ACADEMIC PROGRAM CONTROLS JUSTIFICATION

Requested academic program control (please check all that apply):

- Implement or raise admissions requirements for students in a college/major/minor; may also include creation of a premajor
- Implement or raise advanced standing requirements for students in a college/major
- Implement or raise graduation requirements for students in a college/major
- Restrict admission to a college/major/minor/upper-division course(s)

Note: This is a request to continue the existing restriction on entry into the Journalism minor that has been in place since October 2003. It does not propose any new or augmented control. The restriction does not apply to students pursuing thematic minors, nor to Education majors who want to minor in Journalism because it is their chosen subject area.

Close an existing minor

Describe Objective(s) & Desired Learning Outcomes: (e.g., limit the number of students in a college/major/minor/upper-division course(s); enhance academic experience or quality of students in program, etc.)

Continuing to restrict entry into the minor will enable the Department of Journalism to achieve the following:

Objectives

- Meet national accreditation standards for undergraduate instruction, including those relating to faculty size, class size, curriculum development, and instructional technology.
- Focus faculty and technology resources on the rapidly-growing needs of undergraduate majors, whose numbers have more than doubled in six years.
- Enable undergraduate majors to graduate in four years.
- Meet standards set by the UA Strategic Plan for appropriate allocation of resources for undergraduate and graduate students.¹

Learning outcomes

- Enhanced instruction and mentoring for undergraduate majors.
- An expanded curriculum that provides undergraduate majors with a wider range of professional training relevant to information industries.

¹ Office of the President, University of Arizona, Extending the Frontiers of Excellence, Five-Year Strategic Plan 2006-2010, p. 17. Available online at http://spdoc.wsb.arizona.edu/StrategicPlan122204.pdf
• A wider range of instructional hardware and software for undergraduate majors, which will enhance their competitiveness in the professional workforce.

• High-quality graduate and professional instruction, as called for by the Strategic Plan.²

Please provide a detailed plan for achieving the objective(s) & desired learning outcomes:

Background. At the beginning of this decade, Journalism’s enrollment began to skyrocket. Between Fall 2000 and Fall 2003, the number of majors increased by nearly half, from 314 to 451, while the number of minors more than doubled, from 59 to 120.³ Meanwhile, because of budget cuts, the already-low number of full-time faculty members declined further, from 7 to 5.⁴ These pressures undermined the effectiveness of instruction and threatened the department’s accreditation.

Among the most severe problems created by the enormous strain on the department’s faculty and instructional technology resources were these:

• The small number of full-time faculty meant that many skills classes were taught by adjuncts. Some semesters, adjuncts taught well over 50% of all classes.⁵ Although these part-time instructors were experienced journalists, and many had extensive teaching experience, they did not have the time to do the intensive mentoring and curriculum development that are hallmarks of an accredited journalism program. In addition, the department has had to hire so many adjuncts that the quality of instruction has been inconsistent.⁶

• The department had to devote many of its very limited resources to offering numerous sections of basic skills courses. This undermined efforts to develop new, more advanced courses that would offer students the range of experiential education necessary to meet accreditation standards and to keep our graduates competitive in the information-industry marketplace.

• The computer labs for those basic classes received such heavy use that they had to be refreshed more often. This consumed most of the department’s limited instructional technology funds, which meant that the department did not have enough money to provide the wide range of hardware and software needed for advanced classes that could offer training on multiple media platforms, which information industries expect students to receive.

² Ibid., p. 18.
³ See Table 11-3. These numbers include double majors, who utilize the same departmental resources as students majoring only in Journalism.
⁴ Table 11-3. All faculty figures in this document include the Department Head.
⁵ University of Arizona Department of Journalism, Academic Program Review Self-Study, Academic Year 2004-2005, Fig. B-4, p. 17; pp. 34-39.
These problems presented grave risks to the department’s accreditation, which was scheduled to be reviewed by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) in Academic Year 2005-06. Accreditation standards require that full-time faculty have the major responsibility for undergraduate instruction, that the curriculum be revised on a regular basis to ensure that students receive relevant professional training, and that instructional hardware and software be updated frequently to provide students with opportunities to utilize advanced media technologies. The faculty feared that the department could not comply with these standards unless measures to control enrollment were put in place until the size of the full-time faculty could be increased and additional technology could be acquired.

The faculty also became increasingly concerned because the department was having a difficult time offering enough classes to enable its majors to graduate in four years.

The 2003 enrollment and hiring plan. As a first step toward ameliorating the situation, in November 2003 the faculty voted unanimously to close entry into the minor, so that departmental resources could be dedicated to serving majors. The department made an exception for students pursuing thematic minors, and for Education majors who wanted to teach journalism in high schools after graduation. It also allowed all existing minors to complete their programs, and to continue to have the same access to classes as majors.

The second step was an agreement reached in March 2004 between the Dean of the College of Social and Behavioral Sciences and the Journalism Department Head to hire six additional faculty members during the next three years, and also to replace any faculty members who departed.

Progress toward implementation of the 2003 plan. By Fall 2004, both elements of the 2003 plan showed results. The number of minors had fallen from 120 to 91, while the full-time faculty had grown from 5 to 6. However, the number of majors had increased dramatically – from 451 to 524 – which meant the total number of students (majors plus minors) had risen another 8% from Fall 2003 to Fall 2004. As a result, the department requested in November 2004 that the university extend the prohibition on entry into the Journalism minor. That request was approved.

By Fall 2005, the number of minors had declined further, but this decline was more than offset by a huge 21% increase in the number of majors. The total number of students had risen to 668, and Journalism had become the fifth-largest major on campus. Meanwhile, although new faculty had been hired, existing faculty had left the University, and couldn’t be replaced because of budget cuts. Consequently, the number of full-time faculty remained at 6.

In Academic Year 2005-06, the department was scheduled to have both its first Academic Program Review and its re-accreditation review by the national Accrediting Council. To prepare the self-studies for these reviews, Journalism surveyed peer institutions around the country, and found the student-faculty ratio ranged from a low of 13 to 1 to a high of 24 to 1.9

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7 In November 2003, University rules stated that a department could restrict entry into a minor unilaterally. The rule was later changed to require additional levels of approval to maintain such a restriction in future years.
8 Academic Program Review Self-Study, Table A-1, p. 3.
9 ibid., pp. 28-29. The peer institutions chosen for comparison were the University of Missouri-Columbia, the University of Maryland, and the University of Texas, which are public universities; and Northwestern University and the University of Southern California, which are private universities.
Meanwhile, the UA student-faculty ratio in Fall 2005 was more than 100 to 1, and adjunct faculty were teaching well over half of all UA journalism classes.

The APR took place first, in Fall 2005. The External Review Committee chair was Thomas Kunkel, Dean of the Philip Merrill College of Journalism at the University of Maryland, and Vice-Chair of the Accrediting Committee of ACEJMC. The report stated that the small number of faculty and “runaway undergraduate population” were a “potentially devastating combination” that posed a serious threat to the department’s re-accreditation. The report noted that the faculty had taken the first step toward trying to resolve these issues by restricting entry into the minor, but warned that the university needed to take additional measures to address the faculty-student ratio. The committee wrote:

...in our view the situation is dire enough that it may well jeopardize the department’s full accreditation from the Accrediting Council on Education in Journalism and Mass Communications, which Arizona has maintained since 1964. Certainly the reviewers, three of whom are veteran journalism educators, cannot recall such a faculty-student imbalance at any other Research I university. [Emphasis is in the original.]

