptable under Graduate College policies. Students who wait too long to submit the Plan of

Study sometimes unexpectedly have to alter their coursework late in their degree program and may have to take additional courses. You will not be able to graduate without a Plan of Study that is approved by Journalism and the Graduate College. More information is available here: <https://grad.arizona.edu/gsas/degree-requirements/masters-degrees#plan-of-study>

To complete the form, go to [GradPath](#) Click on My Grad College, log in and click on Forms. Scroll down to “Master’s/Specialist Students” and click on “Master’s/ Specialist Plan of Study.” Fill it out online. Be sure to include all past and planned coursework.

You must check with your chair to see whether your research needs approval from the UA Institutional Review Board. Journalism’s IRB representative can also help with this process. More information is available at <http://orcr.vpr.arizona.edu/>

The MPoS should be completed by the end of your second semester. Generally, students work on their thesis proposal over the following summer and defend it in the fall (third) semester. After approval, students complete their thesis during their final (fourth) semester.

If you need to change the semester you plan to graduate, please email the journalism school’s liaison in the Graduate College Degree Certification office.

If you need to change your MPoS, it’s easy to go back into [GradPath](#) and do so.

### **Forming a thesis committee**

By the end of your second semester, you must also fill out the Master’s/Specialist Committee Appointment form in [GradPath](#).

As you begin shaping your thesis proposal, talk with the director of graduate studies about ideas for faculty members with expertise in your research area. Think about which faculty members you would like to work with and who have the background and skills you will need to help you complete your thesis. Besides a chair, you will need to ask two other faculty members to serve on your committee.

The UA Graduate College requires that thesis committees include at least two tenured or tenure-track faculty members. The chair or co-chair must be a tenured, tenure-eligible or tenure-equivalent Journalism faculty member. If the third member is not tenured or tenure track, Journalism’s graduate coordinator must submit a Special Member Request Form to the Graduate College. One committee member may be from outside the School of Journalism. Occasionally, a committee may have four members. Dual-degree student committees must include a faculty member from each program.

Your chair is your main point of contact. Your chair must approve your topic. Your chair will help guide your proposal and see you through completion of your thesis. Your chair is usually someone you have had as a professor. Select someone with whom you have a mutually respectful relationship, who is interested in your area of study and who can contribute to your thesis. Your chair does not have to be experienced in every aspect of your thesis. Other committee members can contribute expertise in those areas.

Your chair can help you select committee members who can contribute to your work. Make sure they will be available to serve on your committee when you intend to do your work. Ask potential



committee members about future plans, such as fellowships, sabbaticals and Fulbrights. This is especially important if you plan to work on your thesis during the summer, as many faculty hold a nine-month appointment and are not available then.

Beyond approving your thesis proposal and final thesis, the role of members varies from committee to committee. You may have selected one member for his or her expertise in your method or statistical analysis; you can rely on that person for help in that area. Another member might have expertise in the subject matter or geographical area. Based on discussions with your chair, you may submit draft sections to all members, or you may submit them only to your chair and have other members read only your revised sections.

In any case, discuss the role of your committee members early in the process. Your chair can help you determine how to make the committee function smoothly. In addition, committee members should be told up front what you expect from them. Your entire committee reads your thesis proposal and finished thesis and attends the defense of each one.

Meet regularly with your chair to discuss your progress and plans at all stages of your thesis. Be proactive! If you want to discuss a particular topic or need a resource to aid your research, ask! Check with your chair to determine how often you'll meet and whether you'll confer via face-to-face meetings, email exchanges, phone calls or a combination.

You may change your chair at any time. Be sure that the faculty member you choose to work with agrees to be your new chair and that the original chair is notified of any changes. In addition, please amend your Master's/Specialist Committee Appointment form in [GradPath](#).

## **THESIS PROPOSAL: YOUR THIRD SEMESTER**

The thesis proposal is a 20- to 40-page document that describes what you plan to do, how you plan to do it, when you will do what—and why. It is the blueprint for this long-term research project that you will be working on for several months. The proposal also serves as a kind of contract between you and your committee that establishes what work you agree to do in exchange for the committee’s final thesis approval. A major purpose of the thesis proposal is that you and your committee agree from its earliest stages on the criteria for judging its success. The clearer and more specific your proposal, the smoother and less stressful completing the thesis will be. For a sample thesis proposal, please contact the director of graduate studies.

### **PREPARING YOUR THESIS PROPOSAL**

#### **Tentative title**

The main title should be catchy, while the subtitle following a colon should describe your topic more specifically. The title should be clear enough that your audience knows what to expect. Here are examples: “Picturing Afghan Women: A content analysis of AP wire photographs during the Taliban regime and after its fall” or “Access Attitudes: Measuring and conceptualizing support for press access to government records.” You may revise your title as you refine your thesis, but a well-considered title will help you focus on the main idea of your thesis.

#### **Introduction**

The most important part of the introduction is a clear, coherent statement of purpose. What is your topic? Why is it important? The introduction should contain a brief overview of the topic, possibly including any important background information, what questions/hypotheses you intend to address and how you envision doing it. An anecdote that segues into the broader topic that you plan to address can be an effective way to introduce a topic. Although the introduction is the first section in your thesis proposal, it is best to write it after you have finished the rest of the proposal.

#### **Literature review**

This is the lengthiest section of your proposal and provides the theoretical background for your research and its significance. Theoretical frameworks will vary and may include approaches such as framing, agenda setting, critical theory or survey research. You could begin with a statement like this: “This research draws on four areas of literature: feminist media theory, scholarship on women’s changing roles in India, studies of gender and media in India and South Asia, and global studies examining women’s representations in newspapers.” You should then proceed to summarize pertinent scholarship in each category and their interconnections. It’s helpful to use subtitles to organize this review.

Often running more than 15 pages, the literature review demonstrates that you have informed yourself about the topic and are aware of what works on your topic already exist. Based on that information, the literature review allows you to explain how you intend to contribute new, original information on the topic.

The literature review is more than an annotated bibliography. Besides synthesizing the main arguments in scholarship relevant to your thesis, you must analyze their strengths and weaknesses. The final section of the review should identify gaps in the literature that your thesis will attempt to fill.

### **Research questions and/or hypotheses**

Following the literature review, you should summarize the rationale for your research questions or hypotheses drawn from all the areas of literature you have reviewed. Finally, you should clearly state your main research questions or hypotheses. What new material or perspective will you contribute to the literature on the subject? Explain the significance.

### **Research methods**

Explain how you will conduct the study in as much detail as possible. Describe your methodology: Framing analysis? Historical research methods? Content analysis? Legal research methods? Explain the steps you will take to answer your questions or test your hypothesis. When and where will you conduct your research?

You may need to discuss the following items in a quantitative thesis: unit of analysis, population, sampling procedures, research instruments (questionnaire, coding categories), and reliability and validity. Regardless of method, everyone should discuss the resources to be drawn upon and how they will be analyzed or interpreted.

### **Limitations**

Some discussion of the limitations of your approach(es) may be appropriate. Set parameters for the scope of your research and justify those limits. Parameters may include the time period, demographic populations, geographic regions or type of mass medium.

### **Schedule**

Develop a timeline by describing the steps in your thesis and when you will complete them. Set deadlines with your committee chair for when you will submit outlines, drafts, other preliminary work and finished chapters. Include the schedule in your proposal.

Note that even drafts of all work should meet professional standards: Spelling and mechanical errors are unacceptable in graduate-level work.

### **Citations**

Proper and full citation of sources is crucial in scholarly research. Citation styles differ according to discipline and methodology. Your chair will help you select the most appropriate citation style for your thesis. The most common citation styles are

- University of Chicago for historical research
- American Psychological Association Manual for social science research
- Bluebook for legal research
- Modern Language Association

### **Defending your thesis proposal**

When your chair decides that your proposal meets the requirements, you will send copies to the other committee members. They may request revisions or additional material. After all agree that the proposal is ready for approval, you will schedule a mutually agreeable date and time for the proposal defense. You should reserve a room with the main office. Your brief presentation is followed by committee questions and comments. If approved, all sign the school's "Thesis Proposal Approval Form" and give it to the director of graduate studies. The original is placed in your file. You can find a copy of the "Thesis Proposal Approval Form" at the end of this handbook.

## THESIS: YOUR FOURTH SEMESTER

### COMPLETING YOUR THESIS

After the proposal approval, you will work closely with your committee chair during the months in which you conduct your research and complete your thesis. In addition to the introduction, literature review and research methods section, the remaining parts of the written thesis include a description of your results, a discussion of the findings and a conclusion. Often a chapter on historical (or other) context is also included and precedes (or sometimes follows) the literature review. In a qualitative thesis the organization is often similar up through the methods section. The presentation and discussion of results should be organized in consultation with your chair.

Completing your thesis will entail spending many hours gathering and analyzing data. The writing will require many more hours of work. You and your chair should consult throughout the process, and you should agree on a schedule when you will submit drafts and/or parts of the thesis for your chair's review and comments. Expect to make several revisions as you proceed. Consult your chair when you have questions about any scholarly, technical or ethical issues you encounter. Should you encounter any roadblocks, seek your chair's advice.

### Registration and tuition

You must be registered as a UA student the semester you defend your thesis. Sign up for 3 units of JOUR 910 (Thesis). Dual-degree students must take 3 credits of JOUR 910 and 3 thesis credits from the other master's program.

If you do not complete JOUR 910 (Thesis) during the semester, you may continue enrollment for 1 credit in summer or 3 credits in fall or spring.

Journalism faculty members generally are **not** available for defenses during the summer except under exceptional circumstances approved in advance. If you do not finish your thesis in the spring semester, plan on registering and paying tuition for another 3 credits of JOUR 910 the following fall.

### Academic Integrity Policy

The thesis must meet all standards of the UA Code of Academic Integrity and the School of Journalism Academic Integrity Handbook. Work found in violation of the code, including but not limited to plagiarism and fabrication, will receive a failing grade and the student will be removed from the program. You can download the handbooks here:

<http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>  
<https://journalism.arizona.edu/student-handbooks>

### Formatting your thesis

You can find formatting guidelines for master's theses on the Graduate College website: <http://grad.arizona.edu/gsas/dissertations-theses/dissertation-and-thesis-formatting-guides> These formatting guidelines are fairly flexible, but there are a few required items, particularly with respect to the first two pages of your thesis: (1) the title page and (2) the thesis approval/statement by author page. You can find samples of those pages at <http://grad.arizona.edu/gsas/dissertations-theses/sample-pages> If you have specific formatting questions, please contact the journalism school's liaison in the Graduate College Degree Certification office.

### **Scheduling your defense**

When you and your chair agree that your thesis is ready, schedule a date and time for your defense with your chair, then make sure all committee members are available. Figure on a two-hour block for your defense. It probably won't take that long, but it's good to have a cushion so you don't feel rushed.

Send a copy of your thesis to your committee members **at least two weeks before the thesis defense date**. If you schedule your defense after classes are over, make sure (1) all your committee members are available and (2) you have enough time to make revisions before the date you must complete all requirements for your degree. For deadlines, see <https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>

As soon as you have a date and time when your chair and committee members are available, reserve a room with the main office. Inform the director of graduate studies, the graduate coordinator, your chair and your committee members of the date, time and room number.

### **Promoting your defense**

Your defense is a public event. Make flyers with your name, title of your thesis, name of your chair and committee members, date, time and room number. Give the flyers to Celina Centeno, who will post them around the third floor. Also send a copy of your flyer to Michael Chesnick so he can publicize the event on social media and in kudos.

Invite your friends, family and other graduate students to attend this grand occasion!

A few days before the defense, email a reminder to the director of graduate studies, the graduate coordinator, your chair and your committee members.

### **Preparing for your defense**

Work with your chair on a 20- to 30-minute presentation of your thesis. If you're showing a PowerPoint, for example, see if your chair would like to review it beforehand. You might also want to do a dry run with your chair.

### **DEFENDING YOUR THESIS**

Print out and bring **two** copies of the Thesis Approval/Statement by Author page (either Copyrighting or NOT Copyrighting—your choice) to your defense. You'll find this form at <http://grad.arizona.edu/gsas/dissertations-theses/sample-pages> Fill in your name, your thesis title, your chair's name and title, and the date. After your defense, you and your chair sign this page.

The school's Final Approval Form is at the end of this handbook. Print the form or pick up a copy from the graduate coordinator. Take it to your defense. After you, your chair and your committee members sign the form, give it to the director of graduate studies to sign.

The candidate usually brings something to drink and a snack. Nothing fancy. About 20 people usually attend a defense.

Go to the room early. Make sure the projector is working and your PowerPoint is ready to go. You don't want to be stressed by technology.

After your chair introduces you, you'll make a 20- to 30-minute presentation. Your chair then invites committee members to make comments and ask questions. If there's time, members of the audience can ask questions as well. Be prepared to answer questions about how and why you made decisions about your thesis.

After the Q&A, you and the members of the audience will be asked to leave the room so the committee can deliberate. When you return, you will receive feedback. The committee usually requests revisions.

A successful thesis defense requires (1) that you and your chair sign the Thesis Approval/Statement by Author page (either Copyrighting or NOT Copyrighting—your choice) and (2) that you, your chair and your committee members sign the journalism school's Final Approval Form. Afterward, (1) put the signed Thesis Approval/Statement by Author page in your thesis and (2) give the signed Final Approval Form to the director of graduate studies to sign.

### **REVISING YOUR THESIS**

After the defense, your chair works with you to revise your thesis. When the final, revised version is ready, you must provide the director of graduate studies and the graduate coordinator with an electronic copy for their files.

### **ARCHIVING YOUR THESIS (REQUIRED)**

The Graduate College requires that master's students completing a thesis (JOUR 910) submit the final, approved thesis for archiving. Students completing a master's report (JOUR 909) do **not** submit their work for archiving.

The online submission of the thesis is the last requirement for you once your committee chair has given final approval. The submitted thesis must meet the Graduate College's minimal formatting standards before the thesis is accepted for archiving and your degree is awarded. **Note: This process can take several weeks.**

#### **1. Submit your thesis**

Please refer to the Thesis Formatting Guide at <http://grad.arizona.edu/gsas/dissertations-theses/dissertation-and-thesis-formatting-guides>

Submit your thesis through the submission site maintained by ProQuest/UMI: <http://dissertations.umi.com/arizona> Your degree counselor in the Graduate College will do a format check and will email you to inform you if edits are needed.

#### **2. Statement by Author / Approval Pages**

Refer to the thesis approval page samples at <http://grad.arizona.edu/degrecert/samples-templates> Be sure to use the correct version based on whether you elect to copyright. Type the name of your thesis director at the bottom of the form and type your name under your signature line at the top.

- a. Copy and insert this page as Page 2 in your thesis. Do not include scanned signatures in your submitted thesis—only typed names. Use your defense date as the date for the director's signature.
- b. Print out a hard copy, sign it, have your adviser sign and then bring it to the Graduate Student Academic Services office in Administration 316, fax it to (520) 621-4101 or scan and email it to your degree counselor.

### **3. Distribution Rights form**

You can download this form on the Graduate College website at <https://grad.arizona.edu/forms/gsas>. This form should be signed and dated and submitted to the Graduate Student Academic Services office (Administration 316). Use the current date unless you are delaying release of your archived thesis to the public. You can bring the signed form to Administration 316, fax it to (520) 621-4101 or scan and email it to your degree counselor.

### **4. Graduate exit survey**

Please complete the Graduate College exit survey at <https://grad.arizona.edu/gcforms/degree-certification/graduate-exit-survey>. Let your degree counselor know when you have done so.

### **Submission fees**

There is no submission fee; however, you do pay an additional fee to ProQuest/UMI if you choose Open Access publishing with their archive. (Note that the copy of your thesis stored in the UA Campus Repository will be available free of charge regardless of whether you pay ProQuest for open access.) If you choose to file your copyright (optional), ProQuest will bill you a fee and will file the copyright for your thesis in your name.

