PART II, STANDARD 2

CURRICULUM AND INSTRUCTION

Executive Summary

The school is known on and off campus for its dedication to teaching. The school’s faculty members have won numerous national teaching awards, and have published textbooks and pedagogical research in *Journalism and Mass Communication Educator* and other academic venues. The rigorous curriculum is designed to provide students strong experiential and conceptual learning to develop the knowledge and abilities for excelling in the practice of journalism, while still maintaining a strong broad-based liberal arts education. During the past six years the school has strengthened its digital media instruction, preparing students for the new global media environment while teaching the fundamental principles and practices of journalism. New specializations in global journalism and broadcast journalism enable students to stand out in the crowd, and more specializations – in sports journalism, science journalism, and digital journalism – are planned for the near future.
1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit’s specializations. Add lines for courses and categories as needed. (Please see example provided separately with this template.)

**Number of hours/units required for graduation:** 120 semester credits  
**Number of hours/units required for major degree:** 39 semester credits

**Core Courses for All Students in Program (39 credits earned)**
1) JOUR 105 Principles of Journalism  
2) JOUR 203 Photojournalism  
3) JOUR 205 Reporting the News  
4) JOUR 208 Law of the Press  
5) JOUR 306 Advanced Reporting  
6) JOUR 307 Principles of Multimedia (or JOUR 385 Beginning Television Reporting and Production for those in broadcast specialty)  
7) JOUR 313 Reporting Public Affairs  
8) JOUR 320 Editing  
9) JOUR 411 Feature Writing (or JOUR 390 Arizona Cat’s Eye broadcast specialty)  
10) JOUR 439 Ethics and Diversity in the News Media  
11) JOUR 490F Arizona Sonora News or JOUR 490C ASN broadcast section  
12) 6 credits in Journalism electives

**Additional courses in specialties that all students in specialties must take:**

**Global Journalism Specialization (9 credits)**
Take three from the following electives:
1) JOUR 402 Media and Terrorism  
2) JOUR 426 Reporting the Middle East  
3) JOUR 473 Reporting in the U.S.-Mexico Borderlands  
4) JOUR 496F Media Coverage of International Crises  
5) JOUR 496L U.S. Press and Latin America  
6) JOUR 497C Reporting the World  
7) JOUR 493 Internship Specializing in Global Journalism

**Broadcast Journalism Specialization (9 credits)**
1) JOUR 280 Beginning TV Writing  
2) JOUR 385 Beginning Television Reporting and Production (instead of JOUR 307)  
3) JOUR 390 Arizona Cat’s Eye (instead of JOUR 411)  
4) A second JOUR elective required of majors
2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

Students are counseled closely by a full-time academic adviser to enroll in no more than 48 credits of School of Journalism courses. This allows students to take at least 72 credits outside of journalism to complete the required 120 units to graduate, giving graduates a broad understanding of the world they will be expected to cover.

In addition, all journalism majors are required to complete a minor of at least 18 credits or double major to graduate, allowing them to specialize while still being well-rounded. Many students choose to minor or double major in political science, Middle Eastern studies, Spanish, sports management, economics, or sociology. Students are advised from their very first semester of interest in the major, whether fall freshman year or as incoming transfer students from community colleges, or immediately upon switching from another major.

3. Describe how the core and required courses instruct majors in all of ACEJMC's 12 professional values and competencies with a balance of theoretical and conceptual courses and skills courses.

The journalism curriculum is based on the principles that provide the foundation for the ACEJMC professional competencies. The goals of the curriculum enable students to:

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.

   Students are required to take three courses that emphasize the political, legal, and social theories that underlie the role and responsibilities of the press:

   - Principles of Journalism (JOUR 105) emphasizes the role of journalism and the First Amendment in society.
   - Law of the Press (JOUR 208) covers the Constitution and Bill of Rights, the evolution of federal and state court decisions relating to journalism, and past and pending legislation concerning the news media. The class compares how the First Amendment differs from press laws around the world.
   - Reporting Public Affairs (JOUR 313) requires students to apply their knowledge in covering local and state government jurisdictions.

