

I. Journalism Department
Fulbright College
University of Arkansas
Self-Study for 2017

JOUR MA
Masters in Journalism

Lemke Department of Journalism
Master's Program
University of Arkansas
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II. Introduction and Brief History of Programs

The Journalism Master's program started at the University of Arkansas-Fayetteville (JOUR MA) in Fall 1981. Until 2012, it was an interdisciplinary program with the purpose of refining "the skills of graduate journalism students through advanced writing courses in journalism and English; to offer comprehensive, media-related courses in government, public affairs, and law; and to provide journalists expertise in an additional academic discipline." Students originally took 12 hours of Journalism courses, 12 hours in a second discipline (for example, Political Science or Communication) and completed a Master's thesis (six hours of thesis credit).

In response to the first JOUR MA external review in 2011, the purpose became "to refine the conceptual knowledge and skills of graduate journalism students through advanced writing, production and/or theory and methods courses, to offer comprehensive, media-related courses; and to provide expertise in an additional academic discipline." Starting in Fall 2016, the program requirements were changed to 18 hours of graduate Journalism courses, six hours of graduate courses in a second academic discipline, and a Master's thesis (6 hours), which could be either a traditional or professional project thesis.

In addition, a Journalism Five-Year BA/MA program was instituted, requiring a minimum GPA of 3.0 to apply. Up to 12 hours of Journalism 5000 level courses taken in the final twelve-month period of the undergraduate degree may count toward the graduate degree (if these courses did not count for the undergraduate degree and if the student earn a grade of B or better, as well as other stipulations in the catalog). Working with Fulbright College Development, in 2013 a \$10,000 Pearson Fellowship was created to fund the fifth or graduate year of study for an Arkansas resident who must write a Master's thesis on an ethics topic in journalism.

Patsy Watkins has been the graduate coordinator since August 2014 but will be retiring in December 2017. She is being replaced by Dale Carpenter in August 2017.

The University of Arkansas (UA) is in the process of changing graduate course numbers from the 4000 level to the 5000 level, which may be completed in fall 2017. Historically, combined, dual-credit 4000 level courses were listed in both the undergraduate and graduate catalogs using the same 4000 number (such as JOUR 4463 Campaigns). The UA is changing these dual-credit numbers to unique 5000 graduate level course numbers in the graduate catalog. Therefore, whenever a course is listed in this report showing both 4000 and 5000 level numbers (such as JOUR 4463/5463 Campaigns), that represents a course where the 4000 dual-credit number is in the process of being changed to a unique 5000 graduate course number.

III. Program Goals

The goals of the JOUR MA program are:

1. To refine the conceptual knowledge and skills of graduate journalism students through advanced writing, production and/or theory and methods courses.

To meet this goal, students are required to take JOUR 5023 Journalism Theory, JOUR 5043 Research Methods in Journalism, and graduate courses in their area of interest to provide training in the appropriate area of writing and/or production.

2. To offer comprehensive, media-related courses.

The recommended media-related JOUR MA courses for each area of interest include:

Advertising / Public Relations

JOUR 4463/5463 Campaigns

JOUR 5063 Issues in Advertising & Public Relations

Broadcast / Documentary

JOUR 5323 Documentary Production I

JOUR 5333 Documentary Production II

News / Narratives

JOUR 4503/5193 Magazine Writing

JOUR 5313 Literature of Journalism

Other Courses

JOUR 4333/5133 Ethics in Journalism

JOUR 5923 History of the Black Press

3. To provide expertise in an additional academic discipline.

Students are required to take six hours or two courses in a second academic discipline.

IV. Student Learning Outcomes

The student learning outcomes for the UA JOUR MA program are:

1. To write competently in the appropriate writing styles for the area(s) of journalism the student selects.

Students develop these skills in the recommended courses in each area,
as well as in completing the thesis.

2. To understand the concepts, theories, skills, tools and technologies used in the appropriate area of journalism.

The required JOUR 5023 Journalism Theory and JOUR 5043 Research Methods in Journalism apply here, as well as the conceptual and production courses in each interest area (e.g., Campaigns in Ad/PR, Documentary Production I & II, Magazine Writing and Magazine Editing and Production, etc.)