### **Requests for technical help while submitting your thesis**

Degree counselors in the Graduate College can only help with questions about formatting requirements. Technical questions regarding formatting should be addressed to OSCR—Office of Student Computing Resources at <http://www.oscr.arizona.edu/>. For technical assistance in completing the online submission, please contact ProQuest/UMI at <http://www.etdadmin.com/cgi-bin/main/support>.

You can find archived theses and dissertations in the UA Campus Repository (<http://arizona.openrepository.com/arizona/handle/10150/129649/>) or in the archive maintained by ProQuest/UMI (<http://www.proquest.com/products-services/dissertations/Find-a-Dissertation.html>).

## PROJECT: YOUR SECOND SEMESTER

You may produce a high-quality professional project instead of a thesis for completion of the master's degree requirements in the School of Journalism. The professional project option is **not** available to dual-degree students in Journalism and Latin American Studies

According to the UA Graduate College, you should choose your project topic and select your committee by the end of your second semester in the master's program. That means you should start thinking about your project topic almost as soon as you arrive on campus—these two years will fly by! Generally, master's students develop their professional project proposal in conjunction with JOUR 508 (Journalism Theory & Practice), which you should take in your first (fall) semester, and JOUR 589 (Survey of Research Methods), which you should take in your second (spring) semester.

A project must be a substantial and original body of work on a significant topic that demonstrates your competence as a journalist. Key skills include gathering, synthesizing, analyzing and presenting information to an audience in an ethical manner. You may work in any journalistic medium or combination of media: print, photography, audio, documentary video and/or multimedia. A successful project must be of publishable quality.

### Filling out the Responsible Conduct of Research form

The first step is to fill out the Responsible Conduct of Research form in [GradPath](#). You can't open any of the other required forms until you complete this form. To see the form, click **Create New**. Make sure you've read the **General Information** section. Then, in the **Certified** section, read the statement and check the box.

This form does not require any approvals. Once you submit it, you can immediately access the Master's Plan of Study. To return to your forms page, click the **Return** button.

### Filling out the Master's Plan of Study (MPoS)

Next, complete the online Master's Plan of Study (MPoS), which must be approved by the director of graduate studies and your committee chair ("major advisor") and filed with the Graduate College. This document is essentially a contract among you, the School of Journalism and the Graduate College specifying which courses you will take to fulfill the master's degree requirements. It also requires you to find your committee chair and specify the semester you plan to graduate.

The MPoS identifies (1) courses you intend to transfer from other institutions, (2) courses already completed at UA that you intend to apply toward your graduate degree and (3) additional courses to be completed to fulfill your degree requirements. The Graduate College will charge your student account when you file your MPoS. All deficiencies must be satisfied before it is approved. If you change your graduation date, you won't be billed again.

As stated by the Graduate College, "In conjunction with his/her major professor, each student is responsible for developing a Plan of Study as early as possible during the first few months in residence, to be submitted to the Graduate College no later than the second semester in residence." The sooner the Plan of Study is submitted, the sooner you know whether the proposed coursework is acceptable under Graduate College policies. Students who wait too long to submit the Plan of Study sometimes unexpectedly have to alter their coursework late in their degree program and may have to take additional courses. You will not be able to graduate without a Plan of Study that is



approved by the School of Journalism and the Graduate College. More information is available here: <https://grad.arizona.edu/gsas/degree-requirements/masters-degrees#plan-of-study>

To complete the form, go to [GradPath](#) Click on My Grad College, log in, and click on Forms. Scroll down to “Master’s/Specialist Students” and click on “Master’s/ Specialist Plan of Study.” Fill it out online. Be sure to include all past and planned coursework.

Generally, journalistic interviews are not considered scientific “human subject research,” but you should check with your chair to make sure your project does not need approval from the UA Institutional Review Board. Journalism’s IRB representative can also help with this process. More information is at <http://ocr.vpr.arizona.edu/>

The MPoS should be completed by the end of your second semester. Generally, students work on their project proposal over the following summer and defend it in the fall (third) semester. If approved, students complete their project during their final (fourth) semester.

If you need to change the semester you plan to graduate, please email the journalism school’s liaison in the Graduate College Degree Certification office.

If you need to change your MPoS, it’s easy to go back into [GradPath](#) and do so.

### **Forming a project committee**

By the end of your second semester, you must also fill out the Master’s/Specialist Committee Appointment form in [GradPath](#)

As you begin shaping your project proposal and committee, talk with the director of graduate studies about ideas for faculty members with expertise in your topic area. Think about which faculty members you would like to work with and who have the background and skills you will need to help you complete your project. Besides a chair, you will need to ask two other faculty members to serve on your committee.

Your chair is your main point of contact. Your chair must approve your topic. Your chair will help guide your proposal and see you through completion of your project. Your chair is usually someone you have had as a professor. Select someone with whom you have a mutually respectful relationship, someone who is interested in your area of study and can contribute to your work. Your chair does not have to be experienced in every aspect of your work. Other committee members can contribute experience in some areas.

Your chair can help you select committee members who can contribute to your work. Make sure they will be available to serve on your committee when you intend to do your work. Ask potential committee members about future plans, such as fellowships, sabbaticals and Fulbrights. This is especially important if you plan to work on your project during the summer, as many faculty hold a nine-month appointment and are not available then.

Beyond approving your project proposal and final project, the role of members varies from committee to committee. You may have selected one member for his or her expertise in photography or videography; you can rely on that person for help in that area. Another member might have expertise in the subject matter or geographical area. Based on discussions with your

chair, you may submit draft chapters to all members, or you may submit them only to your chair and have other members read only your revised chapters.

In any case, discuss the role of your committee members early in the process. Your chair can help you determine a way to make the committee function smoothly. In addition, committee members should be told up front what you expect from them. Your entire committee reads your project proposal and finished project and attends the defense of each one.

Meet regularly with your chair to discuss your progress and plans at all stages of your project. Be proactive! If you want to discuss a particular topic or need a resource to aid your research, ask! Check with your chair to determine how often you'll meet and whether you'll confer via face-to-face meetings, phone calls, email exchanges or a combination.

You may change your chair at any time. Be sure that the faculty member you choose to work with agrees to be your new chair and that the original chair is notified of any changes. In addition, please amend your Master's/Specialist Committee Appointment form in [GradPath](#).

## **PROJECT PROPOSAL: YOUR THIRD SEMESTER**

The project proposal is a 15- to 25-page document that describes what you plan to do, how you plan to do it, when you will do what—and why. It is the blueprint for this long-term professional project that you will be working on for several months. The proposal also serves as a kind of contract between you and your committee that establishes what work you agree to do in exchange for the committee’s final project approval. A major purpose of the project proposal is that you and your committee agree from its earliest stages on the criteria for judging its success. The clearer and more specific your proposal, the smoother and less stressful completing your project will be. For a sample project proposal, please contact the director of graduate studies.

### **PREPARING YOUR PROJECT PROPOSAL**

#### **Tentative title**

The main title should be catchy, while the subtitle following a colon should describe your topic more specifically. The title should be clear enough that your audience knows what to expect. Here are examples: “The Wall: A multimedia exploration of the effect of the U.S. Homeland Security’s Mexico-Arizona wall on borderland communities” or “Foreclosed: A documentary about the housing crisis in Tucson.” You may revise your title as your project becomes more refined, but a well-considered title will help you focus on the main idea of your project.

#### **Introduction**

The most important part of the introduction is a clear, coherent statement of purpose. What is your topic? Why is it important? The introduction should contain a brief overview of the topic, possibly including any important background information. An anecdote that segues into the broader topic you plan to address can be an effective way to introduce a topic. Although the introduction is the first section in your project proposal, it is best to write it after you have finished the rest of the proposal.

#### **Background: Review and analysis**

This section of your proposal will allow you to demonstrate that you are thoroughly familiar with how both reporters and scholars have approached your topic in the past and to make a case for why your project is a useful or necessary “next step” that will further the public’s understanding of the issue your project will address.

The background section is the most substantial and lengthy section of your proposal. It shows your audience and your committee that you are aware of what has been published or produced over time by other journalists or scholars regarding your topic. The background section demonstrates that you have informed yourself about the topic and are aware of what works on your topic already exist. Based on that information, the background section allows you to show how you intend to contribute new, original information on the topic. This section, which can easily run at least 10 pages, will serve as an important part of your final project.

Your background section should include material from all media, including the popular press (newspapers, consumer magazines, books), websites, television, photography, video, and film. It should also include information about relevant material that has been published in scholarly journals and government or institute reports.

The background section is more than an annotated bibliography. To write this section effectively, you will need to read or view the material and synthesize its main arguments or observations. You also will analyze how the authors and producers used the media to tell the story or convey their intended message. Analyzing the strengths and weaknesses of various pieces will help you shape your project, because it will give you ideas for new angles or perspectives on the topic. It also will help you avoid writing material or producing media that others already have done.

You can search for previous works on your topic in UA library databases, such as JSTOR, LexisNexis and ProQuest Historical Newspapers. You will learn how to use these databases and others in JOUR 508 (Journalism Theory & Practice) and JOUR 589 (Survey of Research Methods). You can obtain articles or books not available at the UA library or its databases through interlibrary loan. Your chair can guide you to other sources for this background section. You and your chair will decide upon a citation style for your project.

The final section of the background section should identify gaps in the literature or media that your project will attempt to fill. This is where you describe what topic you intend to research and what work you will produce. What new material or perspective will you contribute to the literature or media on the subject? Explain its significance.

### **Journalistic method**

Professional projects involve different types of procedures and methodologies, depending on the project. The methodological decisions involved in planning and writing a work of literary nonfiction, for instance, will be very different than for making a video documentary.

In this section, describe the techniques and approaches you will use to explore your topic. What course work, skills, or professional or personal experience qualify you for this project? What medium will you employ? Who is the intended audience? What databases will you use? Which agencies, institutions, corporations or individuals will you consult as sources? Discuss your strategy for gathering and verifying information.

Availability of resources is an important consideration in completing a successful project on schedule. Where are your sources? Are they accessible? Will you need to travel? If so, where will the funding come from? Will you apply for grants? Which ones? Finally, where do you intend to publish or show your work?

### **Description of end products**

The professional project allows you to devise creative means of storytelling to explore an issue that intrigues you through your choice of media. Although project parameters are much wider than those of a thesis, projects are expected to be as intellectually demanding as a thesis. Students also may produce a hybrid work that combines a journalistic project with a scholarly research article.

Close communication with your chair is key to a successful project. As it is the culmination of months of work, the end product's scope and quality should reflect a high level of intellectual endeavor, creative thought and journalistic skills. You will work closely with the chair to shape a project that challenges your abilities and enables you to experiment with journalistic genres and technological innovations. The project should be good enough to be published or produced, and your chair may require that you attempt to do so. It should be something you will be proud to show to a prospective employer. The proposal

should include an outline of the various parts of your intended final product. You and your chair should establish the expected length, depth and form of the end products and describe them in the proposal.

Originality, depth, multi-sourcing, compelling writing and excellent technological quality are among characteristics of a final project that meets acceptable standards for graduate-level work. The following examples are just a few ideas for suitable projects.

- A series of in-depth investigative newspaper articles combining data reporting skills with personal interviews to explore the effects of southern Arizona home foreclosures on individuals, the community and the state.
- A substantial documentary film exploring the lives of day laborers in Tucson.
- A website on Somali refugees in Tucson that includes video presentations, audio slideshows, text articles and interactive features that not only put a face on individual refugees but also illuminate the political issues that forced them from their home and the cultural and economic issues they face here.
- A hybrid project that combines a photo portfolio depicting Tucson's Mexican-inspired mural art and artist profiles with a scholarly historical investigation tying it to the social, political and artistic role of murals in Mexican culture.
- A lengthy, in-depth, multi-sourced magazine article investigating Arizona immigration issues on the scale of a *Vanity Fair* or *New York Times Magazine* feature.

For inspiration and ideas on shaping your project, you might look at annual collections, such as the *Best Reporting of 201--* or the *Best Magazine Stories of 201--*. The Pulitzer Prize website is another place where you can find examples of excellent journalism. You can browse its winning works at <http://www.pulitzer.org>

Other online sites that showcase excellence in journalism include the following:

#### **Multimedia**

<http://mediastorm.com/>

<http://www.socialdocumentary.net/>

<http://www.nytimes.com/packages/html/nyregion/1-in-8-million/>

<http://www.nytimes.com/pages/multimedia/index.html>

<https://www.revealnews.org/>

#### **Long-form print journalism**

<http://www.esquire.com/features/page-75/greatest-stories>

<http://www.magazine.org/asmc/national-magazine-awards/winners-finalists>

#### **Limitations**

Set parameters for the scope of your investigation. Justify those limits. For instance, a series on treatment of AIDS patients may be limited to Tucson hospitals because it is beyond your means to travel to Phoenix or elsewhere. Project parameters may include certain time periods, demographic populations or geographic regions.

**Schedule**

Develop a timeline by describing the steps in your project and when you will complete them. Set deadlines with your committee chair for when you will submit outlines, drafts, other preliminary work and finished pieces. Include the schedule in your proposal.

Note that even drafts of all work should meet professional standards: Spelling and mechanical errors are unacceptable in graduate-level work.

**Bibliography**

The bibliography should formally cite the sources you intend to use in your final project as well as those discussed in your background section. Discuss with your chair which bibliographic style is most appropriate for your project.

**DEFENDING YOUR PROJECT PROPOSAL**

When your chair decides that your proposal meets the requirements, you will send copies to the other committee members. They may request revisions or additional material. After all agree that the proposal is ready for approval, you will schedule a mutually agreeable date and time for the proposal defense. You should reserve a room with the main office. Your brief presentation is followed by committee questions and comments. If approved, all sign the school's "Professional Project Proposal Approval Form" and give it to the director of graduate studies. The original is placed in your file. You can find a copy of the "Project Proposal Approval Form" at the end of this handbook.

## PROJECT: YOUR FOURTH SEMESTER

### COMPLETING YOUR PROJECT

After the proposal approval, you will work closely with your committee chair during the months in which you conduct your research and complete your professional project. This will entail spending many hours gathering and verifying information in the library, in the field, on the phone and at the computer.

Writing and producing the end product will require many more hours of work. You and your chair should consult throughout the process, and you should agree on a schedule when you will submit drafts and/or parts of the project for your chair's review and comments. Expect to make several revisions as you proceed. Consult your chair when you have questions about any professional, technical or ethical issues you encounter. Should you encounter any roadblocks—and journalists undoubtedly will—seek your chair's advice.

#### Final project

Your final project includes the title page, signed project approval form, gratitude (optional), acknowledgments (optional), table of contents, introduction, backgrounder (review and analysis), journalistic method, limitations/challenges, reflective essay (see below) and references. Basically, it's your revised project proposal plus the reflective essay.

#### Reflective essay

All final projects must be accompanied by a reflective essay in which you discuss the process and challenges of creating your project. This is a first-person, somewhat informal essay that should be 1,200 to 1,500 words.

#### Registration and tuition

You must be registered as a UA student the semester you defend your project. Sign up for 3 units of JOUR 909 (Master's Report). Dual-degree students must take 3 credits of JOUR 909 and 3 credits from the other master's program.

If you do not complete JOUR 909 (Master's Report) during the semester, you may continue enrollment for 1 credit in summer or 3 credits in fall or spring.

Journalism faculty members generally are **not** available for defenses during the summer except under exceptional circumstances approved in advance. If you do not finish your project in the spring semester, plan on registering and paying tuition for another 3 credits of JOUR 909 the following fall.