Comparative teachings also are delivered in a variety of electives, such as Digital Communications Law (JOUR 420), Reporting the Middle East (JOUR 426), International Media Systems (JOUR 460), Media Coverage of International Crises (JOUR 496F), U.S. Press and Latin America (JOUR 496L), and Access to Government Information (JOUR 447).
2. **Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.**

   In addition to Principles of Journalism (JOUR 105), which covers a basic understanding of journalism history, students also are required to take Ethics and Diversity in the News Media (JOUR 439), which examines, from different perspectives, the history of the U.S. press, and how its Constitutional foundation has shaped news media principles and practices. The school also offers elective courses such as Social Justice Movement Media (JOUR 432) and History of American Journalism (JOUR 487).

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.**

   The school infuses throughout its required core curriculum opportunities for students to better understand issues of diversity and inclusiveness in journalism, particularly in relation to the diversity of peoples and cultures in a global society.

   Principles of Journalism (JOUR 105) first introduces students to the basic concepts, including an in-class exercise that exposes individuals to their own unintentional biases and the importance of understanding those biases. Instructors for the first writing class, JOUR 205, incorporate diversity issues into the course, such as using gender-neutral language. Assistant Professor Susan E. Swanberg, for example, assigns students to read an article about the barriers African-American reporters encountered while reporting on the Emmett Till murder as well as materials from the Cronkite School Center on Disability and Journalism. She assigns students to write reflection pieces on each of the articles they read regarding diversity. Ethics and Diversity in the News Media (JOUR 439), is also required of all journalism students. In that course students are required to read “Covering the Uncovered: The Evolution of Diversity in News.” Students in the required Reporting Public Affairs (JOUR 413) course cover local government meetings, including South Tucson agencies that serve primarily Hispanic communities. Elective courses further cover these issues, such as Journalism, Gender and Multiculturalism (JOUR 344).

   School media courses provide a heavy emphasis on covering diverse and international cultures, particularly the Latino community and Mexico. Arizona Sonora News (JOUR 490F), which is required of all majors, focuses its coverage along the border, particularly issues affecting Latinos. The Tombstone Epitaph, the school-produced newspaper that covers the town of Tombstone, also includes border coverage. Students in the broadcast school media course, Arizona Cat’s Eye, are required to produce at least one story about the area’s connection with the Mexican border.

   Also in the required Arizona Sonora News course, students have the opportunity to produce El Independiente, a bilingual magazine that has served residents of the city of South Tucson since 1976. El Independiente is the first university-based bilingual publication in the country produced by students in a real community on a regular basis.
It is the only local news medium in South Tucson, whose population of 7,500 is about 85 percent Hispanic. The magazine provides students with experience covering multicultural communities, and is a reflection of the school’s longstanding commitment to diversity.

4. **Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.**

The school’s premier specialty is in global journalism given its proximity to Mexico and extensive foreign reporting experience of the faculty. Professor of Practice Mort Rosenblum, for example, has covered just about every world conflict since 1966 as Associated Press chief foreign correspondent and editor of the *International Herald Tribune*. As a foreign correspondent for *Newsweek* and *The New York Times*, Professor of Practice William Schmidt spent a decade abroad, running bureaus in Moscow, Cairo, and London. Professor of Practice Maggy Zanger has spent extensive time in the Middle East training Iraqis and others to become journalists, and Professor Shahira Fahmy lived and currently conducts research in the Middle East. Associate Professor of Practice Geoff Ellwand worked in Australia and Asia, and Associate Professor of Practice Kim Newton shot photos in Asia and was photo chief for Reuters in Europe. Other faculty, including Associate Professors Jeannine E. Relly and Celeste González de Bustamante, have extensive experience in foreign journalism and global research, as well. It was only natural for the school to launch its Center for Border and Global Journalism in 2014 due to the passion and experience of these faculty members.

Because of the heavy emphasis in the school in global and border journalism, students often are exposed to courses that provide a window to diverse communities and global cultures. Not only is this introduced in the required Principles of Journalism (JOUR 105) and Ethics and Diversity in the News Media (JOUR 439) classes, but students can specialize in Global Journalism, noted on their transcript and diploma, by taking three of the many global journalism electives offered by the school, including International Media Systems (JOUR 460), Reporting on Latin America (JOUR 488), Reporting the Middle East (JOUR 426), Media Coverage of International Crises (Jour 496F), U.S. Press and Latin America (JOUR 496L), Reporting in the U.S.-Mexico Borderlands (JOUR 473), Coups and Earthquakes: Reporting the World (JOUR 497B), and Media and Terrorism (JOUR 402). Further, the school provides summer study abroad courses in Italy and Costa Rica.