The committee wrote that the situation was creating problems for many aspects of the undergraduate program:

This inequity between faculty and majors would be problematic enough as a stand-alone statistic. But of course such a situation insinuates trouble all through the program. The department’s scholarly and creative mission, an expectation of all departments at a Research I university, is compromised. The curriculum is of necessity limited. Classes overflow with students, who have trouble getting the courses they need for timely graduation. Adjuncts must deliver a disproportionate percentage of the unit’s total curriculum, and the quality of their instruction is inconsistent.

The committee also noted that these problems were hindering the department’s plans to re-open admission to its professional master’s program. Offering high-quality graduate education was a priority in the University’s Strategic Plan, but the department had delayed re-opening its program because of the explosion in undergraduate enrollment. The committee recommended that the graduate program be restarted, and warned again that the lack of graduate education would hurt recruitment of first-rate faculty:

It is unrealistic to expect a department to recruit Research I-caliber young faculty if there is no expectation they will work with graduate students.

11 Ibid., p. 3.
12 Ibid., p. 2. The review also stated: “By stark contrast, a decade ago the department had nine full-time faculty to serve fewer than 300 journalism majors – and even then accreditors were warning of a potential imbalance.”
13 Ibid.
14 Five-Year Strategic Plan, pp. 17, 18, 31.
15 Academic Program Review, p. 2.
After receiving the APR committee’s report, University administrators took immediate action. The department added two full-time faculty members in January 2006, and was given permission to hire two tenure-track and two clinical faculty members who would start in Fall 2006. When the accreditation site visit team arrived in February 2006, the number of faculty had increased to eight, with the expectation that the department would have 12 full-time faculty members by August, which it did.

The 2005 enrollment and hiring plan. Meanwhile the Department Head and the Dean of the College of Social and Behavioral Sciences had signed an agreement that would enable Journalism to hire two additional faculty members per year for the next five years. The department also pointed out to the team that the restriction on entry into the minor had been extended, and that the University had fast-tracked a proposal to institute additional premajor requirements. The premajor proposal was approved in late Spring 2006.

Because of these developments, site-visit team members recommended that the department be re-accredited, despite their findings that it had to rely too heavily on adjuncts, had a limited curriculum that needed to be expanded, and utilized instructional technology that needed to be updated more often. The team noted that during the next re-accreditation site visit in 2011-12, accreditors would look closely at the number of full-time faculty, the ratio of majors to full-time faculty, and the measures the University had taken to control enrollment. It noted that these measures also might enable the department to re-open admission to its graduate program. In May 2006, re-accreditation was granted.

Progress toward Implementation of the 2005 plan. Between Fall 2005 and Fall 2006, enrollment growth slowed, with the number of minors continuing to decline and the number of majors plus premajors rising only 4%. This indicates that the measures that the University put in place are working. However, the student/faculty ratio remains much higher than the ratios in peer departments on campus, as well as in accredited journalism programs at other public Research I institutions.

There also was a crucial setback: Because of additional budget cuts, the number of faculty members the department could recruit during Academic Year 2006-07 was reduced from two to one. This recruitment is under way.

Next steps in achieving the stated objectives and desired learning outcomes. The foregoing discussion demonstrates that the 2003 plan has been substantially implemented. But implementation of the 2005 plan has barely begun. Meanwhile, the number of Journalism majors and premajors has continued to rise, and it remains much higher than ratios at peer institutions. It is clear that ending the restriction on minors at this time would be premature, would threaten the department’s hard-won progress in beginning to gain control over its runaway enrollment, would divert instructional resources from majors and threaten to delay their graduation, and would be viewed unfavorably by accreditors.

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17 Ibid., p. 32.
18 Ibid.
Given these circumstances, the Journalism Department needs to continue restricting entry into the minor until enrollment stabilizes and the number of full-time faculty reaches a level that will enable the department to teach all students – undergraduate and graduate majors as well as minors – without compromising the instructional and research objectives that are crucial elements of its mission and essential for meeting national accreditation standards.

Therefore, the Department of Journalism requests that the restriction be kept in place until Academic Year 2009-10. The situation then could be reviewed in light of enrollment figures and the department’s full-time faculty strength, as well as comparisons with other academic units with similar objectives on campus and among peer institutions.

Provide the academic justification for this request:

1. If current admission standards are not high enough to ensure adequate student performance in the major, or in the post-graduate market, what evidence supports this claim? Document the performance of less prepared students.

   Not applicable. This request applies only to the undergraduate minor.

2. What evidence supports the belief that raising standards will enhance students’ experience?

   President Shelton addressed this question in his recent inaugural speech. He stated that the University’s goal is to ensure that standards are so high that we can offer Arizona students “the best college education in America,” and can tell “high-tech, high-end companies that the educated work force they seek can be found here in Arizona.” He also said, “Achieving growth and diversity without educational quality would be completely unacceptable. We will never let growth erode quality.”

   In order to play its part in helping the President and the University fulfill this pledge, the Department of Journalism must meet national accreditation standards. To ensure that it continues to meet them, the department must not only protect the quality of instruction, but also increase quality where improvements are indicated, as explained above. Of crucial importance is the fact that the accreditors warned last year that the University and the Department of Journalism must continue to control undergraduate enrollment if the department is to meet national standards in the future. Such warnings are not made lightly. Re-accreditation occurs every six years; each succeeding site-visit team reviews the findings of its predecessor and the measures the institution has taken to correct deficiencies. Restricting entry into the minor is one such measure, and it needs to be kept in place.

   As President Shelton also stated, the UA must offer students “an education that will serve them and our communities for a lifetime.” Accreditation standards enhance the lifelong value of UA journalism students’ education. These standards ensure that UA students receive the same high quality, professionally oriented education that journalism students receive at other leading universities. This means that UA students can remain competitive in the state and national job markets, and can contribute most effectively to their communities and to the nation.

19 Office of the President, Inaugural Address of Dr. Robert N. Shelton, October 26, 2006. The address can be found online at http://www.president.arizona.edu/inaug_speech.cfm.

20 Ibid.
Students in accredited programs receive other advantages not available to students in
programs that have not been accredited or have lost accreditation. These advantages include
the right to compete in the national Hearst newswriting and photojournalism competition, which
provides recognition and scholarships for undergraduates. Accredited programs also provide
other excellent opportunities for internships and employment after graduation. For example,
the UA Department of Journalism’s long history of accreditation is one reason why The New
York Times recently selected the journalism department as a site for its Hispanic Student
Journalism Institute.