#### Academic Integrity Policy

The final project must meet all standards of the UA Code of Academic Integrity and the School of Journalism Academic Integrity Handbook. Work found in violation of the code, including but not limited to plagiarism and fabrication, will receive a failing grade and the student will be removed from the program. You can download the handbooks here:

<http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

<https://journalism.arizona.edu/student-handbooks>

#### Formatting your project

Make sure your project follows the proper format. See the following:

- Thesis Formatting Guide: <http://grad.arizona.edu/gsas/dissertations-theses/dissertation-and-thesis-formatting-guides>
- Sample Pages: <http://grad.arizona.edu/degrecert/samples-templates>

If you have specific formatting questions, please contact our Graduate College degree counselor: <https://grad.arizona.edu/tools/degrecounselors>

### **Scheduling your defense**

When you and your chair agree that your project is ready, schedule a date and time for your defense with your chair, then make sure all committee members are available. Figure on a two-hour block for your defense. It probably won't take that long, but it's good to have a cushion so you don't feel rushed.

Send a copy of your project to your committee members **at least two weeks before the thesis defense date**. If you schedule your defense after classes are over, make sure (1) all your committee members are available and (2) you have enough time to make revisions before the date you must complete all requirements for your degree. For deadlines, see <https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>

As soon as you have a date and time when your chair and committee members are available, reserve a room with the main office. Inform the director of graduate studies, the graduate coordinator, your chair and your committee members of the date, time and room number.

### **Promoting your defense**

Your defense is a public event. Make flyers with your name, title of your project, name of your chair and committee members, date, time and room number. Give flyers to Celina Centeno so she can post them around the third floor. Also send a copy of your flyer to Michael Chesnick so he can publicize the event on social media and in kudos.

Invite your friends, family and other graduate students to attend this grand occasion!

A few days before the defense, email a reminder to the director of graduate studies, the graduate coordinator, your chair, and your committee members.

### **Preparing for your defense**

Work with your chair on a 20- to 30-minute presentation of your project. If you're showing a PowerPoint, for example, see if your chair would like to review it beforehand. You might also want to do a dry run with your chair.

### **DEFENDING YOUR PROJECT**

Bring a copy of the school's Final Approval Form, which is at the end of this handbook. Print the form or pick up a copy from the graduate coordinator. After you, your chair and your committee members sign the form, give it to the director of graduate studies to sign.

The candidate usually brings something to drink and a snack. Nothing fancy. About 20 people usually attend a defense.

Go to the room early. Make sure the projector is working and your PowerPoint, video or website is ready to go. You don't want to be stressed by technology.



After your chair introduces you, you'll make a 20- to 30-minute presentation. Your chair then invites committee members to make comments and ask questions. If there's time, members of the audience can ask questions as well. Be prepared to answer questions about how and why you made decisions about your thesis.

After the Q&A, you and the members of the audience will be asked to leave the room so the committee can deliberate. When you return, you will receive feedback. The committee usually requests revisions.

A successful project defense requires that you, your chair and your committee members sign the journalism school's Final Approval Form. Afterward, give it to the director of graduate studies to sign.

### **REVISING YOUR PROJECT**

After the defense, your chair works with you to revise your project. When the final, revised version is ready, you must provide the director of graduate studies and the graduate coordinator with an electronic copy for their files. If you produced a documentary, also give them a DVD.

## COMPLETING YOUR DEGREE

To qualify for graduation, you must complete **all** requirements for your degree by the Graduate College's deadline: <https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines> There are no exceptions to this deadline, so be sure you have completed all coursework, exams, defense of and final revisions to a thesis or master's report, or anything else your department requires so your degree can be awarded.

### Final grade

When your chair receives your final, revised thesis, he or she gives you a grade of "P" for pass or "S" for superior. To graduate, all other course work must be completed and your cumulative GPA must be at least 3.0.

### Completion Confirmation form

Your chair notifies the graduate coordinator when your revised thesis has been approved. The graduate coordinator submits the Completion Confirmation form in GradPath only after you have met ALL requirements. All coursework must be completed, with grades posted. Your degree is not awarded until the graduate coordinator has submitted the Completion Confirmation form.

### CELEBRATE!

You've worked hard. Now it's time to celebrate your success with your family and friends.

### UA Commencement

The university no longer holds a Fall Commencement. The Spring Commencement ceremony takes place each May. If you plan to attend, please RSVP using the online system on the Commencement website: <http://commencement.arizona.edu/> Master's graduates are honored as a group. Unfortunately, because of the large number of graduates, no individual recognition or hooding takes place.

### SBS Convocation

The SBS Convocation Recognition Ceremony takes place each May and December. Each graduate is allotted free tickets so family members and guests may attend the ceremony. Tickets will be available after you complete your online ceremony registration at <https://sbs.arizona.edu/convocation> This event is free, but guest tickets are required to attend the ceremony. Guest seating is on a first come, first served basis.

### Diplomas

Diplomas are **not** distributed at the SBS Convocation Recognition Ceremony. Your diploma is ordered when your degree auditor makes your degree award on your student record. The diploma is ordered from the printer (an outside company). It is printed and mailed directly to you. Most diplomas for spring graduates arrived by mid-June, while those for fall graduates arrive in the mail by mid-January. If your diploma does not arrive as expected, please check UAccess or contact your Graduate College degree counselor to ensure that your degree has been awarded.

If you have a diploma address in your UAccess record, the diploma will be mailed there. (Diplomas **can** be mailed to foreign addresses.) If there is no diploma address on your UAccess record, the diploma will be mailed to the permanent address on your record. Please check UAccess before the end of the semester to make sure your diploma will be mailed to the proper address.

## QUESTIONS?

### If you have a question about ...

filling out your Master's Plan of Study  
archiving your thesis  
degree completion  
commencement  
your diploma

### Please contact...

Christina Inocencio <cminocen@email.arizona.edu>  
Christina Inocencio  
Christina Inocencio  
Christina Inocencio  
Christina Inocencio

### If you have a question about ...

signing up for classes  
changing classes  
taking a leave of absence  
completing your degree requirements

### Please contact...

Debbie Cross <debbiecross@email.arizona.edu>  
Debbie Cross  
Debbie Cross  
Debbie Cross

### If you have a question about ...

selecting courses  
deciding to do a project or thesis  
selecting your chair  
selecting your committee members

### Please contact...

Carol Schwalbe <cschwalbe@email.arizona.edu>  
Carol Schwalbe  
Carol Schwalbe  
Carol Schwalbe

\* The School of Journalism Graduate Committee would like to acknowledge that some of its recommendations are based on similar guidelines it reviewed from the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill, the School of Journalism at the University of Missouri and the School of Journalism and Communication at the University of Oregon.

## PROJECT/THESIS PROPOSAL APPROVAL FORM

Student name \_\_\_\_\_

Title \_\_\_\_\_

Check one:  Project  Thesis

Approved:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Graduate Studies

\_\_\_\_\_  
Date



## PROJECT/THESIS FINAL APPROVAL FORM

Student name \_\_\_\_\_

Title \_\_\_\_\_

Check one:  Project  Thesis

Approved:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Graduate Studies

\_\_\_\_\_  
Date



## **C. Best recruitment practices**

## Best Recruitment Practices for Qualified and Diverse Graduate Students

There are two primary steps in recruiting: Encouraging applicants to apply to your program and then encouraging acceptance of admission.

**Encourage applicants to apply to your program.** Recruiting for success means you will want to attract students from diverse backgrounds that have the potential to succeed in your program. Having successful graduate students means identifying prospective students who are not only academic prepared for your discipline but also likely to thrive in your departmental culture, university environment, and specific locale.

1. **Promote your Program:** Use multiple forms of publicity but make sure that information is current in any printed material and on your web site. Make good use of your department web page and/or department newsletter to highlight student/faculty accomplishments and collaborations, faculty research interest and successful grants, professional development activities and other things that help the prospective student identify you as a department dedicated to cutting-edge research, student success, diversity and the development of graduate students as colleagues and professionals.
2. **Provide timely responses to inquires from prospective students and then establish a follow up practice to assure that questions are addressed.**
3. **Networking:** Work with colleagues nationally and internationally to identify promising students and encourage application. Keep in touch with alumni and ask current students to refer prospective students to you.
4. **Current Undergraduate Students:** Encourage current undergraduate students that show promise and interest for your graduate program to apply. Take part in undergraduate research programs to develop opportunities to mentor outstanding prospective students.
5. **Maximize involvement of Faculty and Current Students:** Develop recruiting materials that can be taken with faculty and current students to professional conferences, visits to other campus', and during research travel. Encourage them to use opportunities within their professional networks to recruit students.
6. **Consider Other Activities:** Host receptions or break-out sessions at conferences. Encourage faculty when giving talks at other universities to arrange informal meetings with students who may be interested in your program.
7. **Assess Activities:** Assess how the practices above impact your applications and modify as necessary.

**Encourage Acceptance of Admission.** Once you have admitted a prospective student focus on converting them to matriculated students.

1. Follow up with prospective students by email or phone to make sure they do not have any additional questions. Assure that they have a point of contact if additional questions or concerns to come up.
2. Fund Competitively. Make sure funding questions are clarified and that prospective students understand what they are being offered. Provide information about other forms of funding that may be available and how or when to apply.
3. Assess to see what works for your program: Keep records of acceptances and what seemed to be effective in attracting them to your program.
4. Bring prospective students to your campus and make their stay informative by doing the following:
  - Show them your department culture; have them stay with a current graduate student for at least a portion of their stay if possible.
  - Make sure their visit is centered on the student and not the department. Although faculty may be interested in meeting prospective students do not make the entire visit one interview with faculty after another. Make sure there is time for the prospective students to mingle with other graduate students and post docs in social situations.
  - Give lab tours so they can see your faculty accomplishments and involvements
  - Try to arrange a current student showcase or poster session while prospective students are visiting
  - Arrange for the prospective students to attend a class that is indicative of one they would be taking if they are admitted
  - Arrange for something social during the prospective student's stay that gives them time to socialize with both current students and faculty. Something that shows off your local region can be helpful as well. Activities such as a hike can incorporate many dimensions of the local atmosphere.
  - Work with the Graduate and Professional Student Council (GPSC) to organize a packet that demonstrates the benefits for graduate students at the University of Arizona. Information on the active GPSC organization as well as our extensive research library, parental benefits and leave policies, grievance processes, and local information on the Tucson community can be very helpful.



- Provide a simple description of your program with requirements, average time-to-degree, and employment statistics for graduate students.

### **Other Resources:**

Council of Graduate Schools: Chapter 4: Attracting the Right Applicants

<http://www.cgsnet.org/cgs-occasional-paper-series/university-georgia/chapter-4>

ICEF Monitor: Preferred recruitment strategies of US graduate schools for international students

<http://monitor.icef.com/2012/08/preferred-recruitment-strategies-of-us-graduate-schools/>

University of Georgia: Best Practices for Recruiting Underrepresented Students

<http://gradschool.uga.edu/forms&publications/faculty/recruiting/Underrepresented.pdf>

## **D. Exit survey**

# Graduate Exit Survey

This survey will help the School of Journalism better serve graduate students and help us assess our program overall. We truly appreciate your feedback and honest answers as they will help us adjust the curriculum to serve student needs better. This is anonymous so we can get your honest appraisal and candor about the program. Thank you!

1. Why did you decide to study journalism?
2. Which course did you learn from the most—and why? The least—and why?
3. Why did you choose the UA School of Journalism, and what factors played a role in that decision?
4. Do you have a job lined up for after graduation? If so, what is it? If not, what kind of job would you like to get?
5. Do you plan to continue in graduate school to obtain a Ph.D.? If so, where you will continue your graduate studies?
6. Now that you're about to graduate, have your thoughts toward studying journalism changed? If so, in what way?
7. Regarding your thoughts about studying journalism, please rate the following statements:

	<b>Strongly Disagree</b>				<b>Strongly Agree</b>
I am glad I studied journalism.	1	2	3	4	5
I regret studying journalism.	1	2	3	4	5
Journalism is not what I expected.	1	2	3	4	5
The School of Journalism prepared me for a journalism job or further graduate study.	1	2	3	4	5
The School of Journalism met my academic expectations.	1	2	3	4	5
I am satisfied with the quality of the faculty.	1	2	3	4	5
I am satisfied with the quality of instruction.	1	2	3	4	5
I am satisfied with the space and facilities provided for graduate students.	1	2	3	4	5
I found the academic advising helpful.	1	2	3	4	5
I am satisfied with the quality of the program.	1	2	3	4	5

Here is a list of outcomes the journalism school sets for students. Assess how well you feel you mastered these outcomes.

Please rank from 1 (not enhanced) to 5 (enhanced a lot). Choose n/a if not applicable.

**Role of the press:** The student will be able to describe the role of the press in a democracy, as well as the historical and contemporary relationships among the press, the public and the government. The student also will be able to articulate the relevance of journalism to individuals, institutions and society.

Not enhanced			Enhanced a lot		
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>

**Independence:** The student will apply the principles of freedom of speech and the press, and explain how these principles include the rights to monitor and criticize those in power, as well as to dissent.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>
----------	----------	----------	----------	----------	------------

**Law:** The student will recognize the legal frameworks in which the rights and responsibilities of the press have evolved in the United States and countries around the world and will be able to cite national constitutions, case law, statutes, policies and international laws, as well as the social, political and cultural contexts of those frameworks.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>
----------	----------	----------	----------	----------	------------

**Ethics:** The student will apply ethical principles in work, whether professional or academic, and work ethically in pursuit of truth, accuracy, fairness and diversity. The student will describe the philosophical foundations of ethical decision-making.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>
----------	----------	----------	----------	----------	------------

**Critical thinking:** The student will recognize and describe the ways in which political, economic, cultural and social factors influence, and are influenced by, the information that the news media present. The student will demonstrate creativity and independence in reporting and writing.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>
----------	----------	----------	----------	----------	------------

**Diversity:** The student will demonstrate an ability to work as a journalist serving diverse communities in a global society, including the complexities of gender, race, ethnicity, sexual orientation, socio-economic status and other forms of diversity. The student will demonstrate an understanding of the digital divide at home and globally.

Not enhanced			Enhanced a lot		
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>

**Theory:** The student will be able to describe fundamental communications theories as they relate to the use and presentation of information and images.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>
----------	----------	----------	----------	----------	------------

**Numeracy:** The student will be able to perform basic mathematical computations, evaluate statistical data, including public opinion polls, and detect innumeracy in the work of others.

1            2            3            4            5            N/A

**Research:** The student will effectively gather and critically evaluate information through interviews, observation, public records and other methods central to journalism.

1            2            3            4            5            N/A

**Writing:** The student will show that he or she writes correctly and clearly with attention to style, spelling and grammar, as well as clarity, accuracy and fairness.

1            2            3            4            5            N/A

**Technology:** The student will demonstrate knowledge of software for video, photographic and online storytelling, as well as other technologies used by the profession. The student will be able to describe the relationship among journalism, information technology and society, and the ways in which technological developments affect the content and dissemination of news.

1            2            3            4            5            N/A

3. Please rate the following statements about the School of Journalism’s graduate advising:

	<b>Strongly Disagree</b>			<b>Strongly Agree</b>		
I accomplished what I needed with advising	1	2	3	4	5	
The graduate adviser understood my questions.	1	2	3	4	5	
The adviser responded promptly to emails.	1	2	3	4	5	
I felt better when I left the advising office.	1	2	3	4	5	
The adviser explained requirements clearly.	1	2	3	4	5	
I felt confident in the information the adviser provided to me.	1	2	3	4	5	
I was satisfied with my adviser’s attempts to understand my academic concerns.	1	2	3	4	5	

8. Please list any suggestions you may have to make the journalism program stronger (classes that should be added, access to faculty, advising, etc.):
9. If you have any additional feedback (re professors, advising, internship help, study abroad, etc.), please offer it in this space:

### **Background and demographics**

I identify my gender as \_\_\_\_\_

Age: \_\_\_\_\_

Race/ethnicity (circle all that apply):

African-American

Asian-American

Hispanic

Native American

White

Other \_\_\_\_\_

What city and state are you from (or country if not from the U.S.)?