3. To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods or other methods appropriate to the area of journalism.

JOUR 5043 Research Methods in Journalism is required for this purpose.

4. To understand the role of the profession in society and the importance of representing diverse viewpoints and experiences in theory and practice.

This information is covered in classes, included in the thesis, and taught in JOUR 5133 Ethics in Journalism, JOUR 5063 Issues in Advertising & Public Relations, and JOUR 5923 History of the Black Press.

5. To complete a capstone experience demonstrating proficiency in designing and producing a thesis which incorporates the appropriate Journalistic skills, theories and methods.

JOUR 600V – Master’s Thesis - 6 Hours Required

V. Process for Assessing Student Learning Outcomes

The assessment cohort includes students who completed the program since the last external review (or students graduating in fall 2011 or after). Student outcomes are assessed directly by the professors teaching the required courses all JOUR MA students take, as well as professionals who assess the work students complete in these classes (if applicable). Direct assessment is also conducted by the professors teaching the key classes in each area of the graduate program (Ad/PR, Documentary/Broadcast, and News Narratives), and by thesis committee members assessing a student’s capstone thesis or thesis project. Indirect assessment includes student performance in competitions, acceptance into further graduate study, employment after graduation, and the survey of the graduate cohort.

Therefore, the methods of assessment are:

- Direct Assessment
-Assessment of the final or major paper in the required courses by the faculty who teach those courses

JOUR 5023 Journalism Theory (Fall - required starting in fall 2016)
JOUR 5043 Research Methods in Journalism (Spring)

-Assessment of the final or major paper/project in the key area courses by the faculty who teach those courses. (If applicable, faculty provide any assessments of student performance by external clients or professionals who review the students' work.)

Advertising / Public Relations

JOUR 4463 Campaigns

JOUR 5063 Issues in Advertising & Public Relations

Broadcast / Documentary

JOUR 5323 Documentary Production I

JOUR 5333 Documentary Production II

News / Narratives

JOUR 4503 Magazine Writing

JOUR 5313 Literature of Journalism

-Assessment of the completed capstone thesis or thesis project by the thesis director and thesis committee

JOUR 600V Master's Thesis – 6 hours

- Indirect Assessment

-Awards or recognition of students in national, regional, state or local competitions (where possible for students to enter).

-Acceptance into other graduate programs (if applicable).

-Employment of graduates: the success of graduates in the job market.

-The survey of graduates: student assessments of the program.

VI. Program Assessment

A. Results of analysis of assessment of Student Learning Outcomes

Introduction.

This is a report on the direct and indirect measures used in assessing the Lemke Journalism MA Program over 2011-2016 written by members of the departmental graduate committee. Members of that committee are Dale Carpenter, Jee Young Chung, Bret Schulte and Patsy Watkins (graduate coordinator). (Please see Appendix E for copies of the assessment rubrics.)

Two direct measures were used:

- Faculty members' assessments of (1) students' performance in two sets of graduate courses: those that are specifically required of all students, and those that are highly recommended for students in each of the three concentrations (Documentary, News Narratives, Strategic Advertising and Public Relations); and,
- Faculty members' assessments of students' performance on the final requirement which includes the option of thesis, thesis project or documentary film.

There were three indirect measures:

- Awards won by students in external competitions;
- Students' post-graduation employment status; and
- Students' responses to the survey of graduates in the cohort.

Graduate committee members analyzed data and wrote assessment summaries according to the concentration each member represents. For example, for the direct measures, Dale Carpenter wrote the analysis and summary for Documentary; Bret Schulte wrote the News Narratives summary; Jee Young Chung wrote the Strategic Advertising and Public Relations summary. Patsy Watkins wrote the analyses and summaries for the direct measures of the two required Journalism MA courses and the indirect measures.

Organization of the report.