Accredited programs also attract the finest faculty in the country. For example, the UA
Journalism faculty includes Dr. Terry Wimmer, the only person in the U.S. with a Pulitzer Prize
in journalism as well as a Ph.D. The department will not be able to recruit faculty of this caliber
if it does not retain accreditation. If the quality of the faculty declines, the quality of the
students’ educational experience will decline as well.

For all these reasons, it is crucial that the University continue the restriction on entry into the
Journalism minor.

3. If requesting implementation of minimum criteria for admission to the major, please describe who other
alternatives have been explored (e.g., gateway courses in the major, stricter enforcement of prerequisites,
sequencing of courses within the major, etc.).

Not applicable. This request applies only to the minor.

4. Indicate any applicable timeframes/deadlines for admission (e.g., must be admitted by: beginning of junior year,
prior to completion of 64 units at UA, etc.) and/or maximum number of attempts allowed before student is
transferred out of college/department/premajor.

Not applicable.

5. Please provide information on comparable admission standards in similar programs at peer institutions?

Journalism examined programs at peer institutions around the country in Fall 2005 while
preparing self-studies for its 2005-06 Academic Program Review and re-accreditation review.
At one leading state university journalism program, the Philip Merrill College of Journalism at
the University of Maryland, a minor is not offered.21

Other leading state university programs offer a journalism minor, but have very stringent
requirements for admission. The University of Missouri-Columbia School of Journalism
requires students seeking a journalism minor to have a 3.0 overall grade-point average and to
submit an application. The school also limits minors to specific classes.22

The School of Journalism and Mass Communication at the University of North Carolina-
Chapel Hill has even greater restrictions. It limits minor enrollment "to avoid pressure on any of
the sequences for majors."23 Admission to the minor is competitive; students who wish to apply

21 See http://www.journalism.umd.edu/undergrad/admit.htm. This site also lists Maryland’s extensive journalism
premajor requirements.

22 See http://journalism.missouri.edu/undergraduate.

23 See http://www.jemc.unc.edu/academicprograms/undergraduate/requirements.html.
must have a minimum grade-point average of 2.9, and must fill out an application that includes an essay regarding their reasons for wanting to study journalism. Even after minors have been admitted, they have no guarantee they can obtain the classes they need to complete the work for the minor, unlike the UA, where all journalism students at the same level of program advancement enjoy equal priority for class seats.25

It should be noted that these schools restrict the minor even though they have much lower student-to-full-time faculty ratios than the UA Department of Journalism has. Ratios among institutional peers in Fall 2006 ranged from a low of 13 to 1 to a high of 24 to 1.26 The Journalism Department had a ratio of more than 100 to 1 at that time. Although the situation had improved by Fall 2006, when new faculty hires brought the ratio down to 56 to 1, this figure is still far higher than ratios of our department’s institutional peers.

Describe any resource shortages that are motivating this request:

6. Academic restrictions or higher standards for admission and graduation should reflect the rigors of the program of study, not a lack of faculty resources committed to that program.

This request to continue the previously-approved minor restriction is being made because of the rigorous nature of nationally-accredited journalism education. The restriction was imposed originally because high enrollment, combined with the low number of full-time faculty, had eroded the department’s ability to meet accreditation standards for undergraduate instruction. The APR report in Fall 2005 and the accreditation report in Spring 2006 both made this point, as explained above in the discussion of the department’s detailed plan for achieving objectives and learning outcomes. The APR report stated in October 2005 that the department’s student-faculty ratio was higher than any committee member had observed in a Research I university, and threatened the department’s accreditation.27

Students themselves told APR committee members that the large increase in enrollment and small number of faculty were undermining the rigor of the program.28

The report by the accreditation site-visit team, prepared in February 2006, noted that adjuncts sometimes taught the majority of classes, which diminished the students’ educational experience. The report stated:

A problem in recent years has been the department’s heavy reliance on adjunct instructors. Some semesters, more than half of all courses offered by the department were taught by adjuncts…. Relying too heavily on professionals who are already working full-time waters down the quality of instruction.29

24 Ibid. Also see http://www.jomc.unc.edu/academicprograms/undergraduate/minor_app.pdf.

25 See http://www.jomc.unc.edu/academicprograms/undergraduate/requirements.html. The website states: “The School cannot guarantee that students will be able to enroll in courses required to complete minors.”


27 Academic Program Review, p. 2

28 Ibid.

The accreditation report said the lack of full-time faculty raised questions about whether the department could offer enough classes to enable students to graduate on time, and that students’ and parents’ complaints about this situation had spread to the highest reaches of the University administration and beyond:

The rapid growth of the major without corresponding increase in resources has led to concerns by students about class accessibility. Students have expressed those concerns through e-mails to professors, the department head, advisors, college deans, the college president and the executive director of ACEJMC.30

As these reports note, the compounded effects of the rapid rise in undergraduate enrollment and the extreme shortage of full-time faculty have undermined the quality of instruction in the Department of Journalism. The restriction of entry into the minor is an important step toward reducing enrollment growth (Table 11-3). The restriction needs to be extended until the department can hire enough faculty members to address the needs of its undergraduate majors, as well as other aspects of its teaching mission.

7. Enrollment caps are but one element of a complex solution and should not be used unilaterally to deal with resource problems.

The Department of Journalism has been trying to avoid asking for an enrollment cap on majors by seeking other ways to slow enrollment growth as it rebuilds the strength of the full-time faculty (see discussion of the 2003 and 2005 enrollment and hiring plans). Restricting entry into the minor has enabled the department to dedicate resources toward meeting its two most important instructional goals: (1) ensuring that Journalism majors receive an undergraduate education that meets national standards, (2) ensuring that they can graduate in four years.

Restricting entry into the minor is not the only step the department has taken, as its enrollment and hiring plans demonstrate. Journalism worked with College and University administrators to win approval for a premajor that set standards that will provide students with the language and mathematics skills they need to succeed in the department and the profession. The Department Head and Dean agreed on two successive plans to increase the number of full-time faculty, so that the department can reduce its reliance on adjuncts and focus resources on expanding the curriculum, as the APR and accreditation reports have recommended.

In summary, the restriction on the minor is one of a series of measures the department has initiated to deal with the complex problems engendered by rapid increases in undergraduate enrollment that have not been accompanied by concomitant increases in full-time faculty.

8. If resource shortages exist, please provide quantitative measurements of these shortages.

Shortage of full-time faculty members. This is documented above in the detailed plan for achieving objectives and outcomes, and below in Table 11-3. This table provides the number of undergraduate majors and minors from Fall 2000 through Fall 2006, along with the number of full-time faculty. Norms for student/faculty ratios, based on actual practice at peer public institutions, are documented in the response to question 5, above. Concerns expressed by experienced outside journalism educators who evaluated the Journalism Department during its 2005-06 Academic Program Review and national re-accreditation review also are described above, with direct quotations from their reports. The effects of this faculty shortage on instruction have been explained in answers to questions throughout this document.