What languages do you speak other than English?

Did you attend a private college/university or a public college/university (or both)?

Did you have journalism coursework or work/internship experience in college/university? If so, what (newspaper, yearbook, radio, etc.)?

Did you receive financial aid while studying at the School of Journalism?

Were you involved with clubs at the School of Journalism? If so, which ones?

Have you had at least one journalism internship or apprenticeship? If so, where?

Did you serve in a leadership position in journalism (e.g., editor in a class publication or at the Wildcat, leader in a student club, etc.)? If so, what was the nature of the position (without giving away your identity)?

**Thank you—and congratulations on earning your master's degree in journalism!**

**DETACH THIS PAGE AND TURN IN SEPARATELY**

(To protect your anonymity for the previous survey questions.)

**Post-graduation contact information**

Within a year of your graduation we would like to contact you through email to see how you are doing and where you landed. This is important for assessment purposes to see if graduates are going into the field or other lines of work. We would like to send you an email to a non-UA email account (since the UA deletes those relatively quickly) so you can take a quick online survey. We will not use this email for any other purposes unless you authorize other uses below.

Thank you!

**Name:** \_\_\_\_\_

**Post-graduation email (not your UA email account):** \_\_\_\_\_

**Post-graduation phone number (optional):** \_\_\_\_\_

**Post-graduation mailing address (optional):** \_\_\_\_\_

\_\_\_\_\_

**Check all that apply:**

I would like to receive alumni news from the School of Journalism via email.

I would like to receive alumni mailings from the School of Journalism.

\_\_\_\_\_

**Signature**

**Date**



## **E. School mission statement**

# MISSION STATEMENT

## UNIVERSITY OF ARIZONA SCHOOL OF JOURNALISM

The School of Journalism has a four-fold mission:

1. To provide future journalists with the intellectual training and professional skills necessary to gather, evaluate, organize and disseminate information in a way that enables citizens to participate in a democratic society in a meaningful way.
2. To provide all students with the opportunity to develop an understanding of the role of the press in a multicultural society, so they can learn to think critically about the ways in which the news media affect individuals, institutions and social values. This includes an understanding of the legal and ethical issues that are an integral part of the journalism profession.
3. To encourage faculty scholarship that reflects a balance of theoretical and professional approaches to exploring the role and impact of the news media at a time when information generated by news organizations has become a major component of international cross-border data flow.
4. To develop a dialogue with journalism educators and professional journalists concerning the most effective ways to encourage professional standards at a time when the profession is confronting unprecedented challenges arising from the technological changes that have created the global information age.

The school's mission is based on two fundamental ideas: (1) Journalists fulfill a crucial role in a democracy, providing the public with independent, objective information about issues and events so citizens can make informed judgments about policy and policymakers. (2) Information provided by the news media forms the foundation for much of the research in other fields, such as history and political science.

As the above items indicate, some media-related subjects are outside the scope of the school's mission. The school does not engage in research or teaching in the fields of advertising, creative writing, media arts, or public relations. Given the importance of the press as a democratic institution, and its significance for the research and teaching agendas of other social sciences, the faculty has decided that journalism will be the sole focus of the UA program.

*Adopted May 9, 2011; Last paragraph affirmed by faculty vote May 7, 2014.*

## **F. Undergraduate assessment plan**

THE UNIVERSITY OF  
**ARIZONA**  
TUCSON ARIZONA

School of Journalism  
College of Social & Behavioral Sciences  
Marshall Building, Room 334

P.O. Box 210158B  
Tucson, Arizona 85721  
Phone: 520-621-7556  
Fax: 520-621-7557

**ASSESSMENT PLAN FOR UNDERGRADUATE LEARNING OUTCOMES**  
**SCHOOL OF JOURNALISM**  
**Last Updated: August 2017**

## CONTENTS

1. Overview of Undergraduate Program	3
2. Eleven Student Learning Outcomes for Undergraduate Program	4
3. Assessment of Undergraduate Student Learning Outcomes	5
a. Purpose, need and methodology	6
b. Instruments	7
c. Assessment instruments tied to learning outcomes	12
d. Learning outcomes course map	14
e. Results of direct assessment	23
4. Survey instruments	25
a. Internship survey form – supervisor version	25
b. Internship survey form – student version	31
c. Senior exit questionnaire	32
d. Journalism 105 first-day survey	38
e. Alumni survey	41
f. Journalism Assessment Test	44
5. Department of Journalism Assessment Plan 2004	46
6. ACEJMC standards for assessment and curriculum	54

## **OVERVIEW OF UNDERGRADUATE PROGRAM**

The School of Journalism's mission is, in part, to provide future journalists with the intellectual training and professional skills necessary to gather, evaluate, organize and disseminate information in a way that informs citizens and enables them to participate in a democratic society in a meaningful way. Its mission is also to help students evaluate the role of the press in a multicultural society, so they can think critically about the ways in which the news media affect individuals, institutions and society. This objective includes enabling students to articulate and assess the legal and ethical issues integral to journalism. To that end, the school focuses exclusively on journalism, offering a bachelor's degree, a master's degree, and dual bachelor's and master's degrees in collaboration with other disciplines.

The school combines theory and skills classes in a curriculum that includes required courses in media law, ethics and the role of the press in a democratic society, accompanied by a core sequence of research, writing, multimedia and visual communication classes. All students are required to work for a news medium produced by the school that serves a real community. The school also facilitates internships through a full-time coordinator. The school provides extensive opportunities in international journalism, offering regular study-abroad programs in Costa Rica, Italy and the Middle East, as well as courses developed in collaboration with the Center for Latin American Studies, the School of Middle Eastern and North African Studies. Also, the school emphasizes science and environmental journalism, given its strong partnerships with science units on campus.

The Journalism School's bachelor's degree program has been accredited for nearly five decades by the Accrediting Council on Education in Journalism and Mass Communications. Part of accreditation is based on the school's assessment of student learning – whether students leave the program having learned the key performance and value competencies embraced by the school and ACEJMC. This undergraduate assessment plan outlines the school's learning outcome goals, the purpose and philosophy of assessment, the methodology, and the indicators used to directly and indirectly measure student learning.

## STUDENT LEARNING OUTCOMES FOR THE UNDERGRADUATE PROGRAM

The school has identified 11 core student learning outcomes for graduates, incorporating key principles from the school's mission statement and all of the 12 professional values and competencies in the ACEJMC accreditation standards:

1. **Role of the press:** The student will be able to describe the role of the press in a democracy, as well as the historical and contemporary relationships among the press, the public and the government. The student also will be able to articulate the relevance of journalism to individuals, institutions and society.
2. **Independence:** The student will apply the principles of freedom of speech and the press, and explain how these principles include the rights to monitor and criticize those in power, as well as to dissent.
3. **Law:** The student will recognize the legal frameworks in which the rights and responsibilities of the press have evolved in the United States and countries around the world and will be able to cite national constitutions, case law, statutes, policies, and international laws, as well as the social, political, and cultural contexts of those frameworks.
4. **Ethics:** The student will apply ethical principles in work, whether professional or academic, and work ethically in pursuit of truth, accuracy, fairness, and diversity. The student will describe the philosophical foundations of ethical decision-making.
5. **Critical thinking:** The student will recognize and describe the ways in which political, economic, cultural, and social factors influence, and are influenced by, the information that the news media present. The student will demonstrate creativity and independence in reporting and writing.
6. **Diversity:** The student will demonstrate an ability to work as a journalist serving diverse communities in a global society, including the complexities of gender, race, ethnicity, sexual orientation, socio-economic status, and other forms of diversity. The student will demonstrate an understanding of the digital divide at home and globally.
7. **Theory:** The student will be able to describe fundamental communications theories as they relate to the use and presentation of information and images.
8. **Numeracy:** The student will be able to perform basic mathematical computations, evaluate statistical data, including public opinion polls, and detect innumeracy in the work of others.
9. **Research:** The student will effectively gather and critically evaluate information through interviews, observation, public records, and other methods central to journalism.
10. **Writing:** The student will show that he or she writes correctly and clearly with attention to style, spelling and grammar, as well as clarity, accuracy and fairness.
11. **Technology:** The student will demonstrate knowledge of software for video, photographic, and online storytelling, as well as other technologies used by the profession. The student will be able to describe the relationship among journalism, information technology, and society, and the ways in which technological developments affect the content and dissemination of news.

## ASSESSMENT OF UNDERGRADUATE STUDENT LEARNING OUTCOMES

### *Purpose and philosophy*

Assessment of student learning outcomes provides indicators for determining whether students are acquiring the skills and knowledge listed in the school's 11 learning outcome goals. Assessment is essential for:

**Accountability.** Provide assurance to students, their parents, the college, legislators and taxpayers that the school is fulfilling its mission of developing world-class journalists. This is a standards-based assessment plan to determine whether or not students leave the program prepared. The school also incorporates growth-based assessment that measures student knowledge when they enter the program and when they leave.

**Improvement.** Identify curricular and programmatic areas that can be improved and strengths that can be maintained, and determine the effectiveness of curricular changes. Document trends through the accumulation of baseline data in overall student performance. It is important to note that the intent of assessment is to examine overall student learning, not to single out problems among *individual* students, teachers or classes – that is the job of the faculty, school director and annual review process.

**Innovation.** Create a culture of innovation, openness and humility, striving to improve student learning through nonthreatening collaborative teamwork where risk and creativity are rewarded.

**Accreditation.** Meet required standards for the Accrediting Council on Education in Journalism and Mass Communications.

### *Plan history*

The school has had a written plan for undergraduate learning-outcomes assessment since 1999, and the plan was expanded in fall 2004, and then significantly revamped and expanded in 2011. The 2005-06 re-accreditation on-site team noted that the 2004 assessment plan was primarily qualitative and focused on anecdotal, individual-level assessment rather than quantitative assessment of overall student learning. The team also noted that the school lacked a way of collecting baseline data to truly assess whether changes to the curriculum really helped. Based on the 2005-06 on-site evaluation comments, the assessment plan was revised and expanded in 2009-10 to measure student learning outcomes directly – to show, not tell, that students are learning. The plan was updated again in 2011, 2016 and 2017.

As a result of the 2012 accrediting council visit and the appointment of a new associate director who had assessment in her portfolio, the school undertook a radical reshaping of the assessment that led to the testing of every student as he or she entered the program and then as he or she left it. The school now has results from four academic years beginning in 2013-14, and each year, the faculty as a whole and the Faculty Undergraduate Curriculum Committee evaluate the results and integrate changes into the curriculum based on this data, completing the feedback loop.



### ***Methodology***

The school assesses student learning through several instruments that include more than 40 different learning measures – direct and indirect, quantitative and qualitative – expanding on the 2011-12 self-study for re-accreditation. Each assessment measure is to be gathered by June of each year by assigned staff and faculty, coordinated by the Associate Director, who combines the data to provide a final annual report. The report is provided to faculty and staff with recommendations for discussion at a fall retreat. A summary of the school’s annual assessment indicators is posted on the school website as well as the university’s assessment site for students and the public, and results are incorporated into the accreditation self-study.

Assessment instruments are divided into two categories:

1. *Direct* instruments are based on student performance on assessment tests, including a core-knowledge test and a writing test, as well as a survey of technology. Direct measures also include an internship coordinator survey of how well students meet the school's outcomes.
2. *Indirect* instruments include faculty assessment of student performance, surveys, course evaluations, job placements, indirect feedback from employers, and vicarious measures like awards and GPA.

An *instrument*, such as a pre-test/post-test questionnaire, may include several different *measures* for different learning outcomes, such as an index measuring media law knowledge or support for press independence. Some measures directly assess student competency, such as the assessment test and the intern supervisors’ survey. Some measures indirectly measure achievement, such as a survey of interns to measure their own perceived competency – they might not have actually learned even if they say they have learned. Measures can be quantitative or qualitative.

It is important to note that no single measure can “prove” that the school causes students to learn the core competencies, and every measure has a certain amount of “noise” and imperfection. Also, because there are no national assessment standards in journalism education, results are compared within the school over time, and between students starting and ending the program. Results must be interpreted carefully, and measures can be removed or added depending on their usefulness and resource commitment. Also, just because the school has an assessment process does not mean that faculty cannot discuss and initiate curriculum improvements informally and outside of the assessment process. Some of the best ideas come out of chats in the lunchroom and hallways. Despite the limitations of these instruments, a broad range of indicators can help the school make better informed curriculum decisions based on substantial information rather than anecdotes and hunches.

### ***Feedback loop***

The assessment process is not static. Data are gathered and analyzed, and, as part of a feedback loop, changes are made to the curriculum as a result of the analysis. Then, performance is measured to see whether the changes resulted in improvements, or whether further changes are needed. Recent changes include the structured integration of math for journalists and a renewed focus on accuracy and fact-checking at all levels of skills classes.

## ASSESSMENT INSTRUMENTS

### *Direct instruments*

#### **1. Journalism Assessment Test (pre-test/post-test)**

The school administers a standardized test to each student at the beginning and end of his or her academic career to assess progress in most of the learning outcomes. The test, administered each fall and spring semester, is given at the start of the semester in Jour 105 Principles of Journalism, and then at the end of the semester for the senior-level school media (Jour 490) courses. The test includes multiple-choice questions (online on D2L and in-class using Scantrons). The test demonstrates the amount of learning by each individual student, as well as the overall knowledge and competency of graduates. The assessment coordinator will make sure the tests are administered and then collect the data for analysis. This assessment test contains measures directed at 9 of the 11 learning outcomes. In most cases, each outcome is measured by five questions, and the number of correct answers is summed to provide an index for each outcome (1-5 scales). The test includes measures for the following:

- Role of the press in a democracy
- Independence
- Law
- Ethics
- Diversity
- Writing
- Numeracy
- Theory
- Technology (10 Likert-scale questions)

#### **2. Pre- and Post-Writing test.**

The school administers a writing test to all students entering their first skills class, Jour 205 -- Reporting the News, and to all students as they finish their last writing class, Jour 490 -- School Media. The writing test assesses accuracy (fact-checking and numeracy), newswriting, legal knowledge and ethical decision-making, and critical thinking. All students in all sections devote an entire class period to this writing instrument. The work is evaluated by school professionals in blind grading each spring.

#### **3. Internship supervisor surveys**

Internship supervisors have, for at least a decade, been asked to evaluate students according to professional journalistic standards. This has been an indirect survey. However, beginning in 2017-18, the school has undertaken a direct measurement by tying evaluation questions directly to the school's outcomes. The school's full-time internship coordinator tracks information about the 100 students who complete internships for credit each year. The coordinator tracks the number of internships, quality and type of organization, and collects feedback forms from intern supervisors and the students. The professionals' numerical ratings of 17 items (e.g., "quality of work," "ethical principles," and "meeting deadlines") and written comments are evaluated and

instruction to students adjusted accordingly, incorporating thoughts from professionals to improve curriculum. The editors' and producers' ratings of interns are averaged each year to assess whether the overall quality of student interns is improving. Specific to the learning outcomes, supervisors are asked to rate the quality of the intern on these criteria:

- Ethical principles
- Writing skills
- Use of technology
- Leadership
- Critical thinking

## ***INDIRECT measures***

### **1. Course evaluations**

The school examines the university student course-evaluation ratings for classes. Ratings are aggregated and averaged to identify trends. The department considers four ratings to be especially important: the overall rating of teaching effectiveness, overall course rating, overall amount learned, and students treated with respect. The evaluations, compared to averages university-wide, provide an indication of whether or not students perceive that they are learning. Ratings, collected annually, are compared going back to 1995. The four questions are:

1. How much do you feel you have learned in this course?
2. What is your overall rating of this instructor's teaching effectiveness?
3. What is your overall rating of this course?
4. I was treated with respect in this class.