5. **Understand concepts and theories in the use and presentation of images and information.**

All students are required to take Photojournalism (JOUR 203) and Principles of Multimedia (JOUR 307). The multimedia class was created in 2009 because of the demands for every graduate to understand how to produce journalism in multiple formats and delivery options. Students learn how to produce photo slideshows, video, interactive maps, and other visual storytelling tools.
All students also are required to take Editing (JOUR 320), which provides them the introductory theories and techniques of page design. Electives include Advanced Photojournalism (JOUR 497B), in which students develop online galleries of their work; Magazine Photography (JOUR 424); and Publication Design (JOUR 422), which prepares students for careers in that field.

6. **Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.**

All students are required to take Ethics and Diversity in the News Media (JOUR 439). Arizona was one of the first journalism schools in the country to make a separate ethics course a required part of the curriculum. The class provides students with philosophical frameworks for analyzing ethical dilemmas, and case studies that enable them to apply the frameworks to real issues. Further, instructors discuss ethics throughout all their courses, depending on the topic of the class. For example, Assistant Professor Susan E. Swanberg assigns beginning newswriting students (JOUR 205) to read and discuss the AP Stylebook section on news values as well as the SPJ, NPPA, and RTDNA codes of ethics.

7. **Think critically, creatively and independently.**

The teaching of critical thinking is woven through the entire curriculum, a fundamental attribute needed for any journalist or citizen. The school places strong emphasis on encouraging students to question assumptions, challenge authority, and think independently. Class exercises, particularly in Reporting Public Affairs (JOUR 313), require students to learn by doing, to be dropped into a meeting or news event and figure out what is news and what is not news, and to cut through spin and obfuscation. Through these experiential courses, students learn how to think critically.

This is a strong part of the school culture, embraced by all faculty members, who believe in the crucial role of the press as watchdog. This is evident by the faculty’s backgrounds and interests, including the extensive reporting experience of faculty members Mort Rosenblum, William Schmidt, Maggy Zanger, Terry Wimmer, and others who have held those in power accountable. Director David Cuillier served as freedom of information chairman for the Society of Professional Journalists 2007-2011 and national president in 2013-2014. Jeannine E. Relly studies the importance of access to information laws internationally, including research in India while on a Fulbright. Linda Lumsden has written books about the role of the radical press in challenging authority and advancing social justice. Terry Wimmer, a former investigative journalist who shares a Pulitzer Prize, instills critical thinking in the capstone Arizona Sonora News course. The school also inspires students to be creative at a time when journalism needs creativity more than ever. Michael McKisson teaches courses in entrepreneurial journalism and developing news apps.

In the school’s science and environmental journalism courses, students learn how to think critically about science, the scientific method, the role science plays in society, and the requirement that science be evidence based rather than based upon anecdote. In
Fall 2015, Professors Susan E. Swanberg and Carol Schwalbe, in collaboration with the College of Science and the James E. Rogers College of Law put on a workshop (With Conviction: Reporting On Science in the Courtroom) to educate journalism students, journalism professionals, and members of the community about the lack of valid scientific underpinnings in forensic science. Another goal was to help develop in journalism students critical thinking skills regarding science so that they do not assume that because a discipline is labeled a “science” it is in fact evidence-based.