Assessments of the direct measures are reported first, followed by indirect measures. The assessments of direct measures are organized by concentration; therefore, under "Documentary" are assessments for both the courses and the documentary films, and so forth for each concentration. The length and complexity of the reports on the concentrations reflects their history and development as well as their enrollment. For example, Documentary developed as a separate concentration first, has been in place the longest and has graduated the most students. On the other hand, News Narratives was organized only recently and is still developing. Strategic Advertising and Public Relations falls between the two in both development and enrollment.

Assessment of Direct Measures.

Journalism MA Required Courses for All Students

Two courses are specifically required of all students in the Journalism MA program: Journalism Theory (JOUR 5023), and Research Methods in Journalism (JOUR 5043). The course in Journalism Theory was recently added to the program and taught for the first time in fall 2016. Instructors' assessments of students' work in both courses were high across all competencies, indicating students who are prepared, capable and engaged in learning.

JOUR 5023 Journalism Theory

The course was taught in Fall 2016 as a new requirement for Journalism MA students. The instructor, who created the course, is new to the program. He assessed students at a high level in all competencies – level 4 in competencies 1-4 and level 5 in the capstone competency. He found that students had good writing skills and showed improvement over the semester.

They were able to deal with challenging material, including difficult theorists who confront the dominant paradigms, and were well prepared for class discussions. Students learned to use electronic databases in doing research and conducted well-focused literature reviews. The instructor complimented their use and identification of sources and critical thinking. He found that students demonstrated understanding of the effects of mass media on various genders, races, ethnicities, and other diverse peoples and cultures.

The instructor rated students at the top in their capstone assignment, a final literature review paper using a major theory in the field most likely for their thesis proposal and thesis. He found that they performed well, applying the material, expanding into new theoretical areas, and contributing to the body of scholarship in their areas of choice. They interpreted and extrapolated on the theory in their literature review papers. For that the instructor gave the class overall the highest rating for their energy, curiosity, and enthusiasm in tackling a difficult and somewhat abstract course.

JOUR 5043 Research Methods in Journalism

In the course students prepare a research proposal that can be used as a basis for their theses. Two faculty members who taught the course during the program assessment period developed an assessment rubric for evaluating the thesis proposals and evaluated students' performance, with items and average scores listed below (with 1 = Poor through 5 = Excellent).

- 4.25 - Selected an appropriate research method for the thesis proposal
- 4.17 - Used/applied the research method appropriately
- 4 - Included the appropriate components in the methods section for the selected quantitative or qualitative method
- 3.83 - Used/applied appropriate statistical tests or qualitative techniques to analyze data

- 4.25 - Explained the research methods accurately/correctly
- 3.83 - Articulated an appropriate theory or literature analysis in the literature review in sufficient clarity and detail
- 4 - Used/applied appropriate primary and secondary research sources
- 4.25 - Integrated/synthesized information from the appropriate primary and secondary research sources correctly
- 5 - Used appropriate ethical and professional research practices
- 4.17 - Represented diverse views/audiences appropriately

As the average scores on the Research Methods Assessment Rubric show above, students generally did well in their first Master's level research course (which for many was a first research course). Our students demonstrated the typical problems students have when first taking a graduate research course: figuring out the appropriate statistical tests or analysis technique to use, as well as synthesizing and writing about theory. As JOUR 5023 Journalism Theory is now required for all students, this should help students improve in selecting and writing about a theory. That should also free up time in the class to focus more on selecting statistical tests or analysis techniques, as students will have grounding in theory.

Using the writing assessment rubric, instructors rated students' writing fairly high, from 3.92 to 4.17, stating that the average paper was written reasonably well and demonstrated good focus and organization.

Using the tools and technologies assessment rubric, students' use of electronic databases and other tools appropriate for their work in this course was rated high, scoring a 4.25 to 4.33. Students appear able to locate sources, incorporate them into their writing and use images and technology. It is particularly encouraging that their scores in research – identifying appropriate methods and statistical tools – and in critical thinking were also fairly high. Instructors also rated students high in their awareness of responsibilities of the profession and attention to diversity concerns.