### **2. Student internship survey**

In addition to surveying intern supervisors, the school intern supervisor asks students to rate how much they learned in their internships. This is an indirect measure of their learning. The evaluation form includes several questions, including whether students thought they achieved their learning objectives and whether their writing improved (learning outcome 9).

### **3. Senior exit interview survey**

Each student is required to fill out an exit interview survey during his or her last semester in the program, totaling about 100 graduates each year. The instrument, administered by the academic adviser, includes closed-ended and open-ended questions to assess students' attitudes toward journalism, career goals, accomplishments (e.g., internships), and suggestions for improving the curriculum.

### **4. Recent-grad survey**

The school surveys alumni six months to a year after they graduate to solicit feedback on what they believed they learned and what the school could do better to prepare them for the workplace. Personal e-mails of students are collected in the senior exit interview survey. Then, each October the preceding year's graduates are sent an e-mail asking them to conduct the online survey. This survey is coordinated by the school's senior program coordinator, who also coordinates the alumni database and news. Results are compared to questions used in the national communications graduate survey conducted annually in October by the University of Georgia. See page 30 for the recent-grad survey form for specific questions.

### **5. Academic performance statistics**

The school examines university data to assess the academic performance of students over time and in relationship to non-journalism majors. All of these indicators provide some idea of student achievement:

- *GPA*. Each year the school computes the average grade-point average of students entering the program, the current students and those graduating. Average GPA of journalism majors is compared to the average GPA of all university students, and compared over time. The statistics are gathered annually from the university Registrar by the school academic adviser.

- *Enrollment trends.* The school tracks enrollment to examine who is entering the program and why. The total numbers of students and pre-majors are tracked over time. Also, students entering the major are surveyed in the introductory course (Journalism 105) to find out what motivated them to become a journalism major (see page 25 for the Jour 105 student survey for exact questions). Demographics, achievement and other descriptives are measured as well as to assess the overall quality of students the program is attracting. This is an indirect measure of student learning because word-of-mouth and reputation of seniors and graduates leads to improved enrollment.
- *Retention and graduation rates.* The school examines where each declared journalism major ends up at the end of his or her academic career, assessing the rate of students who stay in journalism and the rate that graduate, comparing those rates over time and to university students as a whole. This measure indicates the ability of the school to prepare students for what to expect in the major. It also demonstrates students' decisions to stay in the major and receive an education provided by the program. The school's academic adviser collects this information from the university Registrar.
- *Honors students.* The number of honors students in the program is tracked, along with those who are members of Kappa Tau and Phi Beta Theta.

## **6. Job placement**

The annual recent-grad survey conducted each October assesses job placement success. All students are sent an e-mail six months to a year after their graduation referring them to an online survey that asks about what jobs they have acquired. We compare our placement rate to the national study conducted annually by the University of Georgia. The school's senior program coordinator also tracks graduates who are distinguished in the field. A high rate of job placement at competitive organizations provides an overall indication of high-caliber graduates.

## **7. Student awards and honors**

Student awards and honors are tracked by the school and publicized routinely on the school Web site and a periodic "kudos" e-mail. The number of awards is tallied annually by the school's senior program coordinator, broken down by school, state/regional, and national honors. A greater number and quality of honors are indirect indicators of student learning. However, it is also a measure of how active the school is in getting students to enter contests, including whether it subsidizes entry fees and informs students of contests.

## **8. Student clubs feedback**

The 10 student clubs provide a forum for suggestions for curriculum changes, as well as giving the school feedback and direct information on issues involving diversity. This is an important, supportive environment for students to give feedback. One change that resulted from student club feedback last year was a drive to include in the classroom the work of more writers of color and more women as examples of journalistic excellence. Another was to pilot the use of drone technology experimentally, which later became a key component of a border-reporting class. The club advisors serve as liaisons between the clubs and the faculty, conveying important observations in real time so issues can be addressed quickly.

## **9. Alumni feedback**

Alumni are tracked in a database so they can be provided school news and solicit their feedback through an alumni listserv and Facebook page. Contact with alumni provides the school with important information about the students' learning outcomes, and enables the school to update the curriculum to ensure it is in line with professional standards. The school's senior program coordinator compiles alumni feedback in an annual summary provided for the assessment report.

## **10. External professional advisory council**

The Journalism Advisory Council comprises professionals from the news media and other information industries, as well as journalism educators. The local component of the Advisory Council includes journalists, executives, and educators from Arizona. These professionals provide information about what these industries are looking for in terms of students' general knowledge and skills, which enables the faculty to update the curriculum and learning-outcome goals to provide cutting-edge professional instruction.

## **11. Faculty testing and grading**

The faculty incorporates into all core skills classes embedded assignments designed to foster critical thinking, information literacy, mathematical and problem-solving skills, as well as proficiency in writing and visual communication. Students in these classes submit final projects designed to help them evaluate which knowledge areas and skills they have mastered, and which need additional work. Students are encouraged to develop a portfolio of articles and photographs, as well as an online résumé, which can be submitted on a voluntary basis for faculty critiques, and often is published in local and national media.

## **12. Teaching achievement**

The school tracks indicators of teaching quality to assess the overall health, rigor and experience in pedagogy provided to students. Indicators include teaching awards (including one the school gives to the most outstanding teacher, as selected by students), papers written about teaching, workshops attended and curricular grants. Also, the school tracks the percentage of courses taught by adjuncts. The 2005-06 re-accreditation report noted a heavy reliance on adjunct instructors, with more than half of courses taught by part-time instructors. But within four years, that percentage had dropped significantly.

## INSTRUMENTS TIED TO LEARNING OUTCOMES

	1. Role of press	2. Independence	3. Law	4. Ethics	5. Critical thinking	6. Diversity	7. Theory	8. Numeracy	9. Writing	10. Technology	11. Research	All or overall learning
<b>Student-based instruments</b>												
Pre-test/Post-test exam												
Course evaluations by students												
Internship surveys of students												
Senior exit interviews/surveys												
Recent-graduates survey												
Student awards and honors												
Student advisory council feedback												
Academic stats (e.g., GPA)												
Job placement												
Course-specific assessments												

### Industry-based instruments

Feedback from employers												
Internship evals by supervisors												
Alumni feedback												
Professional advisory council												

### Faculty-based instruments

Testing and grading												
Curriculum committee assessment												
Faculty retreats												
Teaching quality (awards, etc.)												
Faculty questionnaire												





## LEARNING OUTCOMES AND SPECIFIC MEASURES

<b>Outcome</b>	<b>Specific measure</b>
<b>1. Role of the press</b>	Role of media index (5 questions on JAT exam) International journalism index (5 questions on JAT exam)
<b>2. Independence</b>	Support for press rights index (7 questions on JAT exam) Support for First Amendment index (7 questions on JAT exam)
<b>3. Law</b>	Media law index (5 questions on JAT exam) Pre- and Post-Writing test Internship coordinator questionnaire
<b>4. Ethics</b>	Ethics index (5 questions on JAT exam) Internship supervisor survey (1 question asking if intern ethical) Pre- and Post-Writing Test
<b>5. Critical thinking</b>	Critical thinking index (5 questions on JAT exam) Internship supervisor survey (1 question about critical thinking) Pre- and Post-Writing Test
<b>6. Diversity</b>	Diversity knowledge index (5 questions on JAT exam) Pre- and Post writing test Internship coordinator survey
<b>7. Theory</b>	Media theory index (5 questions on JAT exam)
<b>8. Numeracy</b>	Math index (5 questions on JAT exam) Pre and Post writing test
<b>9. Writing</b>	Writing/AP style index (5 questions on JAT exam) Pre- and Post Writing Test Internship supervisor survey (1 question asking about writing) Student intern survey (1 question about writing skills)
<b>10. Technology</b>	Self-report technology skill index (5 questions on JAT exam) Internship supervisor survey (1 question asking about tech)
<b>11. Research</b>	Pre- and Post writing test Internship coordinator survey

## LEARNING OUTCOMES COURSE MAP

	Role of the Press	Independence	Law	Ethics	Critical Thinking	Diversity	Theory	Numeracy	Research	Writing	Technology
105 Principles of Journalism	Introduction	Introduction	Introduction	Introduction	Practice	Practice	Practice	Introduction	Practice	Introduction	Introduction
203 Photojournalism			Practice	Practice		Practice		Practice		Introduction	Practice
205 Reporting the News	Practice	Practice	Practice	Practice	Practice	Practice	Introduction	Practice	Practice	Practice	
208 Law of the Press	Practice	Practice	Mastery	Practice	Practice	Practice			Practice		
306 Advanced Reporting	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	
307 Multimedia				Practice		Practice		Practice			Mastery
313 Public Affairs reporting	Mastery	Mastery	Practice	Practice	Practice	Practice		Practice	Practice	Practice	
320 Editing	Practice	Practice	Practice	Practice	Practice	Practice		Practice	Practice	Practice	Practice
411 Feature Writing			Practice	Practice	Practice	Practice		Practice		Mastery	Practice
439 Ethics			Practice	Mastery	Mastery	Practice	Mastery		Mastery		
490 Arizona Sonora News Service	Mastery	Mastery	Mastery	Mastery	Mastery	Mastery		Mastery	Mastery	Mastery	Mastery

Key	Introduction	Practice	Mastery
-----	--------------	----------	---------

## LEARNING OUTCOMES COURSE MAP DESCRIPTIONS

*The function of the press is very high. It is almost holy. It ought to serve as a forum for the people, through which the people may freely know what is going on. To misstate or suppress the news is a breach of trust.'*

-- Justice Louis D. Brandeis, United States Supreme Court, 1916-1939

**The descriptions are taken from the Course Goals and Objectives approved by the faculty of the School of Journalism in Fall 2016.**

<b><i>Outcome</i></b>	<b><i>Specific classes in which this is addressed</i></b>
<b>1. Role of the press</b>	<b>JOUR 105 -- Principles of Journalism</b> <ul style="list-style-type: none"><li>○ Gain an overview of news journalism's public service role in a democratic society.</li><li>○ Become familiar with fundamental principles of journalism, such as truth-telling, watchdog reporting, accuracy, courage, tolerance, justice, minimizing harm</li></ul> <b>JOUR 203 -- Photojournalism</b> <ul style="list-style-type: none"><li>○ Understand the importance of visual journalism as a communication tool in society and the power of the still image to convey information.</li></ul> <b>JOUR 208 -- Law and the Press</b> <ul style="list-style-type: none"><li>○ Understand fundamentals of the U.S. legal system, including sources of law and the interaction among them; describe unique role of press in American society</li></ul> <b>JOUR 313 -- Reporting Public Affairs</b> <ul style="list-style-type: none"><li>○ Understand and apply journalists' duty to make government and its actions accessible to the public</li><li>○ Understand and apply the role of the journalist as a watchdog on the government and others in authority, gaining confidence to question those in power</li></ul> <b>JOUR 439 -- Ethics and the News Media</b> <ul style="list-style-type: none"><li>○ Become careful consumers of news media.</li><li>○ Understand classic ethical principles to ethical dilemmas in journalism.</li><li>○ Learn about professional media standards, such as those described by the Society for Professional Journalists Code of Ethics.</li><li>○ Gain knowledge about contemporary issues in journalism ethics, such as debates on online ethical standards and infotainment.</li></ul> <b>JOUR 490 -- Arizona Sonora News Service</b> <ul style="list-style-type: none"><li>○ Reporting stories fully with an emphasis on creating stories that have statewide interest.</li><li>○ Evaluating the newsworthiness of stories in the public interest for readers around the state.</li></ul>

<b>2. Independence</b>	<b>JOUR 105 -- Principles of Journalism</b> <ul style="list-style-type: none"><li>○ Become familiar with fundamental principles of journalism, such as truth-telling, watchdog reporting, accuracy, courage, tolerance, justice, minimizing harm</li></ul>
------------------------	--

- Explain history and defend aim of First Amendment

**JOUR 205 -- Reporting the News**

- Describe journalists' basic right to public records and their use in stories; access simple public records for news coverage, such as a police report. Defend the right of the press independently to access governmental information.

**JOUR 208 -- Law and the Press**

- Recall the history of news media regulation and freedom in colonial America and the United States.
- Describe the unique protections provided to U.S. journalists by the First Amendment.
- Recognize the presence or lack of similar protections in other nations

**JOUR 313 -- Reporting Public Affairs**

- Understand and apply journalists' duty to make government and its actions accessible to the public
- Apply fairness and balance, reflecting others' points of view, ideas and information, and not just the majority view in government

**3. Law**

**JOUR 105 -- Principles of Journalism**

- Learn basics of journalism law, history and ethics

**JOUR 205 -- Reporting the News**

- Describe journalists' basic right to public records and their use in stories; access simple public records for news coverage, such as a police report

**JOUR 208 -- Law and the Press**

- Recall the history of news media regulation and freedom in colonial America and the United States.
- Describe the unique protections provided to U.S. journalists by the First Amendment, and evaluate why those protections are given
- Recognize the relationship between professional journalism standards and the law
- Identify ways to gather and report effectively without running afoul of laws concerning libel, privacy, and obtaining information.
- Describe how to use federal and state public records and public meeting laws, including use under circumstances when these uses are challenged
- Recognize the basics of copyright law and its application to the use of copyrighted material for journalism purposes
- Evaluate the importance of new legal questions being raised and settled as news technology advances, including social media.

**JOUR306 -- Advanced Reporting**

- Use public access laws and open meetings laws in reporting
- Apply knowledge of privacy, law and ethics to reporting and writing

**JOUR 313 -- Reporting Public Affairs**

- Request information using Freedom of Information and public access laws.

**JOUR 320 -- News Editing**

- Identify stories that contain libel, privacy violations, illegal access, and suggest ways to fix them.
- Articulate standards for use of material obtained from confidential sources, including leakers and whistleblowers.

### **JOUR 439 -- Ethics and the News Media**

- Evaluate the ways in which laws have been passed to correct and address ethical lapses by media.
- Identify the erosion of press rights through court action.

### **JOUR 490 -- Arizona Sonora News Service**

- Use state, Federal and local laws to access information for stories.
- Demonstrate professional standards, including adherence to legal restrictions, in all conduct as a reporter for the News Service.

## **4. Ethics**

### **JOUR 105 -- Principles of Journalism**

- Become familiar with fundamental principles of journalism, such as truth-telling, watchdog reporting, accuracy, courage, tolerance, justice, minimizing harm

### **JOUR203 -- Photojournalism**

- Gain a basic understanding of copyright and ethical issues associated with photojournalism.

### **JOUR 205 -- Reporting the News**

- Learn established professional and school standards related to news-gathering, reporting, writing and publishing work

### **JOUR 208 -- Law and the Press**

- Recognize the relationship between professional standards of journalism and the law
- Identify ways to gather and report effectively without running afoul of laws concerning libel, privacy, and obtaining information

### **JOUR 307 -- Multimedia**

- Identify ethical issues that arise in the gathering and production of multimedia content

### **JOUR 320 -- News Editing**

- Apply knowledge and standards of ethics to decisionmaking across all types of stories, from news to features to multimedia.
- Identify stories containing ethical lapses and revise them.

### **JOUR 439 -- Ethics and the News Media**

- Understand classic ethical principles to ethical dilemmas in journalism.
- Learn about professional media standards, such as those described by the Society for Professional Journalists Code of Ethics.
- Gain knowledge about contemporary issues in journalism ethics, such as debates on online ethical standards and infotainment.
- Compare American ideas about journalism ethics to those in other nations.