30 Ibid., pp. 5-6.
Shortage of class seats. National accreditation rules limit professional skills courses to 20 seats per class section. The Journalism Department’s classes are filed to this limit, and are almost always oversubscribed. Until Fall 2006, the department’s academic advisors enrolled students manually to make sure that as many students as possible could get the classes they needed; seniors were given first priority, then juniors, then sophomores and freshmen. The competition for class seats has been recounted dramatically in the Arizona Daily Wildcat. An April 19, 2006 article included a photo of a journalism student sleeping on a Marshall Building hallway floor as he waited in line to sign up.21 An October 25, 2005 article reported that some journalism students were buying seats from others in order to graduate, one indicated he paid “in the four digits” for a seat in a capstone newspaper class.22 Other students queued up in the halls the night before pre-registration opened; a September 9, 2006 article quoted a senior as saying that she and her friends “would wear pajamas, watch movies on our laptops and order pizza” and “make a night of it” in Journalism’s pre-registration line.23 This year, journalism students can pre-register electronically for Spring 2007 using the online WebReg system. But the change, although more convenient, does not alleviate seat shortages.

The shortages are especially acute in the upper-division and senior capstone courses, because of the shortage of full-time faculty to teach them. The department has opened a second section of JOUR 451, the capstone course in which seniors produce El Independiente, the bilingual community newspaper serving the city of South Tucson. This also doubled the paper’s publication rate and printing cost. Despite this, all 20 seats in the senior capstone JOUR 498D-Online Journalism, filled within the first two minutes, from 7:00 to 7:02 a.m, after Spring 2007 registration opened on October 18, 2006.

Table 8-1 shows the Spring 2007 enrollment status of all undergraduate journalism courses as of October 29, 2006. By this time, seniors and juniors had had the opportunity to pre-register, but Journalism courses had not yet been opened for sophomore pre-registration. It can be seen that almost all upper-division classes – and all required skills classes – have been filled, and many have substantial waiting lists. Altogether, students are wait-listed for 99 upper-division classes. Of these, 49 represent the true unmet demand because some students wait-listed themselves in multiple sections of the same course. But because some students also may have been discouraged by the long queues ahead of them, and did not bother to add their names, the true unmet demand is likely to be greater. It also should be noted that most of the available upper-division seats occur in a single large lecture course, JOUR 470, The Press and Society. This reflects the reality that lecture classes can be taught to much larger student audiences, hence far more cheaply, than can the hands-on skills courses that are limited to 20 students per section and essential to accredited professional journalism programs.

When these data were compiled, pre-registration for sophomores and freshman had not yet opened. After those students are included, there will be few, if any, seats available anywhere in the journalism curriculum.

These shortages mean that minors compete directly with majors for the same seats in skills classes. Every minor who wins such a seat displaces a major and delays his or her progress to graduation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Seats(^a)</th>
<th>Seats available</th>
<th>Wait list</th>
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<td>151</td>
<td>News in Mass Communications</td>
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<td>203</td>
<td>Photojournalism/Visual Communications</td>
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<td>205</td>
<td>Reporting the News (5 sections)</td>
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<td>78</td>
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<td>206</td>
<td>Advanced Reporting (4 sections)</td>
<td>80</td>
<td>31</td>
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<td>208</td>
<td>Law of the Press</td>
<td>140</td>
<td>100</td>
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<td>320A</td>
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<td>Writing for News and Documentary</td>
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<td>Independent Study</td>
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<td>Publications Layout and Design</td>
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<td>Reporting the Middle East</td>
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<td>Computer Assisted Reporting</td>
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<td>Ethics and the News Media</td>
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<tr>
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<td>Community Journalism: The Tombstone Epitaph</td>
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<td>Community Journalism: El Independiente (2 sect.)</td>
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<td>Internship</td>
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<td>Legislative Internship</td>
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<td>494</td>
<td>Practicum</td>
<td>no</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>496C</td>
<td>History of American Journalism</td>
<td>20</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>496I</td>
<td>News Analysis</td>
<td>no</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>496M</td>
<td>Directions in News Technology</td>
<td>20</td>
<td>10</td>
<td>--</td>
</tr>
<tr>
<td>497B</td>
<td>Advanced Photjournalism</td>
<td>no</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>497C</td>
<td>International Reporting</td>
<td>20</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>498</td>
<td>Senior Capstone</td>
<td>no</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>498D</td>
<td>Online Journalism</td>
<td>20</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>498H</td>
<td>Honors Thesis</td>
<td>is</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>499</td>
<td>Independent Study</td>
<td>is</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>499H</td>
<td>Honors Independent Study</td>
<td>is</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Lower-division totals (prior to sophomore and freshman pre-registration) 320 209 --

Upper-division totals 592 128 99

\(^a\) Status on October 29, 2006; lower-division students have not yet pre-registered.
\(^b\) no = not offered in Spring 2007, is = individually scheduled between student and instructor. Enrollment figures for individually-scheduled courses are not currently available.
Shortage of curriculum offerings. Table 8-1 also illustrates another type of class shortage. A number of journalism courses are not being offered at all for Spring 2007, because not enough qualified faculty are available to teach them.

Moreover, the 2005-06 Academic Program Review team and the national accreditation site-visit team both stressed the need to expand the curriculum. The APR committee stated: "The curriculum is neither broad enough nor deep enough; it has too few options and opportunities for specialization, especially in light of today's multimedia environment." The committee added: "The faculty certainly don't lack the imagination or willingness to expand the curriculum - quite the contrary - just the numbers and resources to do so."

The accreditation site-visit team reached similar conclusions. Its report lists "A thin curriculum for broadcasting and online journalism and a limited number of electives" as a major weakness.

Shortage of funds for instructional technology. Despite Journalism's technology-intensive professional curriculum, its University budget includes no allowance whatsoever for instructional technology. When the department was moved to its current facilities in the Marshall Building, no funds were provided either for audiovisual equipment or for furniture. Instead, the department must find all such teaching resources on its own. Some Journalism courses can and do use the University's centrally-scheduled open-access labs or facilities maintained by other campus units. But most require dedicated labs because of their needs for intensive day-in, day-out access. For many years, the department has actively sought outside donor funds with which to purchase computers and software for its teaching labs, and it continues to do so. In the past it also made use of partially-subsidized UA Technology Refresh Bank loans, but that program is now closed.

Technology for these labs also is supported partially by student fees, as shown in Table 8-2. But the $50 fees currently approved are insufficient to maintain and refresh hardware and software often enough to avoid obsolescence. The shortfall is greatest in the upper-division and capstone courses. Their technology investment should range from $128 for the print journalism capstones (JOUR 450 and 451) to $781 in the video-news capstone (JOUR 480), where television broadcast-quality cameras, lighting equipment, and video-editing stations must be provided.

To make up the shortfalls, the department expends much energy every year on outside fundraising. But these funds are never sufficient, and many equipment items must be operated past their useful service lives. Although minors pay fees for skills courses, they compete with majors for the same inadequate donor resources.