8. **Conduct research and evaluate information by methods appropriate to the communications professions in which they work.**

Given the heavy emphasis in the school on journalistic reporting, students learn how to effectively gather information through interviews, public records, secondary sources, and first-hand experience. Students must conduct research for stories in nearly all their skills courses, typically in this order:

- **Principles of Journalism (JOUR 105)** – introduces students to the idea of gathering information, verifying the information, and presenting it honestly and ethically.
- **Photojournalism (JOUR 203)** – introduces basic interviewing and information gathering techniques through audio interviews.
- **Reporting the News (JOUR 205)** – introduction to basic interviewing and information gathering, including analyzing spreadsheets.
- **Advanced Reporting (JOUR 306)** – enables students to learn more sophisticated interviewing and public records research techniques.
- **Principles of Multimedia (JOUR 307)** - introduces basic interviewing and information gathering techniques through video interviews.
- **Reporting Public Affairs (JOUR 313)** – requires all students to know how to gather information regarding government issues, including covering city council meetings.
- **Editing (JOUR 320)** — teaches students to analyze stories and photographs in terms of content, structure, and potential ethical issues and legal problems.
- **Feature Writing (JOUR 411)** – teaches students how to gather more detail and specialized information to produce in-depth features.
- **Arizona Sonora News (JOUR 490)** – requires all students to apply their reporting skills in a real-life publication for citizens, including a newspaper, magazine, broadcast, and digital-first content.
- **Specialty courses** provide students the opportunity to learn how to gather information in sports reporting, opinion writing, science journalism, data analysis, research methods, and international reporting, including how to stay safe in high-risk situations.

9. **Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.**

Solid writing skills are emphasized in the school. Throughout the curriculum, students follow the guidelines in a school Reporter’s Handbook, which outlines style and policy
issues in writing. For example, in most classes if a student spells a person’s name wrong or makes a serious factual error, that assignment receives a 0 (traditionally for decades referred to as the dreaded “auto-E”).

The first writing skills class in the core sequence, Reporting the News (JOUR 205), focuses on teaching basic research and writing skills. Students usually take Photojournalism (JOUR 203) the same semester. The next course, Advanced Reporting (JOUR 306), enables students to write more complex articles, including stories about the causes and consequences of local issues; and to acquire experience covering a beat, which could be an institution, such as the Arizona Board of Regents, or a subject area, such as higher education.

Students generally take Principles of Multimedia (JOUR 307) with JOUR 306. The multimedia course enables students to report using multiple platforms by producing slideshows, audio reports, and other visual elements in their reporting. Around the time students take JOUR 307 they are also taking JOUR 320, Editing. It teaches students to analyze stories and photographs in terms of content, structure and potential ethical issues and legal problems.

The next required course is Reporting Public Affairs (JOUR 313), providing students with experience covering government policy and agencies. Students write articles about city and county agencies, elected and appointed officials, the courts, and public meetings. The final assignment is an in-depth story about a significant policy issue.

Students then have the option of taking Feature Writing (JOUR 411) or Intermediate TV Reporting and Production (JOUR 385). In JOUR 385, students learn to prepare video-news reports, with an emphasis on integrating words and images. In the features class, they focus on learning research and writing techniques for different media, including newspapers, magazines and the Web.

All of their writing skills are put to the test in Arizona Sonora News (JOUR 490), required of all majors to graduate. In this class students are expected to produce five substantially reported pieces that are ready for commercial publication, provided to newspapers and TV stations throughout the region. This guarantees that every graduate of the program is prepared to produce professional-quality work.

In keeping with the professional nature of the curriculum, the school supplements classroom activities with an internship program that places students with local organizations during the academic year, and national and international organizations during the summer. Students may work in unpaid internships that produce academic credit, or in paid internships. Both types of internships are supervised by the school’s internship coordinator, who more than doubled the number of for-credit internships from 49 in 2014-15 to 103 in 2016-17.
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

In addition to learning Associated Press style and grammar in beginning writing courses, students are required to take Editing (JOUR 320), where they learn how to analyze stories and photographs in terms of their content, structure and style, and to examine them for potential ethical issues and legal problems such as libel. Students also learn to edit in the school media courses. They serve as editors to further their skills in developing accuracy, fairness, grammar, and Associated Press style. In Photojournalism (JOUR 203) and Principles of Multimedia (JOUR 307) students learn to critique their peers’ work for visual content, compositional structure, and story content. Additional emphasis on evaluating AP style captions is taken into account.

11. Apply basic numerical and statistical concepts.

Students are exposed to basic math for journalists beginning in their first two courses, Principles of Journalism (JOUR 105) and Reporting the News (JOUR 205). Basic math and statistical concepts are reinforced in Advanced Reporting (JOUR 306) and Reporting Public Affairs (JOUR 313).