### **JOUR 490 -- Arizona Sonora News Service**

- Demonstrate ethical conduct in gathering and disseminating news and features in southern Arizona.

## **5. Critical thinking**

### **JOUR 105 -- Principles of Journalism**

- Demonstrate critical thinking skills necessary to collect, evaluate, organize and disseminate news
- Analyze relative newsworthiness of various fact sets, using elements of newsworthiness (proximity, interest, importance, impact, timeliness)
- Articulate the differences between online news, broadcast news, magazine

- journalism, printed newspaper
- Describe the media landscape today, including social media, changing audience dynamics and the economics of news.

**JOUR 205 -- Reporting the News**

- Build critical thinking skills needed to collect, evaluate, organize, and disseminate news

**JOUR 208 -- Law and the Press**

- Develop critical thinking skills necessary to understand how a journalist's work may impact or be impacted by the law

**JOUR306 -- Advanced Reporting**

- Develop the ability to distinguish roles of stakeholders in various stories, and evaluate and articulate the value of their claims and evidence

**JOUR 313 -- Reporting Public Affairs**

- Learn how to determine who has power and how to interpret the impact of government on peoples' lives, learning about who's in charge and who pays
- Develop skills in critical thinking that enable digging deep, articulating complex detail, backgrounding in depth on deadline

**JOUR 320 -- News Editing**

- Learn better news judgment, applying tools of audience research and values to decision-making.

**JOUR 439 -- Ethics and the News Media**

- Apply ethical principles to situations you may encounter as a journalist. These principles also will help you judge the ethical implications of the news you consume as a citizen.
- Provide a framework to think critically about the news media's responsibilities.

**6. Diversity**

**JOUR 105 -- Principles of Journalism**

- Become familiar with the history of diversity in American journalism and its importance in serving all the public

**JOUR 203 -- Photojournalism**

- Report on diverse issues and populations in the community

**JOUR 205 -- Reporting the News**

- Use diverse sources to reflect communities in story ideas and other written work

**JOUR306 -- Advanced Reporting**

- Integrate multiple and diverse sources and voices into stories (more than 3-source minimum of novice journalism)

**JOUR 313 -- Reporting Public Affairs**

- Focus on the quality of people's lives, not just government process, and seek diverse sources, including those without voice in political processes.

**JOUR 439 -- Ethics and the News Media**

- Consider the role of diversity and representation in providing a fair picture of American society

**7. Theory**

**JOUR 105 -- Principles of Journalism**

- Become familiar with common theories of media effects, including spiral of silence, hypodermic needle, third-person effects, status conferral, agenda-setting and more.

### **JOUR 203 -- Photojournalism**

- Understand the importance of visual journalism as a communication tool in society and the power of the still image to convey information.

### **JOUR 439 -- Ethics and the News Media**

- Compare American ideas about journalism ethics to those in other nations.
- Analyze case studies about journalism ethics.
- Acquire skills to produce a research paper on ethics in journalism.

## **8. Numeracy**

### **JOUR 105 -- Principles of Journalism**

- Demonstrate knowledge of the basics of math for journalists, including percent change; mean, median and average; margin of error.

### **JOUR 203 -- Photojournalism**

- Use math concepts for visual journalism, including focal lengths, shutter speeds, apertures, ISOs and how these interact to create correct exposures and depth of field. Associate the equations related to light, exposure and depth of field.

### **JOUR 205 -- Reporting the News**

- Use more advanced math skills, such as simple percentage changes over time, year over year comparisons. Mean and median. Proportions. Frequencies. Style on numbers, intro to risk and statistics.

### **JOUR 306 -- Advanced Reporting**

- Demonstrate sufficient math skills to make or evaluate claims for stories. Demonstrate use of per capita rates, ratios; database skills, statistics, risk, use of government statistics, interpretation of poll results. Make a neighborhood profile using a demographic analysis.

### **JOUR 307 -- Multimedia**

- Use math concepts for multimedia journalism, including sorting databases and mapping data results in Google Fusion.

### **JOUR 313 -- Reporting Public Affairs**

- Research and write on budgets, taxes, policy development, legal proceedings — always focused on how people's lives are affected
- Demonstrate grammar and math authority, including interpretation of city, state and county budgets; tax rates and mills; capital and operating budgets; primary and secondary taxes, property taxes, sales tax, crowd counting, deficits vs. budget cuts.
- Refine computer assisted reporting (via Dream House assignment or another). Pull data and develop story ideas from the data. Analyze budgets and populations shifts and demographics; pros and cons of annexation on tax rates; other government statistics.

### **JOUR 320 -- News Editing**

- Spot calculation errors, apples v. oranges comparisons, put numbers into context, with clarity. Use correct style on using numbers (addresses, years, ages, dates, measurements, etc.) Identify the misuse of numbers, ranges of numbers, relativity, risk, directional, area and volume measurements, metric, weather stats

## **9. Writing**

### **JOUR 105 -- Principles of Journalism**

- Write a simple news lede using set of facts
- Demonstrate knowledge of difference between primary and secondary sources
- Demonstrate attribution in journalism and relate it to plagiarism and fabrication

cases

- Demonstrate use of third-person, neutral, objective writing with news lede, as opposed to the five-part essay so inculcated in high school

### **JOUR 203 -- Photojournalism**

- Apply AP style to caption writing and incorporate SEO terms in the text-database fields.

### **JOUR 205 -- Reporting the News**

- Gain emerging skills and experience in reporting and writing, regardless of platform, with attention to accuracy, fairness and completeness
- Build reporting and writing skills necessary in online, print or broadcast journalism
- Write breaking news about events such as accidents, crimes, fires, disasters, speeches, press conferences, meetings, and write short interviews with newsmakers
- Write basic news ledes: direct and indirect, as well as active voice vs. passive voice
- Describe the organizational structure and copy flow of a traditional news organization
- Write clear, concise sentence structure and flow; master possessives, titles, addresses, subject-verb agreement, passive v. active voice, basics of AP style.

### **JOUR306 -- Advanced Reporting**

- Build a range of different reporting experiences regarding various beats, including crime, business, health, education, environment
- Define a beat, in regard to identifying valuable sources, key players and story topics
- Generate and pitch story ideas and demonstrate good story management
- Develop a major reporting project
- Apply lede development, transitional phrasing and creating compelling conclusion
- Discern when a story needs revision, or re-reporting, or both
- Describe common story forms, from online to broadcast to print, with attention to structure and flow
- Demonstrate mastery of grammar, punctuation, spelling and AP style

### **JOUR 320 -- News Editing**

- Make solid news judgments, assessing whether a story is fair, clear, concise and without reporting holes; fix problem stories for content issues.
- Fix structural flaws, including weak ledes, faulty transitions, poor organization and weak kickers
- Revise stories to eliminate problems of libel, ethics, fairness, tone, taste
- Develop speed in editing and rewrite whether for print or online; demonstrate strong handling of breaking news coverage
- Edit features without harming writer's voice, style

### **JOUR 313 -- Reporting Public Affairs**

- Report accurately how government actions affect individuals, business and community
- Demonstrate mastery in a variety of story types: hard/breaking; follow-up; feature; enterprise; in-depth

### **JOUR 490 -- Arizona Sonora News Service**

- Report stories fully.
- Write them in a professional manner.
- Copy-editing others' work (as well as preparing your work, and yourselves, for video, audio and other multimedia presentations).



- Create stories that have statewide interest.

## 10. Technology

### JOUR 205 -- Reporting the News

- Use social media as a breaking news tool
- Build an online portfolio site for your journalistic work

### JOUR 203 -- Photojournalism

- Explore the basics of multimedia by combining still images and audio to tell a story.
- Use software to edit and process still images, to edit and process audio, and to edit and create audio slide shows
- Solve technical problems that arise when using digital still cameras, digital audio recorders, microphones, computer hardware and digital imaging software
- Demonstrate use of social media for breaking news and its use, especially with images, to drive traffic to stories.

### JOUR 306 -- Advanced Reporting

- Demonstrate journalistic use of social media tools for reporting.
- Apply computer assisted reporting to the newsgathering process, including identifying valid data, downloading databases, backing up reporting with data, building comparative tables, sorting data and using formulas in Excel.

### JOUR307 -- Multimedia

- Prepare to work as a journalist in today's newsrooms where the online and digital platforms are as important as traditional print or broadcast platforms
- Learn the latest trends in multimedia storytelling and production.
- Build storytelling skills in each medium used for multimedia production
- Learn how to use digital tools to collect and combine audio, still photographs, video, text and graphics to accurately tell a story for online distribution
- Apply online publishing skills to disseminate work

### JOUR 320 -- News Editing

- Demonstrate an understanding of how content management systems work, including posts, edits, categories, etc.
- Write social media posts for journalistic articles and photography, demonstrating understanding of the best uses of Facebook, Twitter, Pinterest, YouTube and other platforms (A/B editing headlines)
- Write SEO heds and information boxes for the Web
- Demonstrate use of Google analytics to evaluate readership and engagement
- Use A/B approach to test headline success

## 11. Research

### JOUR 105 Principles of Journalism

- Identify and differentiate between primary and secondary sources.
- Use correct attribution in writing, including journalistic attribution or footnotes, when appropriate.
- Exercise interviewing techniques in primary-source interviews.
- Identify scholarly works relevant to research on a journalistic figure from history.

### JOUR 205 -- Reporting the News

- Demonstrate basic news-gathering techniques of questioning, interviewing, observation and online sites.
- Evaluate and identify reliable sources of information and evaluate the credibility of Internet information
- Conduct simple interviews an/or Q&A and take notes well enough to record

verbatim quotations; develop good questions and active listening

**JOUR306 -- Advanced Reporting**

- Find, interpret and use peer-reviewed research

**JOUR 313 -- Reporting Public Affairs**

- Access publicly available data for research in various projects of interest to the public.
- Identify and differentiate accurate and useful sites from fake sites

**JOUR 439 -- Ethics and the News Media**

- Acquire skills to produce a research paper on ethics in journalism.

For more specific outcomes, please see document on course goals and objectives, which outlines these in more detail.

**RESULTS OF OUTCOMES ASSESSMENT, 2012-2016**  
 Updated each June and posted to the school "Report Card" webpage

Assessment Test	2012-13			2013-14			2014-15			2015-16		
	105	490	Diff	105	490	Diff	105	490	Diff	105	490	Diff
Press and Democracy	51%	78%	27%	60%	80%	20%	52%	76%	24%	56%	80%	24%
News and the World	45%	48%	3%	48%	51%	3%	47%	55%	8%	49%	61%	13%
Law of the Press	38%	52%	14%	42%	63%	21%	39%	46%	7%	44%	68%	24%
Ethics	75%	90%	15%	69%	93%	24%	72%	89%	17%	56%	84%	28%
Writing	76%	92%	16%	70%	94%	24%	47%	68%	21%	73%	94%	20%
AP Style & Grammar	45%	58%	13%	46%	59%	13%	47%	68%	21%	46%	60%	14%
Math	53%	63%	10%	53%	59%	6%	63%	67%	4%	68%	81%	12%
Media Theory	48%	60%	12%	55%	61%	6%	51%	57%	6%	54%	67%	13%
Diversity	57%	62%	5%	55%	64%	9%	54%	56%	2%	65%	60%	-6%
<b>Average</b>	54%	67%	13%	55%	69%	14%	52%	65%	12%	55%	69%	14%
<i>Multiple-choice test</i>												

Writing Test	2012-13			2013-14			2014-15			2015-16		
	205	490	Diff	205	490	Diff	205	490	Diff	205	490	Diff
Writing	1.65	2.08	0.43	2.20	3.52	1.32	2.12	3.90	1.78	2.52	4.36	1.84
Numeracy	1.13	1.08	-0.05	1.95	2.18	0.23	2.00	3.30	1.30	2.71	3.54	0.83
Critical Thinking	1.26	2.03	0.77	2.24	3.42	1.18	2.18	3.80	1.62	2.75	4.31	1.56
Ethics	1.10	1.94	0.84	2.31	3.12	0.81	2.08	3.20	1.10	2.45	3.60	1.15
Accuracy	1.62	1.25	-0.37	2.36	3.19	0.83	2.10	3.80	1.70	2.78	3.83	1.05
<b>Average</b>	1.35	1.68	0.32	2.21	3.09	0.87	2.10	3.60	1.50	2.64	3.93	1.29
<i>Critiqued on a scale of 1-5, with 1 indicating "auto fail" and 5 indicating "mastery" (2012-13 was just spring semester)</i>												

Tech Comfort	2012-13			2013-14			2014-15			2015-16		
	105	490	Diff	105	490	Diff	105	490	Diff	105	490	Diff
Still Images	32%	57%	25%	39%	49%	10%	32%	51%	19%	35%	49%	14%
Sound	18%	47%	29%	20%	39%	19%	20%	35%	15%	28%	47%	19%
Images and Sound	29%	47%	18%	24%	48%	24%	28%	43%	15%	31%	48%	17%
Video	28%	42%	14%	34%	46%	12%	41%	42%	1%	39%	44%	5%
Media Platforms	22%	33%	11%	25%	37%	12%	27%	43%	16%	30%	49%	19%
Photoshop	13%	23%	10%	13%	25%	12%	12%	23%	11%	13%	30%	17%
Final Cut Pro/X	6%	28%	22%	8%	42%	34%	7%	35%	28%	11%	46%	35%
Pagination (InDesign)	8%	7%	-1%	6%	7%	1%	7%	16%	9%	4%	11%	7%
Social Media	32%	53%	21%	42%	56%	14%	34%	50%	16%	47%	54%	7%
Blogging	26%	43%	17%	41%	42%	1%	28%	40%	12%	38%	43%	5%
Tweeting News	30%	49%	19%	42%	42%	0%	40%	40%	0%	35%	45%	10%
Mobile Apps	32%	38%	6%	32%	32%	0%	28%	41%	13%	38%	45%	7%
<b>Average</b>	20%	36%	16%	28%	38%	10%	23%	36%	13%	29%	42%	13%
<i>Percent of students who reported they were "very comfortable" using the technology (2012-13 was just spring semester)</i>												

## **APPENDICES: FORMS, SURVEYS AND TESTS**

**University of Arizona**  
**2011-16 SUPERVISOR'S INTERNSHIP EVALUATION FORM**

This form, **to be completed by the intern's on-site supervisor**, is meant to provide constructive feedback to the student and internship coordinator about the student's relative strengths and weaknesses as demonstrated in the internship.

**Student Name:** \_\_\_\_\_ **Semester(s) of Internship:** \_\_\_\_\_

**Sponsoring Organization:** \_\_\_\_\_ **Organization Supervisor:** \_\_\_\_\_

**Intern job responsibility (news reporter, photographer, etc.):** \_\_\_\_\_

The supervisor should evaluate the intern as objectively as possible by circling the number in each range (Poor = 1; Excellent = 5) that best describes the intern's performance for that characteristic. If the quality in question is irrelevant to the work the student has been performing, please circle "N/A" (not applicable).

<b>Attitude</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>Initiative</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>Ability to Learn</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>Accuracy</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>Quantity of Work</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>Quality of Work</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>Relations with Others</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>Ethical Principles</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>Written Skills</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>Video/Editing Skills</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>Use of Technology</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>Research/Reporting Skills</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>Meeting Deadlines</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>Teamwork</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>Leadership</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>Critical thinking</b>	Poor	1	2	3	4	5	Excellent	N/A

<b>Responsiveness to Criticism</b>	Poor	1	2	3	4	5	Excellent	N/A
------------------------------------	------	---	---	---	---	---	-----------	-----

<b>Other Skills Unique to Position</b>								
<b>1.</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>2.</b>	Poor	1	2	3	4	5	Excellent	N/A
<b>3.</b>	Poor	1	2	3	4	5	Excellent	N/A

What are the student's outstanding STRENGTHS? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In what areas does the student need IMPROVEMENT? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How often did you provide feedback to the intern about his/her work?