34 Academic Program Review, p. 16.
35 Ibid., pp. 16-17.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Fee</th>
<th>Technology cost per student*</th>
</tr>
</thead>
<tbody>
<tr>
<td>203</td>
<td>Photojournalism/Visual Communications</td>
<td>$50</td>
<td>$69</td>
</tr>
<tr>
<td>205</td>
<td>Reporting the News</td>
<td>$50</td>
<td>$53</td>
</tr>
<tr>
<td>204</td>
<td>Advanced Reporting</td>
<td>$50</td>
<td>$55</td>
</tr>
<tr>
<td>320A</td>
<td>Editing</td>
<td>$50</td>
<td>$65</td>
</tr>
<tr>
<td>380</td>
<td>Writing for News and Documentary</td>
<td>$50</td>
<td>$62</td>
</tr>
<tr>
<td>406</td>
<td>Magazine Color Photography</td>
<td>$50</td>
<td>$69</td>
</tr>
<tr>
<td>422</td>
<td>Publications Layout and Design</td>
<td>$50</td>
<td>$74</td>
</tr>
<tr>
<td>450</td>
<td>Community Journalism: The Tombstone Epitaph</td>
<td>$50</td>
<td>$128</td>
</tr>
<tr>
<td>451</td>
<td>Community Journalism: El Independiente</td>
<td>$50</td>
<td>$128</td>
</tr>
<tr>
<td>455</td>
<td>Advanced Photojournalism</td>
<td>$50</td>
<td>$80</td>
</tr>
<tr>
<td>480</td>
<td>Reporting for Broadcast News</td>
<td>$50</td>
<td>$701</td>
</tr>
<tr>
<td>490M</td>
<td>Directions in News Technology</td>
<td>$50</td>
<td>$143</td>
</tr>
<tr>
<td>497B</td>
<td>Advanced Photojournalism</td>
<td>$50</td>
<td>$80</td>
</tr>
<tr>
<td>498D</td>
<td>Online Journalism</td>
<td>$50</td>
<td>$143</td>
</tr>
</tbody>
</table>

*Per-student cost to provide needed hardware and software items, and refresh them on 3- to 6-year cycles, plus consumable technology items.

**Shortage of operating funds.** Journalism's University-provided operating funds have failed to cover its costs for many years. These funds are spent largely on instruction, including copying, general supplies, equipment maintenance, and technology items that course fees cannot cover, such as printing costs for the two capstone newspapers, which consume about one-sixth of the department's allotment. From 2002-03 to 2006-07, Journalism's University operating budget declined from $38,734 to $37,734 because of repeated budget rescissions. Meanwhile, total Fall enrollment rose from 499 to 664, while the national GDP deflator rose from 1.0432 in 2002 to 1.1475 (estimated) in 2006 (2000=1.0000). Thus the instructional purchasing power of Journalism's operating funds declined by 34%, from $87 annually per student to $51, in constant 2002 dollars. The capstone publishing costs will grow further next spring because of the second El Independiente class section. Again, an infusion of new minors would compete directly with majors for already-inadequate operating funds.

9. Provide research on how the proposed reduction is the undergraduate teaching load of the program will serve students' needs.

Again, it must be emphasized that this request is to continue a current restriction, not to impose a new or increased one. Even so, the teaching load is expected to grow because of increasing numbers of majors. Thus this question has been re-interpreted as asking how the proposed reduction in the rate of increase of Journalism's undergraduate teaching load will serve its students' needs.

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The current restriction on entry into the minor enables the department to dedicate its instructional resources to educating Journalism majors in ways that meet national accreditation standards. These standards serve students by ensuring:

- That UA undergraduates receive a professionally oriented education equivalent to the education offered by journalism programs at other public universities.
- That enrollment in skills classes is limited to a maximum of 20 students, which facilitates individualized instruction.
- That full-time faculty retain primary responsibility for undergraduate instruction, and that issues involving shortages of full-time faculty are identified and addressed.
- That hardware and software in teaching laboratories are updated on a regular basis and in sufficient quantities to provide students with opportunities to utilize multiple media technologies.
- That the curriculum is focused on providing students with the critical thinking and professional skills that are relevant to employment in the news media and other information industries.
- That students have access to national scholarship and internship opportunities, some of which are available only to students in accredited programs.
- That students have access to job opportunities offered by local, national, and international news organizations and other information providers.

Both the APR and accreditation reports noted that the overall number of students increased so rapidly between Fall 2000 and Fall 2005 that the quality of instruction was compromised. Restricting entry into the minor has been an important contributing factor in slowing the rate of enrollment growth in Journalism. The restriction must be kept in place until enrollment is stabilized and the plan to increase the number of full-time faculty in Journalism has been fully implemented. This, in turn, will help ensure that hundreds of Journalism majors receive an undergraduate education that meets national standards.

10. Please provide five years of data for number of applications, number of declared majors, graduation rates, and retention rates.

All applicants who satisfy the University’s admission requirements are admitted to the Journalism premajor. All applicants who satisfy premajor requirements are admitted to the Journalism major.

Neither University-wide nor department-level graduation rates are available from either the University Information System (UIS) or the Integrated Information Warehouse (IIW). Calculating them correctly for the time period requested would involve detailed tracking of the many thousands of students the University has enrolled, and the thousands of majors the department has taught, over the past 10 to 15 years. University-wide retention rates, overall and by gender, ethnicity, and high school, are available from IIW. Department-level retention rates are not available. A request to develop the necessary Oracle database queries has been submitted to IIW.

In the interim, the following table is provided of current major enrollment and graduation data for the five most recent academic years. Each year’s majors and graduates typically represent
several entering class years. Therefore these data cannot be used to compute entering cohort graduation rates.

Table 10-1. Journalism Department majors and graduates, AY 2001-02 – 2005-06

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors (Fall)</td>
<td>362</td>
<td>427</td>
<td>451</td>
<td>524</td>
<td>633</td>
</tr>
<tr>
<td>Graduates (Spring, Summer and Fall)</td>
<td>59</td>
<td>92</td>
<td>110</td>
<td>92</td>
<td>114</td>
</tr>
<tr>
<td>Ratio</td>
<td>19.1%</td>
<td>21.5%</td>
<td>24.4%</td>
<td>17.6%</td>
<td>18.0%</td>
</tr>
</tbody>
</table>

11. What is the current FTE for the department? How many tenure/tenure-track faculty? How many lecturers/instructors/clinical instructors? How many adjunct faculty? Please give the FTE teaching load for each of these categories in your department, and for your college. What is the mean FTE student load carried by individuals in each of these categories?

Current Journalism personnel strength is summarized in the following table.

Table 11-1. Journalism Department personnel, Fall 2006

<table>
<thead>
<tr>
<th></th>
<th>FTE</th>
<th>Persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure-track</td>
<td>6.0</td>
<td>6</td>
</tr>
<tr>
<td>Clinical</td>
<td>8.0</td>
<td>8</td>
</tr>
<tr>
<td>Total full-time faculty</td>
<td>12.0</td>
<td>12</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical</td>
<td>0.5</td>
<td>1</td>
</tr>
<tr>
<td>Adjunct</td>
<td>4.47</td>
<td>14</td>
</tr>
<tr>
<td>Total part-time faculty</td>
<td>4.97</td>
<td>15</td>
</tr>
<tr>
<td>Total faculty*</td>
<td>16.97</td>
<td>27</td>
</tr>
<tr>
<td>Classified staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic advisors$</td>
<td>1.8</td>
<td>2</td>
</tr>
<tr>
<td>Technical support</td>
<td>.5</td>
<td>1</td>
</tr>
<tr>
<td>Administrative support$</td>
<td>3.43</td>
<td>4</td>
</tr>
<tr>
<td>Total staff</td>
<td>5.73</td>
<td>7</td>
</tr>
<tr>
<td>Total personnel</td>
<td>22.7</td>
<td>35</td>
</tr>
</tbody>
</table>

* Includes Department Head.
$ One adjunct instructor also coordinates internships (JOUR 493).
$ SBS College employees assigned to Journalism.
$ Business Manager, Administrative Associate, Secretary, Program Coordinator.