The capstone requirement for the class, as noted, is a thesis proposal that students might use as the basis for their thesis, thesis project or documentary. Doing this requires that students apply the research concepts and methods covered in the class, integrating theoretical and numerical aspects to develop the proposal. Students showed a range in their degree of accomplishment in this; in general, most performed fairly well and some were excellent.

Strategic Advertising and Public Relations Concentration Recommended Courses

Assessment of Students' Performance in Courses

Students in the APR sequence attained essential knowledge and skills needed for being a professional in the APR industry or pursuing a Ph.D. Students were required to master the core competencies stated in the program's Expected Educational Outcomes rubric throughout the course: *Writing, Theories, Concepts, Skills, Tools & Technologies, Role of Profession, Capstone projects.*

Instructors paid a great amount of attention to the development of real AD/PR campaigns requiring multiple revisions. While doing so, students improved their writing skills, which are critical for APR graduates. The depth and breadth of writing materials were both emphasized through the course. Students were required to write a wide variety of materials such as shorter social marketing plans, PSAs, news releases, with multiple revisions directed by the instructors. Also, students wrote a literature review for traditional academic papers, covering ethical, social economic, international or political issues related to the industry. Quantitative results (more than 4) also shows the competency in writing.

Students learned and utilized design software, an Excel program for planning, and secondary research database; government sites or databases for the campaign development. Students also use demographic and lifestyle information from the SRDS, Simmons and Mediamark databases. Instructors marked that most students did well on using those tools and technologies.

Diversity issues have been extensively addressed and discussed in the sequence, analyzing diverse audiences and having diverse clients for their actual projects. Instructors marked students' understanding and implementation on diverse issues such as men, women, LGBT, and ethnicity in the AD/PR industry.

Capstone projects were designed to develop advertising/PR campaign plans for real clients. Those capstone projects placed in national competitions. The capstone project for the other class required students to conduct traditional academic research. It seems that the courses in the APR sequence were quite balanced to learn both practical and academic knowledge and skills needed for graduate students getting an APR MA degree.

Assessment of Students' Performance on Theses

The APR theses and theses projects utilized quantitative research methods, primarily content analyses and surveys. Advisors marked students as having advanced understanding of research methods and statistical analysis upon completion of the thesis, using chi-square or t-tests. Topics were important, including current and diverse issues in the journalism and APR industry such as news coverage of female athletes, analyses of licensed characters in advertisements for kids, the use of Twitter among 14 SEC football teams and portrayals of gender, major and minor character, occupation, marital status, and genre in current broadcast network primetime programming. Theses also gave practical implications such as developing a marketing communication campaign and PSAs for non-profits. Overall, theses in the APR sequence were traditional academic research projects, giving practical implications at the same time.

The quantifiable results of APR students' theses show a satisfactory outcome based on the program's Expected Educational Outcomes rubric (with 1 = Poor through 5 = Excellent).

1. To write competently in the appropriate writing styles for the area(s) of journalism the student selects. 4.31
2. To understand the concepts, theories, skills, tools and technologies used in the appropriate area of journalism. 4.31

3. To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods or other methods appropriate to the area of Journalism. 4.25
4. To understand the role of the profession in society and the importance of representing diverse viewpoints and experiences in theory and practice. 4.69
5. To complete a capstone experience demonstrating proficiency in designing and producing a thesis which incorporates the appropriate Journalistic skills, theories and methods. 4.39

Assessment Conclusions.

There is some room for improvement in the use of theory in the thesis. Most theses utilized “framing theory” as the theoretical background. The program might offer more specific APR-related course such as crisis management/communication that introduces APR theories and strategies in practice.

Documentary Concentration Required Courses

Assessment of Students’ Performance in Courses

Two courses are specifically required of all students in the Documentary concentration: Documentary Production I (JOUR 5323) and Documentary Production II (JOUR 5333).

Following are the expected Educational Outcomes/Competencies in the Corresponding Courses.