Weekly \_\_\_\_\_ Monthly \_\_\_\_\_ 1-2 times \_\_\_\_\_ Never \_\_\_\_\_

Verification that student has worked a minimum of \_\_\_\_\_ hours per week for \_\_\_\_\_ weeks at this internship.

Has this report been discussed with the intern? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supervisor's name and phone number: \_\_\_\_\_

\_\_\_\_\_  
Organization Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature (if jointly completed)

\_\_\_\_\_  
Date

Please complete and return this form to Renee Schafer Horton, Internship Coordinator,  
School of Journalism, PO Box 210158B, Tucson, AZ 85721-0158, or fax to (520)  
621-7557.



**2016-7 INTERNSHIP SUPERVISOR QUESTIONNAIRE**  
**University of Arizona School of Journalism**

**NEWS ORGANIZATION** \_\_\_\_\_

**INTERNSHIP SUPERVISOR NAME** \_\_\_\_\_

**PHONE NUMBER:** \_\_\_\_\_

**EMAIL:** \_\_\_\_\_

**INTERN NAME** \_\_\_\_\_

**DESCRIBE JOB DUTIES of the intern**

**DESCRIBE WHAT HE OR SHE ACCOMPLISHED. Please be as specific as you can.**

**Do you have any suggestions for how the School of Journalism curriculum could be improved, based on your experience with this intern?**

**Here is a list of outcomes that the journalism school sets for students. Think about your intern's experience and whether any of these outcomes were enhanced by the internship.**

**Rank from 1 (not enhanced) to 5 (enhanced a lot). Choose n/a if not applicable.**

**Role of the press:** The student will be able to describe the role of the press in a democracy, as well as the historical and contemporary relationships among the press, the public and the government. The student also will be able to articulate the relevance of journalism to individuals, institutions and society.

Not Enhanced Enhanced a lot  
1            2            3            4            5            N/A

**Independence:** The student will apply the principles of freedom of speech and the press, and explain how these principles include the rights to monitor and criticize those in power, as well as to dissent.

1            2            3            4            5            N/A

**Law:** The student will recognize the legal frameworks in which the rights and responsibilities of the press have evolved in the United States and countries around the world and will be able to cite national constitutions, case law, statutes, policies, and international laws, as well as the social, political, and cultural contexts of those frameworks.

1            2            3            4            5            N/A

**Ethics:** The student will apply ethical principles in work, whether professional or academic, and work ethically in pursuit of truth, accuracy, fairness, and diversity. The student will describe the philosophical foundations of ethical decision-making.

1            2            3            4            5            N/A

**Critical thinking:** The student will recognize and describe the ways in which political, economic, cultural, and social factors influence, and are influenced by, the information that the news media present. The student will demonstrate creativity and independence in reporting and writing.

1            2            3            4            5            N/A

**Diversity:** The student will demonstrate an ability to work as a journalist serving diverse, communities in a global society, including the complexities of gender, race, ethnicity, sexual orientation, socio-economic status, and other forms of diversity. The student will demonstrate an understanding of the digital divide at home and globally.

Not enhanced Enhanced a lot

1            2            3            4            5            N/A

**Theory:** The student will be able to describe fundamental communications theories as they relate to the use and presentation of information and images.

1            2            3            4            5            N/A

**Numeracy:** The student will be able to perform basic mathematical computations, evaluate statistical data, including public opinion polls, and detect innumeracy in the work of others.

1            2            3            4            5            N/A

**Research:** The student will effectively gather and critically evaluate information through interviews, observation, public records, and other methods central to journalism.

1            2            3            4            5            N/A

**Writing:** The student will show that he or she writes correctly and clearly with attention to style, spelling and grammar, as well as clarity, accuracy and fairness.

1            2            3            4            5            N/A

**Technology:** The student will demonstrate knowledge of software for video, photographic, and online storytelling, as well as other technologies used by the profession. The student will be able to describe the relationship among journalism, information technology, and society, and the ways in which technological developments affect the content and dissemination of news.

1            2            3            4            5            N/A

# STUDENT'S INTERNSHIP EVALUATION FORM

(To be completed by the Intern)

At the conclusion of the internship, by the end of the semester or summer term, complete this form and give it to the journalism internship coordinator.

**Intern Name:** \_\_\_\_\_

**Sponsoring Organization:** \_\_\_\_\_ **Sponsoring Supervisor:** \_\_\_\_\_

**Internship Coordinator:** Renee Schafer Horton      **Internship Department:** Journalism

**Course Number and Section:** Jour 493      **Semester(s) of Internship:** \_\_\_\_\_

Circle the number that best reflects your level of agreement/disagreement with each of the following statements

<b>Strongly</b>	<b>Strongly</b>
<b>Disagree</b>	<b>Agree</b>

I achieved my learning goals during the internship.	1	2	3	4	5
I improved my professional skills (writing, video, etc.).	1	2	3	4	5
I experienced some of the realities of working in the profession/field.	1	2	3	4	5
I successfully completed my assigned responsibilities and duties.	1	2	3	4	5

Evaluate the following aspects of your internship. If the aspect does not apply, leave it blank.

Unsatisfactory    -----    Outstanding

**Work Environment:**

Clarity of organizational structure	1	2	3	4	5
Access to necessary materials and/or equipment	1	2	3	4	5
Collegiality/friendliness of the employees	1	2	3	4	5
Attitude of respect for interns	1	2	3	4	5

**Support and Feedback:**

From your supervisor	1	2	3	4	5
From other employees with whom you interacted	1	2	3	4	5

**Opportunity to be Creative:**

Willingness of others to consider your ideas	1	2	3	4	5
--	---	---	---	---	---

**Interaction with Others:**

Opportunity to contribute to a team project	1	2	3	4	5
Questions were encouraged and answered.	1	2	3	4	5
Access to one or more mentors (supervisor or employees)	1	2	3	4	5

**Overall Evaluation of Internship** (circle one):

**Terrible      Unsatisfactory      Neither good nor bad      Satisfactory      Superior**

**Additional Comments (use back page or additional page):**

---

*Intern's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

# Senior Exit Questionnaire

This survey will help the School of Journalism better serve students and help us assess our program overall. We truly appreciate your feedback and honest answers as it will help us adjust the curriculum to serve student needs better. This is anonymous so that we can get your honest appraisal and candor about the program. Thank you!

1. Why did you decide to major in journalism?
2. Which course did you learn from the most, and why? The least, and why?
3. Why did you choose the UA School of Journalism intentionally, and what factors played a role in that decision?
4. Do you have a job lined up for after graduation? If so, what is it?
5. If not, what kind of job would you like to get?
6. Now that you're about to graduate, have your thoughts toward majoring in journalism changed and if so, in what way?

7. Regarding your thoughts about being a journalism major, please rate the following statements:

	Strongly Disagree				Strongly Agree
I am glad I majored in journalism.	1	2	3	4	5
I regret majoring in journalism.	1	2	3	4	5
Journalism is not what I expected.	1	2	3	4	5
I like the news style of writing.	1	2	3	4	5
I like interviewing people.	1	2	3	4	5
I like editing best.	1	2	3	4	5
I found the academic advising helpful.	1	2	3	4	5

8. It is too late to switch to a different major, but if you had the chance, would you? If so, why or why not, and what major?

**Here is a list of outcomes that the journalism school sets for students. Assess how well you feel you mastered these outcomes.**

**Rank from 1 (not enhanced) to 5 (enhanced a lot). Choose n/a if not applicable.**

**Role of the press:** The student will be able to describe the role of the press in a democracy, as well as the historical and contemporary relationships among the press, the public and the government. The student also will be able to articulate the relevance of journalism to individuals, institutions and society.

Not Enhanced

Enhanced a lot



**Numeracy:** The student will be able to perform basic mathematical computations, evaluate statistical data, including public opinion polls, and detect innumeracy in the work of others.

1            2            3            4            5            N/A

**Research:** The student will effectively gather and critically evaluate information through interviews, observation, public records, and other methods central to journalism.

1            2            3            4            5            N/A

**Writing:** The student will show that he or she writes correctly and clearly with attention to style, spelling and grammar, as well as clarity, accuracy and fairness.

1            2            3            4            5            N/A

**Technology:** The student will demonstrate knowledge of software for video, photographic, and online storytelling, as well as other technologies used by the profession. The student will be able to describe the relationship among journalism, information technology, and society, and the ways in which technological developments affect the content and dissemination of news.

1            2            3            4            5            N/A

9. Please rate the following statements about the School of Journalism’s academic advising:

	Strongly Disagree				Strongly Agree
I accomplished what I needed with advising	1	2	3	4	5
The advisor understood my questions.	1	2	3	4	5
The advisor responded to emails promptly.	1	2	3	4	5
I felt better when I left the advising office.	1	2	3	4	5
The advisor explained requirements clearly.	1	2	3	4	5
I felt confident in the information my advisor provided to me.	1	2	3	4	5
I was satisfied with my advisor’s attempts to understand my academic concerns.	1	2	3	4	5



10. Please list any suggestions you may have to make the journalism program stronger (classes that should be added, access to faculty, advising, etc.):
11. If you have any additional feedback (re: professors, advising, internship help, study abroad, etc.), please offer it in this space:

**Background and demographics**

Gender: Male Female Age: \_\_\_\_\_

Race/ethnicity (circle all that apply):

- African-American
- Asian-American
- Hispanic
- Native American
- White
- Other \_\_\_\_\_

What city and state are you from (or country if not from the U.S.)?

What languages do you speak other than English?

Did you attend a private high school or a public high school (or both)?

Did you have journalism coursework or work experience in high school or at a community college? If so, what? (newspaper, yearbook, radio, etc.)

Did you attend another college or university before attending the UA? Yes or NO

Did you receive financial aid while studying at the School of Journalism?

Were you involved with clubs at the School of Journalism? If so, which ones?

Have you had one (or more) journalism internship or apprenticeship? If so, what were they?

Did you serve in a leadership position in journalism (e.g., editor in a class publication or at the Wildcat, leader in a student club, etc.)? If so, what as the nature of the position (without giving away your identity)?

**Thank you, and congratulations on earning your degree in journalism!**

**DETACH THIS PAGE AND TURN IN SEPARATELY**  
(To protect your anonymity for the previous survey questions.)

## **Post-graduation contact information**

Within a year of your graduation we would like to contact you through e-mail to see how you are doing and where you landed. This is important for assessment purposes to see if graduates are going into the field or other lines of work. We would like to send you an e-mail to a non-UA e-mail account (since the UA deletes those relatively quickly) so that you can take a quick online survey. We will not use this e-mail for any other purposes unless you authorize other uses below. Thank you!

Name:

---

Post-graduation e-mail (not your UA e-mail account):

---

Post-graduation phone number if you know what it will be (optional):

---

Post-graduation mailing address if you know what it will be (optional):

---

Check all that apply:

- I would like to receive alumni news from the School of Journalism via e-mail.
- I would like to receive alumni mailings from the School of Journalism.

---

Signature

Date

Name \_\_\_\_\_

Date \_\_\_\_\_

## Journalism 105 First-Day Survey

Please complete the following survey. Nobody will see your answers except the instructor and the school assessment coordinator who tabulates total ratings. You can answer honestly – they will not affect your grade or how the instructor perceives you. This survey is an opportunity for you to assess your own thoughts about journalism, so please be honest. Also, these answers will help the instructor better understand where the class is coming from so the material can be adjusted to meet the needs of the students. All of these questions have relevance to the course. Again, please be honest in your answers and thanks!

### First, a little bit about you...

1. What is your gender (circle one): Male Female
  
2. Age: \_\_\_\_\_
  
3. What city and state are you from (or country if not from the U.S.)?
  
4. Do you have journalism coursework or work experience in high school or community college? If so, what? (newspaper, yearbook, radio, etc.)
  
5. If you have a job, what do you do? How many hours a week do you work?
  
6. Tell me something about yourself to help me remember you.
  
7. What is your race/ethnicity? (please circle one or more – this is actually relevant to the course as you'll see later in the semester!)

White

African-American

Hispanic

Asian-American Native-

American

Other \_\_\_\_\_

**Next, a few questions about your thoughts about your journalism education...**

1. Why do you want to major in journalism?
  
2. What job would you like to get when you graduate?

Below are some reasons students have given for becoming journalism majors. Please rate them on the scale for **how important that factor is in your decision to major in journalism**. Please indicate the strength of your agreement with the following statements by circling one of the five numbers following each statement. Please don't put a circle between numbers. Choosing Number 1 means you strongly disagree with the statement. Choosing Number 5 means you strongly agree with the statement.

	Strongly DISAGREE				Strongly AGREE
I heard it's good training for law school.	1	2	3	4	5
I want to be a foreign correspondent.	1	2	3	4	5
I want to be famous/on TV.	1	2	3	4	5
I don't know what else to major in.	1	2	3	4	5
I want an exciting career.	1	2	3	4	5
I hear journalism is an easy major.	1	2	3	4	5
I can't get into the major I want.	1	2	3	4	5
I hate math.	1	2	3	4	5
I want to make the world a better place.	1	2	3	4	5
I want to be in sports journalism.	1	2	3	4	5
Quality of the program and faculty.	1	2	3	4	5
I want to do celebrity journalism.	1	2	3	4	5
I want to go into public relations.	1	2	3	4	5

## News Career Inventory

The following is a “News Career Inventory,” developed by journalism scholars to help students assess their feelings about journalism. It is important that you respond to the items as they apply to you, and not as you think a hard news reporter should answer them, or how you think we would want you to respond. This is intended to help you decide whether you would be happy in a journalism major and career, so please answer honestly.

	Strongly DISAGREE			Strongly AGREE	
1. I think it’s important that the news media tell people about existing social problems.	1	2	3	4	5
2. I am curious about what goes on in my community.	1	2	3	4	5
3. I really like to read.	1	2	3	4	5
4. I ask a lot of questions.	1	2	3	4	5
5. I am picky about the words I use when I write.	1	2	3	4	5
6. I am able to construct written sentences that are easily read.	1	2	3	4	5
7. I like being the first to find out about what’s going on.	1	2	3	4	5
8. I am curious about what goes on in the world.	1	2	3	4	5
9. I am good at using correct grammar.	1	2	3	4	5
10. I like communicating information to others.	1	2	3	4	5
11. I enjoy working with words.	1	2	3	4	5
12. I am skeptical about those in charge and think they should be questioned.	1	2	3	4	5

**THANKS!**

# Alumni Survey

This survey will be administered online on Illume or using some other online survey software. When seniors fill out their exit survey form they are asked for their non-UA e-mail. Every October the school will send an e-mail to people who graduated the previous May and December. The e-mail will direct them to the online survey and provide a password (only one survey can be completed per password). Survey results will be compiled and compared to the national statistics for job placement (a survey of communication students six months after they graduate). Findings will be summarized for the annual assessment report.

## Survey text:

Thank you in advance for completing this survey of UA School of Journalism alumni. Your answers are very important to us for understanding where graduates land and learning ways we can better serve students.

This short survey is completely anonymous, and your responses cannot be linked back to you. This is your chance to be completely honest about your experiences and views. We look forward to your candor and constructive suggestions for improving education for future students.