Full-time-equivalent teaching, research, service, and mean student loads for Journalism faculty are given in the following table. All faculty members teach. Teaching, research, and service loads for Journalism conform to SBS College norms. It should be noted that the service loads of clinical faculty typically involve both extensive student contact outside of class.
and substantial program development. In addition, although most clinical faculty are not required to undertake research or scholarly activity, they are encouraged to do so in order to maintain and develop their instructional proficiency, and many do. Thus their slightly greater percentage effort allowance per course (25% vs. 20% for tenure-track faculty) does not imply a lesser overall load.

<table>
<thead>
<tr>
<th>Faculty category</th>
<th>FTE teaching load*</th>
<th>FTE research load*</th>
<th>FTE service load*</th>
<th>Class seats taught*</th>
<th>FTE mean student load*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-track faculty</td>
<td>40% effort</td>
<td>40% effort</td>
<td>20% effort</td>
<td>208</td>
<td>43.3</td>
</tr>
<tr>
<td>Clinical faculty</td>
<td>70% effort</td>
<td>--</td>
<td>25% effort</td>
<td>236</td>
<td>48.4</td>
</tr>
<tr>
<td>Adjunct faculty</td>
<td>100% effort</td>
<td>--</td>
<td>--</td>
<td>492</td>
<td>99.0</td>
</tr>
</tbody>
</table>

*Customary assignments. Individual assignments may vary.

b Fall 2006 enrollment survey data.

c Seats taught per teaching FTE.

Another crucial statistic is the ratio of total students in the department to total full-time faculty. Its importance stems from the high levels of individual student-faculty interaction, extracurricular contact, and mentoring by full-time faculty required of nationally-accredited professional journalism programs. The department wholeheartedly supports these requirements, and offers their benefits equally to majors, premajors, and minors. The following table summarizes the variations of journalism students and full-time faculty numbers over time.

<table>
<thead>
<tr>
<th>Table 11-3. Journalism Department majors, premajors, minors and full-time faculty, Fall 2000 – Fall 2006*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2000</td>
</tr>
<tr>
<td>Majors</td>
</tr>
<tr>
<td>Premajors</td>
</tr>
<tr>
<td>Subtotal</td>
</tr>
<tr>
<td>Minors</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>FT Faculty</td>
</tr>
<tr>
<td>Student/full-time faculty ratio</td>
</tr>
</tbody>
</table>

*Hand counts including multiple majors and minors; may differ slightly from University Integrated Information Warehouse figures. Data from Fall 2000 through Fall 2005 include freshmen who had declared Journalism as their major. Figure for Fall 2006 includes freshmen who have declared Journalism as their premajor.
12. What programs outside of the department/college are dependent on courses from this discipline? Please describe whether these courses will be restricted to majors/minors within the department, and if so, how units outside of the department/college will meet the need for these courses if restrictions are approved.

Communication and Near Eastern Studies majors can enroll in courses that those departments cross-list with Journalism. Latin American Studies majors can enroll in courses that the Center for Latin American Studies cross-lists with Journalism, and can choose journalism as a concentration area for this interdisciplinary degree. Education majors interested in journalism education may elect to minor in journalism. Interdisciplinary Studies majors and thematic minors may include journalism as a concentration area. UA students taking a pre-law minor may enroll in JOUR 208-Law of the Press, although this course is not required for that minor. These current policies will remain unchanged.

13. What courses, if any, are required in the major/minor from outside of the discipline? If adding new course requirements from outside of the discipline please include a letter of support from the department and college affected demonstrating support for and availability of courses to non-majors/minors.

The journalism major requires 3 courses (9 units) of English numbered 200 or above. The journalism premajor requires 2 courses (6 units) of English composition numbered 101 or above, and 1 course (3 units) of mathematics numbered 105 or above; these also satisfy University Composition and Foundation Mathematics requirements. The journalism minor has no extra-disciplinary requirements.

This request makes no changes to these requirements.

14. If requesting closure of a minor, does the department require a minor for students in the major?

This question is not applicable. The present request is to continue unchanged the existing restrictions on entry into the journalism minor, not to close it.

15. Has the department explored options within the college such as offering an interdisciplinary major that would distribute the teaching load across the departments within the college more equitably?

Professional journalists need strong general knowledge as well as strong disciplinary knowledge in journalism. As journalistic specialization grows, more and more journalists also find it advantageous to develop significant subject expertise in fields as diverse as politics, engineering, science, art, or business. For these reasons, the department supports students' interests in pursuing double majors.

Students majoring in Interdisciplinary Studies can include a journalism concentration.

The Journalism Department, the Department of Near Eastern Studies, and the Center for Latin American Studies offer cross-listed courses focused on journalism in these geographic regions. Latin American Studies majors also can choose journalism as a concentration area for this interdisciplinary degree.

During 2001-04, the departments of Journalism and Communication explored the possibility of starting an undergraduate degree program in Information Technology and Society, using Proposition 304 funding. As one result, the departments offer a cross-listed course on that topic. However, sufficient funds were not made available to hire enough faculty or acquire enough technology to develop this program fully, and the departments did not have sufficient resources of their own to bring this initiative to fruition.
Please also refer to the 2003 and 2005 enrollment and hiring plans above in the "detailed plan for achieving the objectives and desired learning outcomes" section of this document.

The College of Social and Behavioral Sciences has responded to the enormous enrollment increases in the Department of Journalism in several ways. It has supported measures to reduce enrollment growth as well as proposals to increase the size of the Journalism faculty.

**Measures to slow enrollment growth.** The College concurred with the department’s decision in November 2003 to restrict entry into the minor so resources could be focused on serving the needs of majors. College administrators have continued to offer strong support for requests that this restriction be extended until enrollment stabilizes and the department can hire a sufficient number of full-time faculty to fulfill its instructional responsibilities to undergraduate majors in accordance with national accreditation standards.