In 2006, the school began teaching the elective Digging for Data (JOUR 433) to provide students the skills to analyze government data using Microsoft Excel, Microsoft Access, data visualization tools, and statistical software. In 2016-2017, the school began developing data analysis modules to be infused within core required reporting courses (JOUR 205, 306, and 313) so that every student graduates knowing how to acquire data and analyze it in a spreadsheet program.

12. Apply tools and technologies appropriate for the communications professions in which they work.

The school utilizes four computer labs equipped with the latest software and tools required for today’s working journalist. Students may check out camera equipment, and video editing bays are available for broadcast production. Students produce professional-quality news segments at Arizona Public Media’s studios, and a new broadcast/multimedia video studio opened Fall 2017 through the College of Social and Behavioral Sciences.

In 2009, the school began requiring a course in multimedia journalism (JOUR 307), to be taken at the same time as Advanced Reporting (JOUR 306). The class teaches the concepts of multimedia and the actual software, including Final Cut Pro X and Adobe Premiere Creative Cloud. All students learn to use digital cameras, audio recorders and microphones, Web design, social media, and other tools basic to journalism today. The editing courses teach students how to use Adobe Creative Cloud for designing pages. The data journalism class teaches students basic and advanced data analysis software. Students enrolled in the news app class learn basic programming languages, including HTML, CSS, and Javascript, and students are able to tell stories using the latest technologies, including drones, 360° cameras, and through sensor journalism.
4. Explain how instruction, whether onsite or online, responds to professional expectations of current digital, technological and multimedia competencies.

The school launched its required core multimedia course (JOUR 307) in 2009, developed by Professor Kim Newton. In 2013 the school hired Assistant Professor of Practice Michael McKisson, who worked for the *Arizona Daily Star’s* online product, to bolster digital offerings. Some of the additional courses created since then include Entrepreneurial and Product Development Journalism (JOUR 428), News App Development (JOUR 484), Advanced Multimedia (JOUR 480), and Coding for Journalists (JOUR 401C) class. The school has taught data journalism (JOUR 433) since 2006.

In 2016-2017 the school began developing data modules for its three core required reporting courses (205, 306, and 313) to ensure that every graduate is able to acquire and analyze data. The school offered a new class in Digital Communications Law (JOUR 420) in Fall 2016, and continues to integrate relevant technology throughout skills courses, including Adobe Creative Cloud in Editing (JOUR 320) and photo editing software in the required Photojournalism course (JOUR 203). The school is switching from Final Cut to Adobe Premier to keep students familiar with industry-standard software. The editing class (JOUR 320), required of all majors, began integrating social media and digital editing in 2016, including the teaching of SEO, Google analytics, writing social media posts, and audience engagement.

The school also expanded technical offerings beyond the classroom. Professor McKisson advises the Online News Association student club, and in Fall 2017 he launched Digital News Production and Consultation Services for students to work for professional news organizations in applying drones, virtual reality, sensor technology, and other digital tools. McKisson earned his drone pilot license and acquired equipment through a Kickstarter campaign and donor funds.

A student-produced borderlands project, *bordering110°*, led by Celeste González de Bustamante and McKisson, utilized drone and virtual reality technology to win the 2017 Best of the Web competition at the Association for Education in Journalism and Mass Communication conference. Further, Professor McKisson has developed collaborations with tech instructors throughout campus and has helped organized two hackathons for Arizona journalists, where reporters from throughout the region learned how to visualize data and use microcomputers and sensors to record and visualize data. In addition to Professors Newton, McKisson, and the broadcast video instructors, the students are served by adjunct instructors skilled in multimedia, audience engagement, and other digital technologies they use in their daily jobs. Many faculty have attended specialized training in multimedia to ensure the technology is infused throughout the curriculum.

Further, the school has started experimenting in combining courses, such as JOUR 306 Advanced Reporting with JOUR 307 Multimedia, applying drone and virtual reality technology. The features writing class incorporates video and slide shows with each written story. In 2014 the school revamped its media to go digital first, led by Professor Terry Wimmer and assisted by Professor McKisson. The conversion required putting the print publications on hiatus for one semester while restructuring news flow processes in JOUR 490F Arizona Sonora News, requiring students to produce their work for immediate
distribution for Arizona media for publication. Once the system was in place the print publications were reintroduced and now they are all produced within the JOUR 490F course – an improved multimedia experience.