JOUR 5323, Documentary Production I and JOUR 5333, Documentary Production II comprise a two-semester sequence of classes that guide and instruct graduate students as they produce a 30-minute documentary film. The course content follows the phases of documentary film production. All competencies are addressed in the two courses, but some of the emphasis varies, depending on the phase of production the projects are in during the course.

The following is an assessment of the two classes regarding how they address the competencies. Note that over the past five years, students produced 16 films working in groups of two or three.

JOUR 5323, Documentary Production I

Competency 1

To write competently in the appropriate writing styles for the area(s) of journalism the student selects.

Students in JOUR 5323 write film reviews, case studies, and story pitches. They receive feedback on the quality of their writing, but writing instruction is not the goal of this course.

Competency 2.

To understand the concepts, theories, skills, tools and technologies used in the appropriate area of journalism.

Students study long-form, non-fiction documentary story telling. They are required to study films, filmmakers, and to attend film festivals, including the annual Hot Springs Documentary Film Festival. Cases studies are examined. This helps understand the genre. A text is required, “Documentary Storytelling” by Sheila Curran Bernard. The course covers Story Basics, Approach, Structure, Manipulating Time, Research, Casting, Pitching and Proposal Writing, Outlines, Treatments and Scripts, Shooting, Editing, and Writing Narration and Voice-Over.

Competency 3.

To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods or other methods appropriate to the area of Journalism.

This is a qualitative documentary filmmaking class, based on story development, including content and visual imagery. Students research and pitch story ideas. The class teacher selects teams and stories based on interest and accessibility. Students follow a prescribed system that includes story, pre-production research, outline, content and visual research, and field production. Additional steps are followed in Documentary Product II, JOUR 5333.

Competency 4.

To understand the role of the profession in society and the importance of representing diverse viewpoints and experiences in theory and practice.

Diversity is strongly encouraged when selecting stories and characters that drive the storylines. Explanation and discussion on various ways to recognize and define diversity are included. Some of the discussions are theory based, but all are directed at practice to help students in production of their films.

Competency 5.

To complete a capstone experience demonstrating proficiency in designing and producing a thesis which incorporates the appropriate Journalistic skills, theories and methods.

This is not a capstone class. It is part I of a two-part course in documentary filmmaking. Part II, JOUR 5333, is when the films are completed, that begin in this class. Both classes serve as a strong foundation for student MA Thesis Films.

JOUR 5333 Documentary Production II

Competency 1. *To write competently in the appropriate writing styles for the area(s) of journalism the student selects.*

Students in JOUR 5333 write scripts for the films they are producing in their teams. They are shown several different formats and they choose one for their writing. The scripts must include accurate visual descriptions and word-for-word transcriptions of narration and interviews.

The script should provide descriptions of transitions from one part of the story to the next, and note where music will be part of the soundtrack. The students present a first draft of the script and then a final draft. They meet with the professor for feedback at each stage.

Generally, the overall quality of the writing is good, especially in grammar, spelling, punctuation, and style. The writing instruction that occurs is in scripting the content and flow of the film. This is what is new for the students, and the quality varies.

Competency 2. *To understand the concepts, theories, skills, tools and technologies used in the appropriate area of journalism.*

This is the primary emphasis in JOUR 5333 as it is the semester in which the students write and edit their documentary film. The rubric below is based on the student performance in these skill areas, and is the overall average of the work done in the sixteen films produced. The range in the technical quality of the films is sometimes significant, with some of excellent quality, and some with technical weaknesses. Overall, the technical quality is good.

Ideally, we could offer a course in advanced videography and editing that would give students instruction in the technical skills required to produce a professional quality film. As it is, we try to assign a student who is confident in videography and editing to each project, to insure the technical quality of the films.

Competency 3. *To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods or other methods appropriate to the area of Journalism.*

This area is addressed in JOUR 5323 Documentary Production I, the first semester of the two-semester sequence, when the students are developing and researching the subject of their film. It is not a component of JOUR 5333 Documentary Production II.