The College also supported the department’s proposal in Fall 2005 to expand its premajor requirements. Journalism’s premajor has existed for many years. Until Fall 2005, it required only that students earn an average grade of B or better in two semesters of Freshman English before starting the Journalism skills sequence. But the faculty found that this requirement did not ensure that students had the spelling, grammar, and language skills they needed for the department’s writing-intensive curriculum. In addition, many students were deficient in the basic mathematical skills that are essential for success in the department’s professionally oriented classes—and in the information workplace. A very large percentage of source documents that journalists use for their reports include numbers or statistics. The faculty believes that students must understand basic math in order to prepare accurate news reports about political and social issues, the economy, business, and sports. Therefore, in Fall 2005, the department worked with College administrators to prepare a proposal for a strengthened premajor that would require students to earn a grade of B or better in both semesters of Freshman English, a B or better in Math 105 or a higher-level mathematics class, and an overall grade-point average of 2.5 or better before they could become Journalism majors. The changes were approved by College and University committees and the Faculty Senate during Academic Year 2005-06.

**Measures to increase the size of the full-time faculty.** The Dean of the College of Social and Behavioral Sciences began working with the Department Head in Fall 2003 to develop a hiring plan to rebuild the Journalism faculty. Because of a series of budget cuts, the department had been unable to hire new faculty members, or to replace those who left the University. As a result, the number of full-time faculty had fallen from 7 in Fall 2000 to 5 in Fall 2003. These figures included the Department Head. Meanwhile, undergraduate enrollment had risen more than 50%, from 373 majors and minors in Fall 2000 to 571 in Fall 2003 (Table 11-3).

In March 2004, the Dean and Department Head reached an agreement that would allow the department to hire six additional faculty members during the next three years, and to replace any faculty member who left in a timely manner. However, within months the Dean had to delay full implementation of the plan because of another mandatory budget reduction in Summer 2004, which was followed by another cut in Summer 2005. By Fall 2005, the department had only one additional faculty member, bringing the total number of full-time faculty to 6. Meanwhile, the number of majors and minors had increased to 668. The Academic Program Review committee that visited the department in September 2005
expressed shock at the student-faculty ratio. Their report discussed the ways in which the large number of students and small number of faculty were eroding the quality of undergraduate education, and included a strong admonition that these interrelated factors threatened the department's re-accreditation.

University administrators acted quickly. Journalism already had recruited two tenure-track faculty members to start in Fall 2006, and the Dean and Provost approved hiring two clinical faculty members, one of whom was a Pulitzer Prize-winner. The Dean and Department Head also signed a new hiring agreement, which called for the department to hire two faculty members a year for five years, starting with Academic Year 2005-07. Journalism also would be permitted to replace any faculty member who left the department with a new hire at the same rank.

These measures helped the department retain accreditation. Site-visit team members noted all the problems caused by the increasing enrollment and shortage of full-time faculty. But they were encouraged by the measures that the College and University had taken to address both concerns. The site-visit team recommended re-accreditation for the department, but made a point of warning that enrollment and faculty-hiring issues would be closely scrutinized during the next re-accreditation review in 2011-12.

If requesting implementation of admissions criteria that ultimately caps enrollment, what is the plan for reviewing and adjusting the caps from year to year?

This question is not directly applicable because Journalism prefers not to impose enrollment caps, but instead to restrict entry into the minor, in order to accommodate all students who want to be journalism majors. However, the existence of periodic re-accreditation reviews should be noted, as well as the accreditors' warning that they would review enrollment and faculty strength during the forthcoming (2011-12) accreditation round.

Please describe any unique aspects of this program:

18. Is this a professional or performance program?

Yes. It is a nationally-accredited professional degree program.

19. What, if any, external demands (e.g., an accrediting or certifying body, national standards, etc.) dictate academic program controls? What are the acceptable standards?

The Department of Journalism is accredited by the national Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). The department has been accredited for more than forty years, and its accreditation status is reviewed every six years. The most recent re-accreditation review occurred in Academic Year 2005-06.

39 Ibid., pp. 1-3, 9, 15-17.
41 The Accrediting Council on Education in Journalism and Mass Communications is the agency formally recognized by the Council for Higher Education Accreditation (CHEA) for accrediting programs for professional education in journalism and mass communications in institutions of higher learning.
ACEJMC has nine standards that accredited programs must meet.\(^42\) They are:

1. Mission, Governance and Administration
2. Curriculum and Instruction
3. Diversity and Inclusiveness
4. Full-Time and Part-Time Faculty
5. Scholarship: Research, Creative and Professional Activity
6. Student Services
7. Resources, Facilities and Equipment
8. Professional and Public Service

Each standard has indicators that accreditors assess to determine whether standards are being met. These indicators are too lengthy to list in full.\(^43\) The following are some examples that are relevant to the current discussion. We reproduce the ACEJMC text verbatim, followed by the department’s comments.

**Standard 2: Curriculum and Instruction**

ACEJMC text excerpts:

\[(b)\] 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.\(^43\)

\[(c)\] Instruction is demanding and current; achievements in teaching and learning are recognized and valued.\(^43\)

\[(d)\] 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.\(^43\)

**Journalism’s comments:** Indicators (a) and (b) relate to the need for an expansive curriculum and consistent high-quality teaching. Responses to previous questions in this document detail criticisms of the fact that the low number of full-time faculty has undermined efforts to add courses and has forced the department to rely heavily on adjuncts, some of whose instruction has been inconsistent.

The department has never been able to meet the ACEJMC recommendation that enrollment in skills classes be capped at 15 students, and instead has always set the limit at 20, the maximum allowed. Even so, for years, nearly every skills class has been filled, and most have had waiting lists. Students and parents have written not only to the University president, but also to the executive director of ACEJMC, about students’ access to classes and their need to graduate on time.\(^44\) The problem has been difficult for the department to handle, but without the 2003 restriction on entry into the minor, it would have been impossible.

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\(^42\) See [http://www2.ku.edu/~acejmc/PROGRAM/STANDARDS.SHTML](http://www2.ku.edu/~acejmc/PROGRAM/STANDARDS.SHTML) for complete information about these standards.

\(^43\) The complete list begins at [http://www2.ku.edu/~acejmc/PROGRAM/STANDARDS.SHTML#std1](http://www2.ku.edu/~acejmc/PROGRAM/STANDARDS.SHTML#std1).

Standard 4: Full-Time and Part-Time Faculty

ACE/MJC text excerpts:

(b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.
(d) The unit regularly evaluates instruction, using multiple measures that include student input.
(e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.

Journalism’s comments: Since the late 1990s, exploding undergraduate enrollment coupled with a low number of full-time faculty have forced the Journalism Department to depend heavily on adjunct faculty. At times, they taught a large majority of classes, in clear violation of this indicator. Even today, despite recent full-time hires, more than half of class seats are taught by adjuncts (Table 11-2). The 2005-06 accreditors made serious criticisms of the department’s dependence on adjuncts and warned that the issue would be re-examined during the next (2011-12) accreditation round.

Both the accreditation site-visit team and the APR committee cited the restriction on entry into the minor as a positive step the department and University were taking while rebuilding its faculty numbers. This is another reason why it is crucial to keep this restriction in place until the strength of the full-time faculty has been fully developed through implementation of the 2005 hiring plan.

Standard 7: Resources, Facilities and Equipment

ACE/MJC text excerpts:

(b) The resources that the institution provides are fair in relation to those provided other units.
(d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

Journalism’s comments: The department’s difficulties with indicators (b) and (d) are discussed extensively elsewhere in this document.