In Fall 2017, the Online News Association awarded the school a $35,000 challenge grant for students to help develop new products for the local newspaper, the Arizona Daily Star. Professor McKisson will assign students in his Fall 2018 product development course to create news products for the Star applying user-centered design. The two top students will receive $5,000 fellowships in Spring 2019 to develop the products to fruition. The exercise will be repeated the following year.

Some of the innovation was spurred by a student engagement grant started in 2016 thanks to alumnus and donor Al Litzow. Faculty and adjuncts can vie for a $3,000 award to apply toward an experiential learning project. Winners have included a border project using drone and 360-degree video technology, a reporting project using sensors, and a “Journalism 180” project pairing a multimedia class with a reporting class.

5. Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.

In 2011, the faculty developed learning outcomes for all required courses, including all of the classes with multiple sections, and expect instructors to adhere to them. The outcomes were tied to the school’s learning outcomes and the ACEJMC Professional Values and Competencies. Instructors are mentored by Associate Director Nancy Sharkey, director of undergraduate studies, and Professor Susan Knight, who has taught at the school for two decades. The two ensure continuity among courses, and encourage instructors to share syllabi, course materials, and textbooks.

Also, development of the Reporter’s Handbook, used in all skills classes, was one step toward ensuring that all class sections have consistent standards. This handbook sets out school policies regarding issues such as the use of confidential sources. The school policy manual also sets out additional teaching standards, including policies about email interviews and phone interviews. This manual, updated frequently, has helped ensure that uniform policies are in place not only in multiple sections of the same course, but across the curriculum.

Guidelines are written after extensive consultation with faculty members who teach or have taught the course, discussions with alumni and other professional journalists, and reviews of websites that deal with the topics covered in the class. After guidelines have been drafted, they are reviewed by all faculty members, then revised.
6. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students’ performance in these programs; and to award credit for internships or work experiences. Provide online the unit’s internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.

Methods used to select sites for internships for credit in the major

Students embark on internships in Tucson, around the state and country, and abroad. The internship coordinator collects information from media contacts, websites, listservs, referrals, and word of mouth. Students also find their own internships, in which case the internship coordinator follows up with the on-site supervisor.

To qualify for internship credit, internships must:

- Focus on journalism, not other forms of communication such as public relations.
- Have an on-site trained media professional who supervises students at the internships. Students may not oversee other students at an internship.
- Include meetings between the student and supervisor for no less than 10 minutes every-other-week to receive feedback and mentoring. This can be a phone call or virtual meeting if needed.
- Include a meeting between the student and supervisor on or before the first day of the internship to go over the intern job description, expectations, schedule, organizational structure/rules, and to sign the UA required paperwork. This paperwork must be signed by the first day of school so the student can be enrolled in a timely fashion and not be charged late-registration fees.
- Focus on journalism tasks at the organization, not secretarial tasks such as filing, cleaning, or answering phones.
- Provide students with opportunity to complete between six and 10 work samples, including but not limited to: stories published on the web, in print or distributed via broadcast methods; TV scripts; stand-ups; photography or multimedia storytelling examples.
- Provide a minimum number of hours to earn their credit. For one unit of credit, students must work 120 hours over the semester/summer session; for three units credit, students must work 240 hours over the semester/summer session.

Methods used to supervise internships

Prior to the internship: The internship coordinator establishes contact with internship supervisors via email, phone, and in person. On-site supervisors – editors, producers, and internship coordinators – set up schedules with students and provide on-site orientation. Supervisors at internships new to the school are sent the requirements students must meet for materials turned in at the end of the semester. The internship coordinator meets with each student individually to go over the internship requirements. Students fill out an application and sign an Assumption of Risk and Release Form that also confirms their agreement to abide by Academic Integrity and Code of Conduct rules of the University of
Arizona. The internship coordinator maintains a database of students, their placement, their credit hours, and work turned in to meet internship requirements. Communication with interns is done via in-person meetings, email, and phone calls.