Competency 4. *To understand the role of the profession in society and the importance of representing diverse viewpoints and experiences in theory and practice.*

This competency is addressed in JOUR 5333 Documentary Production II by lectures in copyright and Fair Use concerning the best practices in documentary filmmaking when using the creative work of others. Discussions are ongoing throughout the process about how to make sure

the films are inclusive of the broadest audience possible. A list of the film topics demonstrates a commitment to producing stories across a broad diverse spectrum:

Stuff About Stuff—A story about people who love resell shops and recycling old items.

Oak Street Cemetery—A story about an African American cemetery in Fayetteville, Arkansas.

Jocelyn Elders—A profile of the first female African-American surgeon general of the United States.

Stage Presence—A story of two young artists trying to find success in their performance areas—a female comedienne, and a male drag queen.

Competency 5. *To complete a capstone experience demonstrating proficiency in designing and producing a thesis which incorporates the appropriate Journalistic skills, theories and methods.*

The films produced by the student teams in JOUR 5333 definitely qualify as a “capstone experience” because of the in-depth nature of the work involved in producing a 30-minute film. Student evaluations of the experience confirm that the combination of JOUR 5323 and 5333, Documentary Production I and II, is an effective way to teach the process of making a documentary film. The fact that one of the films produced in 2015 by students in JOUR 5323 and JOUR 5333, “Maker—The Art of Terry Boorman,” was awarded the Broadcast Education Association’s national award for best student long-form documentary, is a testament to the quality of our student’s work, and the effectiveness of these courses.

Assessment Conclusions.

When evaluating the effectiveness of courses where the goal is to teach students how to produce quality documentary films, the most convincing evidence is in the performance of the students. Our students have produced three to four documentary films per year for the last five years, resulting in a number of regional and national awards, including the BEA national award for Best Student Documentary. Many of the films have been broadcast on statewide public television and screened at regional film festivals.

The instructors of the two courses, Larry Foley and Dale Carpenter, have professional skills that complement each other—Foley in producing and writing, Carpenter in videography and editing, which gives students informed feedback during all phases of the productions.

The department has an adequate supply of cameras, lighting packages, and editing equipment to enable the students to produce a professional quality film. The student television station is a valuable outlet for the films to be seen by the local community.

An area that could be improved is to be able to offer some preliminary courses leading up to JOUR 5323 in which students could work on their technical skills before beginning the process of producing a film. Courses in advanced videography/editing, scriptwriting, animation and graphics would boost the quality of the films produced by the students.

Assessment of Graduate Students' Documentary Film Theses

Students who produce a documentary film for the thesis are required to submit their film and three written components for the defense:

Research Paper. This should be on a subject related to the documentary's topic.

It should demonstrate an effort to understand the background of the topic to help the student make creative decisions about what to include in their film's story.

Script and Credit List. This should be an accurate paper script reflecting the visual and audio components of the film, including the list of credits.

Production Narrative. This is a personal account of the student's experience making the film. It should discuss the thinking and the process they used to make creative decisions about the film. The following is a list of questions we ask them to address in the production narrative:

- Describe the goal of your project. What did you set out to do? What were some of the questions you were trying to answer in your thesis film?
- Discuss the research you did to find the story. What did you read? Who did you talk to? What sort of archival material did you search for and find for the documentary? Did the project change as you learned more about the subject? How? What challenges did you face gaining access to subjects and materials?
- You may include work that you did in JOUR 5043, Research Methods in Journalism.
- Talk about the decisions you made about what to include in the film. Refer to your outline and discuss how you structured the story. How did you decide who to interview and what questions to ask? Was there an overriding theme in your story? How do the parts contribute to that theme?
- During production, what were some of the challenges you faced in shooting the documentary? Did you have a certain "look" you were trying to capture? Discuss what you learned about the technical aspects of videography and audio production during the production phase. Did your film change at all during the shooting phase? Why and how?
- Talk about writing the script. What was the process like for you? Discuss how you made decisions on writing style, use of narration, etc. How did the story change during the writing phase? What did you learn during the writing of the script?
- Editing. What was the process like for you? Discuss the choices you made regarding music, and editing style. Did the original vision of the film change during the editing? How? What did you learn during the editing phase? Any new skills?