Some programmatic needs in the Department of Journalism are related to accreditation standards, discussed in the response to question 19. Two of special importance are the requirement that enrollment in skills classes be limited to no more than 20 students, and the requirement that the full-time faculty have primary responsibility for teaching.

Other programmatic needs are related to the department’s mission to provide students with a professionally oriented, experiential education regarding the role and responsibilities of journalists in a democratic society. To fulfill this mission, the faculty has developed a curriculum that offers theoretical classes in journalism history, ethics, and law, as well as skills courses in research, writing, editing, and visual communication. Senior capstone courses involve producing print, video and online news media that serve real communities in Southern Arizona. All these classes require strong proficiency in written English.

To help ensure that students could succeed, the department developed a premajor in the mid-1990s that required students to earn an average grade of B or better in two semesters of
Freshman English. However, as the years passed, it became clear that this premajor was not accomplishing its objective; many students still were unable to meet the demands of the writing-intensive journalism curriculum.

The faculty also found that many students lacked the basic math skills that are essential for journalists at a time when so much news is based on polls, surveys, and statistical data in reports by government agencies, academic institutions, and policy institutes. Students themselves complained to faculty members and the department head that their colleagues often lacked essential skills, which affected the level of instruction that could be provided in the classroom.46

As increasing numbers of students encountered difficulties with the language and mathematical aspects of the curriculum, the department decided to request approval for new, stronger premajor requirements. The faculty believed that requiring students to build a secure foundation of writing and mathematical skills before they entered the Journalism major would ensure the best possible educational experience for them, and would maximize their chances for professional success in the highly competitive information-industry marketplace. In Fall 2005, Journalism submitted a proposal for a revised premajor that required a grade of B or better in each semester of Freshman English, a B or better in Math 105 or a high-level math class, and an overall grade point average of 2.5. Students who did not fulfill these requirements could submit an appeal and portfolio to a faculty committee for admission into the major. The proposal was approved, and the strengthened requirements went into effect in Fall 2006.

Please describe how students not currently in the major will be impacted:

21. What is the timeline for implementing the restrictions and the plan for communicating these changes to currently enrolled students? Future students?

No timeline for implementation is required because this is a request to continue a restriction that is already in effect.

Information about the restriction is available to all students through the journalism minor APRR, department literature, and the department’s website. The journalism advisors also explain department policies and requirements during new student orientation, responses to phone and e-mail inquiries, and personal visits from potential new students. The restriction also has been communicated to other advisors through the University Professional Advising Council (UPAC). The success of this effort can be seen in the fact that departmental advisors receive fewer than half-a-dozen inquiries per semester from students wanting to become journalism minors.

The restriction on journalism minors will have a positive impact on current and future journalism majors by reducing the oversubscription of seats in required journalism courses, and hence helping majors to graduate in four years.

46 Students also voiced these complaints to the APR committee. See Academic Program Review, p. 9, which states that students expressed dissatisfaction with the “very wide range in quality and interest level” among journalism undergraduates, which the students attributed to “the great expansion in enrollment.”
22. Will students from outside of the college/major/minor/interdisciplinary studies majors be allowed to enroll in upper-division courses in the discipline?

Only upper-division journalism majors, and minors finishing their programs, are allowed to enroll in upper-division journalism courses. This policy has been in effect for many years and will continue unchanged.

Despite this policy, and despite the current restriction on minors, seats in upper-division journalism courses that majors require in order to graduate continue to be oversubscribed. Among the most severely affected are the senior capstone courses that are supposed to be the culmination of a journalism major’s undergraduate career. The department has been unable to correct this situation because its enrollment growth has continued to exceed its capacity to offer additional course sections.

These problems are discussed in greater detail in question 8 above.

23. Will the minor and/or upper-division courses be restricted in any way? If so, please describe.

Current policy will remain unchanged. See response to previous question.

24. If approved, what impact if any would this have on transfer students? How would this be communicated to community college students who plan to transfer to the UA after the restrictions or higher standards have been implemented?

The current restriction on entry into the minor has had no discernible impact on transfer students. Renewal of the restriction is expected to have no discernible future impact. In the experience of department advisors, the decision to transfer to another school rarely is influenced by the choice of a minor. In fact, many students are unaware they even need a minor.

The communication avenues described in the response to question 21 are available to transfer students. Journalism advisors also explain department policies and requirements to every new transfer student from Pima College during STU 210, the transfer preparation course at that institution.

*Please describe the advising plan:

25. Please describe the current advising available to students who are admitted to the college/major/minor.

The College of Social and Behavioral Sciences, of which Journalism is a part, has six advisors who offer specialized services to all college departments. They are well acquainted with the department’s major requirements and minor restriction. Department advisors also keep other advisors informed through UPAC. Special efforts are aimed at advisors in University College, home of undecided majors.

Two SBSC advisors are assigned exclusively to the Journalism Department because of its large enrollment (669 majors, premajors and minors in Fall 2006). They meet every student interested in the department’s professional program. Students new to the University are required to meet advisors as part of their initial orientation. Students who are interested in changing their majors to Journalism are required to attend major information meetings, scheduled nine times a semester, to learn about requirements and procedures. Advisors are available every day during regular business hours. In addition, advisors respond to student requests and problems through scores of phone calls and e-mails daily. They also post
numerous messages weekly on the department’s student listserv about department and university requirements, deadlines, and campus activities. They put up posters on special events, internships, and scholarships, and on occasion announce important news in every class.

Department faculty members also provide extensive informal advising and professional mentoring and contacts.

26. Provide a detailed plan for advising students who are admitted to college but not to the major/minor of their choice. What are the plans for exit advising from the department and college? Will students be transferred out of the college/department/premajor? If so, please provide letters of support from the accepting college indicating the plan for follow-up advising/support and availability of resources to carry out the plan.

When the restriction on entry into the minor was put into place in 2003, Journalism had 120 minors. All were allowed to complete their journalism minor requirements. Since the restriction on the minor has been in place for three years, the department believes that the advising plan that has been in place (see previous answer) is adequate.

Students who wish to study journalism but are not admitted to the minor can still achieve their goal by taking journalism as a second major. The journalism minor (when offered) requires 18 units in journalism, while the major requires 27. Therefore students can obtain a second degree in journalism, and correspondingly can increase their employability in the journalism field, by taking as few as 9 additional journalism units, plus any extradisciplinary units they need to meet the major requirements (see answer to question 13). Students who contact the departmental advisors about the journalism minor are advised of this possibility.

27. If the restriction is approved, what opportunities will be available for students who are not admitted to the college/major/minor to explore this discipline?

Students who are interested in journalism can become Journalism majors, double majors in Journalism and another subject (see previous answer), interdisciplinary majors, Latin American Studies majors, journalism education minors or thematic minors. They also can enroll in Journalism lecture classes or photojournalism courses during summer school. In addition, many students who are not Journalism majors can and do gain valuable journalistic experience by working at the campus newspaper, radio, and television stations.

28. What alternative routes might a student pursue to achieve his/her academic and professional goals?

Please refer to the previous answer.

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