**Throughout the semester:** The on-site supervisor provides feedback to the student. The internship coordinator remains available to students to address questions and concerns.

**Midway through the semester:** The internship coordinator queries the supervisor by email or phone to determine each student’s progress and meets with students individually to discuss progress, concerns and goals for the remainder of the semester. Students fill out a mid-semester internship form and provide one-half of their work samples to the internship coordinator. The internship coordinator assures that the student is on track with regard to producing work demonstrating learning at the internship.

**At the end of the semester:** The internship coordinator contacts the on-site supervisor for an evaluation, and students provide a student evaluation, a one-page “What I did at my internship” essay that is made available to subsequent semesters of students, and the work samples required to pass the course. This meeting happens in person unless the student is in an out-of-town internship.

**Methods used to evaluate performance**

Internships are graded S-Superior; P-Pass; or F-Fail. The internship coordinator bases the grade on evaluations by the on-site supervisor; the quality of materials turned in at the end of the semester and their compliance with requirements; and concerns that may have arisen during the semester regarding student’s attendance or performance, especially with regard to ethical or professional conduct.

Students who are evaluated with all “5” ratings (out of 5) by their on-site supervisor and whose work product excels are awarded a grade of “S.” Students who do not attend their internship regularly, do not communicate with the internship coordinator, or participate in a mid-semester meeting, do not turn in materials and/or breach the University of Arizona Code of Conduct, Academic Integrity Code, or journalism ethics may be awarded a failing grade (F). Students who fall between these categories receive a passing grade (P).

Materials students must turn in during the last week of the semester are the following:

**Part-time internships (JOUR 493, 1 unit)**
1. A one-page, double-spaced summary of the experience to share with other students.
2. Completed Student’s Internship Evaluation Form.
3. It is the student’s responsibility to ensure their supervisor turns in a Supervisor’s Internship Evaluation Form by mail or fax to the internship coordinator.
4. Work samples as follows:

   **Reporting/writing internship:**
   Six articles that have been published in print or online. They must have student’s byline on them or the student must have the on-site supervisor write a letter confirming the stories are student-produced. This requirement may be adjusted in cases of investigative projects or long-form reporting at the
discretion of the School Internship and Career Coordinator. Blog posts that are opinion-based and have no outside interviews may only account for two of these six articles. If a student live-tweets an event/meeting, it may count as one story.

**Photojournalism internship:**
Six clips of published photos. All photographs must be sent with links to where they were published.

**Designer internship:**
Six clips of published designs.

**Copy editing internship:**
Six headline clips and three copies of raw stories (min. 300 words) accompanied by the annotated clips of the published version. Annotated clips should be photocopied at 75 percent to allow room in the margins for brief explanatory notes or, if the editing is done in an online system, students may print out the unedited version, then print the edited version and show annotations on the printed edited version. Listings such as calendar items or sports tabular results are not acceptable.

**Broadcast internship at TV station:**
Six samples of learning, including practice stand-ups, scripts, etc. No more than three rewrites of press releases will be accepted. The press release rewrites must have student bylines on them and the student must have gotten outside quotes for value added to the press release for it to count. Student must submit the original press release and the one he or she rewrote with the changes highlighted for this to count as a work sample. Answering phones on the assignment desk, running the teleprompter or doing floor camera work are all important tasks in a TV station but those tasks are not accepted as samples of learning for the internship. However, if a student has been cameraperson on a story and that work is broadcast, the news director can sign off for the student so this can be counted as a work sample. Live-tweeting events count for no more than one work sample. If student is in third broadcast internship, a résumé tape is mandatory.

**Radio internship:**
Six stories reported and produced by student, which have aired. Other evidence may also be accepted; speak to the internship coordinator for clarification.

**If student is in another position (e.g., researcher, teleprompter, etc.), one of the following is required:**

- A research paper of at least eight full pages, double-spaced and a bibliography page with at least four sources. This is not a “What-I-did-in-my-internship” report and should have something to do with journalism. Topic must be pre-approved by internship coordinator at mid-term meeting or sooner. Wikipedia is not a source.