- Conclusion: You should look back at the process you went through to make the film, and reflect on how the end product measures up to the idea you began with. Discuss what you think works well in the film, and what you see as the film's weak points. If you could go back and redo any of the production phases, what would you do differently?

The ideal situation is for the student to know the topic of the thesis film before taking JOUR 5043, Research Methods in Journalism. This enables them to use the class to help them develop and write the research paper. Generally, these students write excellent research papers. Sometimes the topic of the thesis film changes, or is developed after the student has taken Research Methods. Typically, the research paper is not as strong in these cases.

While the written components are required of each student, the primary product is the completed documentary film. The ideal project is a 30-minute film in which the student performs all the creative roles, including producing and writing, videography and editing.

Students enter the program with a wide range of ability and experience in producing, writing, videography and editing documentary films. JOUR 5323 and JOUR 5333 give them an introduction to the phases of film production as they work with a partner on a 30-minute film. The strengths and weaknesses of the thesis films are usually a reflection of the student's individual skills, as it is usually a solitary endeavor.

Following is an assessment of students' documentary film performance based on each of the competencies.

Assessment Conclusions.

Developing, researching, producing, writing, and editing a 30-minute documentary film, along with a written research paper and production narrative, is a demanding and all-consuming undertaking. It usually takes the student a year to complete, and sometimes longer, depending on how much concentrated time they can devote to the project. All five of the "Expected Outcomes/Competencies" are addressed in doing the thesis project.

Competency 1. *To write competently in the appropriate writing styles for the area(s) of journalism the student selects.*

Based on a 4.0 scale, the average rating for the research paper was 3.0. The production narrative rating was 3.6. The scriptwriting rating was 3.4. When students take JOUR 5043, Research Methods in Journalism, before they know the topic of their thesis film, or if their topic changes, their research paper is usually not as strong. The support of this class makes the papers better, if they know their topic. The higher ratings of the production narrative and script are likely due to the fact that these are written during or after their work on the thesis film.

Competency 2. *To understand the concepts, theories, skills, tools and technologies used in the appropriate area of journalism.*

The technical skills required in the production of a documentary film are primarily videography and video editing, including audio and visual communication. The ratings of the individual students were mostly 3 or 4 in both videography and editing. The averages were 3.4 for videography and 3.5 for editing, indicating a good skill level in most students in these areas.

Competency 3. *To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods or other methods appropriate to the area of Journalism.*

The best indicator of this competency is in the ratings students receive for producing and developing a story idea for their thesis film. The average rating for these research skills was 3.6 on a 4.0 scale, indicating that students are doing a good job developing and researching the stories they are telling. The amount of research required varies depending on the type of film they are doing. Historical or scientific films require more research than personal profiles or stories based on current events or trends. The fact that the final film is expected to be 30-minutes comes with a built-in necessity for a significant amount of research and story development.

Competency 4. *To understand the role of the profession in society and the importance of representing diverse viewpoints and experiences in theory and practice.*

Most of the direct instruction regarding the role of the profession and the importance of representing diverse viewpoints comes in the two documentary film classes the student takes before doing the thesis film. The thesis director guides the student during the phases of production to ensure the film is not excluding any audiences, and is considering the widest range of viewpoints possible. Ultimately, it is the student's film, and he/she is required to screen the film for an audience, and urged to enter it into film festivals and awards competitions. This public aspect of the work reminds students of the importance of obtaining rights to copyrighted materials used in the film, and to make it accurate and inclusive.

Competency 5. *To complete a capstone experience demonstrating proficiency in designing and producing a thesis which incorporates the appropriate Journalistic skills, theories and methods.*

Doing a documentary film as the master's degree thesis is truly a capstone experience. Dr. Joe Foote, from the University of Oklahoma, served as one of the outside reviewers for the department's last MA Assessment in 2010. He commented that the demands of developing, researching, and producing a 30-minute documentary that we ask our MA students to do as their thesis, is on the level of work required for an MFA terminal degree. At that time, our numbers of students completing the degree was low, and Dr. Foote recommended scaling back the scope of the project to enable more students to finish and graduate.