1. What month/year did you graduate?
2. What is your current employment status?
  - a. Full-time job
  - b. Part-time job
  - c. Unemployed
  - d. Graduate school
3. If you are employed, are you working in the journalism field?
  - a. Yes
  - b. No
4. What kind of job do you have?
  - a. Daily newspaper reporting or editing
  - b. Non-daily newspaper reporting or editing
  - c. Television
  - d. Radio
  - e. Magazine
  - f. Photography
  - g. Public relations
  - h. Advertising
  - i. Web site
  - j. Graduate school

- k. Other (explain)
5. If you are not employed, what kind of job are you looking for? (open ended)
  6. Have you had at least one job offer since graduation? (yes/no)
  7. Does your job require you to write, edit or design for the Web? (y/n)
  8. In addition to your current employment situation, are you doing freelance work? (y/n)
  9. How do you feel about your job?
    - a. Very satisfied
    - b. Someone satisfied
    - c. Neither satisfied or dissatisfied
    - d. Someone dissatisfied
    - e. Very dissatisfied
  10. If you have a full-time job, what is your annual salary (your survey is anonymous)?
  11. What is your gender? (m/f)
  12. What is your minority status? (white or non-white)
  13. What state do you live in (or country if non-U.S.)?
  14. Do you regret majoring in journalism? (yes/no)
  15. While at the UA, did you work on student media? (y/n). If so, which outlet?
    - a. the Daily Wildcat
    - b. KAMP Radio
    - c. UATV
    - d. Other (fill in)
  16. While at the UA, did you do a media internship? (y/n) If so, how many?
  17. Please rank, in order, the most important aspects of your journalism education, with 1 being the most important:
    - Journalism skills classes (e.g., Reporting the News, RPA)
    - Journalism survey classes (e.g., Law of the Press, Ethics)
    - Journalism media courses (e.g., Epitaph, El Independiente)
    - Internships
    - Campus media
    - Personal contact with professors
    - Advising

Student groups (e.g., Society of Professional Journalists)

18. How satisfied are you with your education in the School of Journalism?
  - a. Very satisfied
  - b. Someone satisfied
  - c. Neither satisfied or dissatisfied
  - d. Someone dissatisfied
  - e. Very dissatisfied
  
19. What were the strengths of the journalism program? (open-ended)
  
20. What were weaknesses in the program? (open-ended)
  
21. What would you recommend the school do to improve? (open-ended)



# Journalism Outcomes Assessment Test

University of Arizona School of Journalism

(To be administered online)

Name: \_\_\_\_\_

Student number: \_\_\_\_\_

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

Thank you for being a part of this important assessment tool intended to evaluate student learning in the School of Journalism. Nobody except your instructor and the school assessment coordinator will see the results of your test. We are most interested in compiling all of the results to look for overall trends and to provide quantitative measures of student progress for the school's accreditation report to the Accrediting Council on Education in Journalism and Mass Communication. The School of Journalism is one of only 114 accredited journalism programs in the country, and this assessment tool helps maintain that special status.

This test is given to students early in the program (Jour 205) and toward the end of the program (school student media classes). We compare the averages to see if there is improvement overall. If you are in Jour 205 we do not expect you to know the answers to all of the questions. But we hope you improve by the time you take the assessment later. The test has two parts. First is a multiple-choice section regarding media law, ethics, AP style, and other basic areas. The other is a story-writing assignment based on provided notes.

Do your best!

Sincerely,

David Cuillier  
Interim Director  
School of Journalism  
University of Arizona  
Tucson, Arizona 85721

02-01-2016

**(TEST OMITTED SO IT'S NOT AVAILABLE TO STUDENTS BEFORE HAND)**

**THE UNIVERSITY OF  
ARIZONA  
TUCSON ARIZONA**

Department of Journalism  
College of Social & Behavioral Sciences  
Marshall Building, Room 334

P.O. Box 210158B  
Tucson, Arizona 85721  
Phone: 520-621-7556  
Fax: 520-621-7557

**STUDENT ASSESSMENT PLAN  
DEPARTMENT OF  
JOURNALISM  
November 2004**

**Overview of Undergraduate Program**

The Department of Journalism offers a bachelor's degree, and courses in an interdisciplinary International Journalism program. The department's mission is to provide students with the intellectual foundation and professional skills that are essential for journalists working in a global information age.

The department carries out this mission by combining theory and skills classes in a curriculum that includes required courses in media law, ethics, and the role of the press in a democratic society, accompanied by a core sequence of research, writing, and visual communication classes. All seniors are required to take a capstone class, which involves working for a news medium produced by the department that serves a real community. The department also provides funding for students to cover the state legislature each year. The students' articles are distributed through the department's Community News Service to news media in small cities and towns throughout Arizona.

The Journalism bachelor's degree program has been accredited for more than two decades by the Accrediting Council on Education in Journalism and Mass Communications. Under accrediting guidelines, skills classes are limited to 20 students, who receive continual feedback from the faculty about their research, writing, and oral presentations.

In addition to the undergraduate degree, the department offers courses in an International Journalism program developed in collaboration with the Center for Latin American Studies, the Center for Middle Eastern Studies, and the Department of Near Eastern Studies. The program is designed to enable students to learn how to produce informed, comprehensive reports about political, economic, and social issues in other countries, and the effects these issues have on the American people. The program involves classwork and fieldwork supervised by faculty members who have many years of experience covering Latin America and the Middle East. In Spring 2004, the first International Journalism class went to Chile

and produced a series of articles and photographs that were published in the *Tucson Citizen*.

The department assesses learning outcomes in numerous ways. As described above, the faculty incorporates into all core skills classes embedded assignments designed to foster critical thinking, information literacy, mathematical and problem-solving skills, as well as proficiency in writing and visual communication. Students in these classes submit final projects designed to help them evaluate which knowledge areas and skills they have mastered, and which need additional work. The department uses the University student-evaluation questionnaires for every class.

Students are encouraged to develop a portfolio of articles and photographs, as well as a résumé, which can be submitted on a voluntary basis for faculty critiques. Students are encouraged to pursue internships, and the senior undergraduate advisor acts as the department's internship coordinator. The department maintains an extensive alumni database, and many alumni who are executives and managers in the news media and other information industries hire Journalism graduates. This provides the department with important information about the students' learning outcomes, and enables the department to update the curriculum to ensure it is in line with professional standards.

To help new faculty utilize these instruments most effectively, the department has an annual orientation, during which new instructors are given a handbook that explains department assignment and grading policies, and provides sample syllabi. One experienced faculty member who has won several teaching awards has been designated by the Department Head as the mentor for new faculty.

The success of the department's program and assessment measures can be seen by the facts that students have obtained internships and employment with local, national, and international news media; have taken leadership positions with major news organizations, such as *The New York Times*; have produced articles and photographs that have changed federal and state laws and policies; and have won major journalism awards, including several Pulitzer Prizes.

## **Learning Outcomes for Undergraduate Program**

### **Outcomes for All Majors**

Understand the role of the press in a democracy. This requires knowledge of the historical and contemporary relationship among the press, the public, and the government, and the relevance of journalism to individuals, institutions, and society.

Understand the relationship between information and core democratic values. Be able to think critically about the ways in which political, economic, cultural, and social factors influence, and are influenced by, the information that the news media present.

Understand the legal framework in which the role and responsibilities of the press have evolved, including the Constitution, Bill of Rights, and federal and state court decisions concerning the news media.

Understand the regulatory and policy issues on the state, federal, and international levels that affect the norms, practices, and public perceptions of the news media in the United States.

Understand the relationship among journalism, information technology and society, and the ways in which technological developments affect the content and dissemination of news.

Understand the integrative nature of journalism, including cross-disciplinary contributions to other fields in the social and behavioral sciences, such as history and political science.

Understand the processes through which knowledge is generated in the field of journalism. Be able to use research methodologies for locating and evaluating information and sources, including principles of mathematics and statistical analysis.

Be able to organize research findings into verbal, written, or visual reports that utilize appropriate print, video, and web technologies to provide the public with information about the causes and consequences of events and issues.

Be able to function as a member of, and leader of, a team working to produce reports in a journalistic context.

Understand and be committed to the highest ethical standards, as articulated by professional journalism organizations.

Understand how to work as a journalist serving diverse, multicultural communities.

Be able to analyze and critically evaluate news coverage on the local, national, and international levels.

Be able to self-initiate opportunities for learning and discovery.

Be able to transfer knowledge and skills to other professions, and to assume leadership roles in an increasingly technological and knowledge-based society.

## **Assessment Activities for Undergraduate Program**

### **Course-embedded evaluations of students' work**

Each journalism class has embedded research, writing, and visual communication assignments designed to measure students' knowledge, and skills in the area of critical thinking, information literacy, mathematics, problem-solving and writing. Sample assignments include doing research and interviewing government officials about local issues, writing reports about speeches and government meetings, and analyzing data and writing articles explaining official reports, surveys, and polls to a general audience. All these assignments are modeled on standard types of professional assignments, so students have the opportunity to model professional norms and behaviors. All assignments are graded by faculty; no graduate teaching assistants are involved in the department's core curriculum. Assignments in many skills courses can be rewritten or re-photographed after the initial grade has been given, just as assignments in professional news media can be redone after an editor has had an opportunity to review the first draft of articles, or initial photographs. These rewrites or re-shoots also are graded by the faculty.

In required lecture classes in law, ethics, and the role of the press in society, embedded tests and research papers also measure critical thinking, information literacy, numeracy, and writing skills, as well as knowledge of legal and ethical standards in the United States and other nations, and philosophical frameworks for analyzing and resolving real-world problems.

### **Capstone courses**

Students must choose among three capstone courses, all of which involve producing news media that serve real communities. In these classes, students do all the research, writing, photography, editing, and design. They also maintain the news medium's web site. Two courses involve newspapers. One is *El Independiente*, the bilingual newspaper that the department has been publishing for residents of South Tucson - whose population is 85 percent Latino - for more than a quarter-century. The other is the *Tombstone Epitaph*, which covers events and issues in that historic city. The third capstone course, Cat's Eye, involves producing reports for local television news programs.

In all these classes, students receive real-world experience with critical thinking, information literacy, problem-solving, oral presentations, teamwork, professional standards and behaviors, and written and visual communication.

## **Peer and team critiques**

In reporting, editing, and visual communication classes, instructors organize peer critiques of research, writing, editing, and photography assignments. Some critiques are done verbally in class, and others are done in writing as out-of-class assignments. In newspaper capstone courses, more experienced students are the editors of the publication, while others are the staff. Editors and staffers collaborate on reporting and photography assignments, and editors provide a critique of the submitted work. Before publication, the faculty instructor also reviews and grades the work (as well as the editors' performance in supervising and editing each assignment). In the television course, students work in teams of two, and each assignment is given a critique by students in class, and reviewed by the instructors.

These critiques enable faculty to assess students' critical thinking, information literacy, verbal presentation, writing, and visual communication skills, as well as the ability to work as part of a team.

## **Independent study and research projects**

Journalism students have the opportunity to prepare written proposals for independent study or research projects, and to present the projects to the individual faculty members with whom the students would like to work. The faculty usually supervises up to a dozen projects each year. These projects allow students to conduct in-depth explorations of specific knowledge areas, and offer additional opportunities for developing critical thinking, information literacy, problem-solving, oral presentation, writing, and visual communication skills about specific topics. In the past, such projects have included working with databases for a computer- assisted reporting project, and writing a research paper on the contributions of women photojournalists in the 19th Century.

## **Student evaluations of courses and instructors**

The department utilizes the standard University teaching-evaluation forms in every class (including pre-session and summer session courses). The department considers four ratings to be especially important. They are overall rating of teaching effectiveness, overall course rating, overall amount learned, and students treated with respect. These ratings are specifically discussed in the Department Head's annual evaluation of each faculty member.



## **Faculty mentoring**

Journalism provides formal and informal mentoring. Formal mentoring includes internship supervision, handled by the school's full-time internship coordinator. Other formal mentoring includes a special event held every semester in which faculty provide individual critiques of students' résumés, cover letters, clips, reels and online resumes and advice on job interviews.

Throughout the year, the faculty — all of whom have experience as journalists — also provide informal mentoring, including portfolio reviews, and assistance with locating job and internship opportunities. All these activities enable the faculty to do additional assessments of students' critical thinking, oral presentation, written and visual communication skills; ability to do self-evaluations and to work with a team; and level of professional awareness.

## **Student internships**

Students are encouraged to apply for internships that offer genuine opportunities for experiential learning and professional critiques of their work. One unit of academic credit is provided for each semester of internship work; students may earn up to 3 units of credit in full-time summer internships. The school's internship program is coordinated by a full-time internship coordinator, who is in contact with intern recruiters and supervisors at news media and other information industries, and who reviews student reports of internship experiences. These programs offer students the opportunity to work as reporters, editors, and photojournalists at news media around the country. Students progress from entry-level internships to more competitive, paid ones such as those offered by the New York Times, Tribune Company, Village Voice Media, Dow Jones News Fund, American Society of Magazine Editors, American Association for the Advancement of Science, and other media companies and organizations.

## **Alumni networking**

Journalism maintains an extensive alumni network, and many students are provided internships or hired by alumni working for news organizations, government information offices, or other information businesses throughout the country. These alumni provide continual feedback about student learning outcomes, from a professional perspective. They tell the Department Head and faculty how well students do on employment tests, which explore general knowledge, critical thinking, information literacy, and writing, editing, and visual communication proficiency. Alumni tell the department how well students perform on the job, noting strengths and areas in which Journalism could provide additional instruction or experiential learning.

Many alumni communicate with the department about their employment or graduate school experiences so this information can be included in the alumni newsletter that Journalism publishes twice a year. This information provides an informal snapshot of the professional performance of many department graduates.

### **External advisory council of professionals and educators**

The Journalism Advisory Council comprises professionals from the news media and other information industries, as well as journalism educators. The local component of the Advisory Council includes journalists, executives, and educators from Arizona. The national component includes members who work for national news media, such as *The New York Times* and *The Wall Street Journal*. These professionals provide information about what these industries are looking for in terms of student's general knowledge and skills, which enable the faculty to update the curriculum and learning-outcome goals to provide cutting-edge professional instruction. The Journalism Advisory Council members also help establish contacts for internships and jobs.

**The Accrediting Council on Education in Journalism and Mass  
Communications**

**Accrediting Standards for Assessment of Learning  
Outcomes**

Retrieved Dec. 7, 2009, from  
<http://www2.ku.edu/~acejmc/PROGRAM/STANDARDS.SHTML>

**9. Assessment of Learning Outcomes**

The unit regularly assesses student learning and uses results to improve curriculum and instruction.

**Indicators:**

- (a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council. (See 2. Curriculum and Instruction – next page.)
- (b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.
- (c) The unit maintains contact with its alumni to assess their experiences in the professions and to gain feedback for improving curriculum and instruction.
- (d) The unit includes members of journalism and mass communication professions in its assessment process.
- (e) The unit collects and reports data from its assessment activities and uses the data to improve curriculum and instruction.

**Evidence:**

A written statement on competencies  
A written assessment plan  
Alumni newsletters, surveys, reunions and other activities  
Records on information collected from multiple measures of assessment and on the application of this information to course development and improvement of teaching

## 2. Curriculum and Instruction

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

### **Professional Values and Competencies:**

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

- understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

### **Indicators:**

(a) The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of the unit. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

ACEJMC requires each unit seeking initial accreditation to include in its self-study report the number of semester or quarter hours taken in non-journalism and mass communications and in liberal arts, sciences and social sciences by all members of each graduating class in the two academic years before an initial accreditation visit.

Units seeking re-accreditation must determine the percentage of students meeting the 80/65 or 116/94 requirement, but they are not required to provide a full census of classes.

(b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council.

(c) Instruction is demanding and current; achievements in teaching and learning are recognized and valued.

(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 15-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed one semester course (or its equivalent) if the internship is away from the institution, and, for the most part, supervised by media professionals rather than academics.

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

### **Evidence:**

Student records and transcripts

Unit bulletins and brochures

Syllabi and other course materials

Records of teaching awards and citations, curricular and course development grants, attendance at teaching workshops, and publications and papers on teaching

Class rosters

Records and statistics on and evaluations of internships, with and without academic credit

UNIVERSITY OF ARIZONA SCHOOL OF JOURNALISM