- A publishable, long-form news-feature article. This article must be at least 1,500 words and include at least three in-person interviews and hard data. Student must provide phone numbers and emails for sources of in-person interviews. Story idea must be pre-approved by internship coordinator at mid-term meeting or sooner.
• A presentation that includes the following and addresses one serious concern or trend in the media in regard to journalism and/or internships. This must be pre-approved by internship coordinator at mid-term meeting or sooner. This presentation must include:
  o A description of the company worked for
  o A description of what the student did
  o Challenges faced
  o Specific tie-ins (with notations) to classes taken at UA,
  o Future plans for a career, and
  o Discussion of a concern or trend in the media noticed during the internship with three research-based sources (e.g.: how the 24-7 news cycle has affected the ethical choices made by TV producers or city editors.)

**Full-time internships (JOUR 393, 3 units)**
Same as above, only 10 clips or work samples must be submitted.

**Graduate credit (JOUR 593, 1 unit if part-time, 3 units if full-time)**
Same requirements as above, as well as one of the following:
1. A five- to eight-page research paper on a topic proposed by the student and agreed upon by the internship supervisor.
2. Submit a proposal and create a project that a) ties in with the skills learned at the internship; and b) has an intellectual component. It should be at least the equivalent of the research paper described above.
3. Create an online resume incorporating clips from the internship.
4. Create a presentation to give in a class or public information session with journalism undergraduates. This can be in conjunction with other graduate students if others are enrolled in an internship the same semester. Summer interns only have this option if returning in the fall.
5. Create a portfolio or resume tape.

**Legislative Internship (JOUR 493L, up to 6 units)**
The Broadcast Legislative Internships are coordinated through the Dean of Students Office and take place at the Arizona Legislature. The internship coordinator at the school supervises the portion of the internship that is being completed for journalism credits. Students may receive up to 12 units of credit; of those, up to 6 may be for journalism credit. The internship always takes place in the spring to coincide with the legislative session. Students live in Phoenix.

**Questionnaires**
At the end of the internships, students fill out questionnaires assessing the value of the internship and what they learned, and supervisors fill out a separate questionnaire assessing the students’ performance. The school keeps a running database of the numerical scores for these questionnaires of students and supervisors, allowing long-term tracking of internships.
Methods used to award credit for internships

Students are graded S, P, F, based on requirements detailed in the “Evaluation of Internship” document. Students are evaluated by turning in their work samples (detailed in the “Acceptable Work Samples” document online and in the workroom materials), their Internship essay, their Student Evaluation Form, and working with their supervisors to get the Supervisor Evaluation Form sent to the internship coordinator by deadline.

Part-time internships receive 1 unit of credit. Students are expected to work about 120 hours over the course of the semester, about 8 hours per week. Full-time internships receive 3 units of credit. Students are expected to work about 240 hours over the course of the internship. Full-time internships are generally only approved for the summer. Internships can be repeated for a maximum of 7 credits (e.g., two full-time and one part-time), or a maximum of three internships. Credit counts as upper-division elective.

Internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences.

All of these forms are made available to students on the school’s website.

Examples of recent internship sites

- Arizona Center for Investigative Reporting (Phoenix)
- Arizona Public Media, Tucson (NPR affiliate)
- ASME Internship; Family Circle Magazine
- CKNW Radio, Vancouver, WA
- Coast Magazine, Orange County Register
- CT Sports Now, Conn.
- Dateline NBC
- Edible Baja, Tucson
- Experience Arizona
- FiveThirtyEight, NY
- Green Living Magazine, Scottsdale
- Inside Tucson Business
- The Intelligencer, Penn
- KCRA, Sacramento
- KOLD Spanish app, Tucson
- KRON-TV; San Francisco
- KLAS-TV, Las Vegas
- KNEWS 94.3 (Cochella Valley)
- KTVU- Oakland
- KTVX - Utah
- KVOA, Tucson
- Legislative Broadcast
- NASA; Johnson Space Center
- National Public Radio, D.C.
- New Jersey Star Ledger
- NEWS 12 Phoenix/KPNX
- Playbill, NY City
- Santa Clarita Valley Signal, CA
- Skagway News, Alaska
- Tico Times, Costa Rica
- Times Publications, Phoenix (including Pulitzer winning East Valley Tribune)
- Tucson Weekly (alt-weekly)