Although we appreciated Dr. Foote's comments, we did not scale back the expectations of student's documentary thesis films, and yet, our numbers of graduates increased substantially over that time. What we did change was the amount of effort we put into communicating with our students to encourage them to finish. In 2010, the attitude of the faculty was that the student

was responsible for communicating with us about the progress of the thesis film. Since then both Professors Foley and Carpenter have reached out to students who have finished their coursework, but are still working on their thesis films, to keep track of their progress, and to help them set deadlines for each phase of their production.

The message is – we want you to graduate, and your film doesn't have to be perfect. It just has to demonstrate a level of professionalism and evidence that you did the best you could with the resources and time you had.

News Narratives Concentration

Assessment of Students' Performance in Highly Recommended Courses

The heavy reading and writing requirements of the News Narrative sequence have resulted in low enrollment but high marks in the assessment of students who completed the coursework. The evaluation shows instructor satisfaction in the areas of organization, research, and critical thinking. Students emerge well-versed in the canon of long-form journalism and literary journalism, reaching back as far as the muckrakers of the 19th century to modern-day award-winning practitioners of long-form, in-depth and/or investigative journalism, such as Steven Brill, Luke Mogelson, and Pamela Colloff. The coursework does not deploy traditional academic research methods but instructs students through example and in practice the research typical to long-form journalism. Diversity topics are covered mainly through readings and encouraged in assignments, though more diversity should be expressed through sources and in assignments covering minority or marginalized communities and/or individuals. Student work has been honored in state, regional, and national awards, including the Society of Professional Journalists, the Hearst Foundation, and the Green Eyeshade.

Assessment of Students' Performance in Theses and Thesis Projects

Master's theses in the News Narrative sequence are low in number but have been regarded by faculty as strong. They are varied in content and form, including quantitative and qualitative academic research and a project thesis written as a series as publication-quality newspaper articles. Indeed, the Arkansas Democrat-Gazette agreed to run the series. Not all theses were unvarnished successes; one student crafted a careful study of perceived bias only to find that her subjects were unable to recognize bias. The thesis mentors did not regard this, necessarily, as a flaw in the execution of the project. Because news narratives theses do not operate from one template, assessment is difficult. Overall, however, the fact that the program allows so much flexibility in the style and substance of theses is a programmatic strength that allows students to pursue research tailored to their professional or academic goals.

Assessment statements (with 1 = Poor through 5 = Excellent).

1. To write competently in the appropriate writing styles for the area(s) of journalism the student selects: 3.5

2. To understand the concepts, theories, skills, tools and technologies used in the appropriate area of journalism: 4.
3. To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods or other methods appropriate to the area of Journalism: 3.5.
4. To understand the role of the profession in society and the importance of representing diverse viewpoints and experiences in theory and practice: 3.5.
5. To complete a capstone experience demonstrating proficiency in designing and producing a thesis which incorporates the appropriate Journalistic skills, theories and methods: 4.

Assessment Conclusions.

Students in the News Narrative sequence have demonstrated their mastery of the core competencies articulated in the program's Expected Educational Outcomes rubric. The program's emphasis on argument, research, and writing generally manifest in the theses projects. Areas for improvement exist, though the diversity of theses platforms makes direct comparisons difficult. Students generally choose ambitious projects with real-world stakes. April Robertson's project focused on the health-care availability of a minority group, LGBTQ members in Northwest Arkansas, demonstrating continued commitment to issues of diversity and disenfranchisement. More investigative work can be encouraged among theses, as well as projects that build on the written word with interactive, digital components.

News Narratives projects with quantitative research are typically fashioned in Research Methods courses, which grounds students in the best practices of academic research. However, for many journalism students, this course is their first experience with quantitative research. This can cause some to feel disoriented and may hinder their research. Nevertheless, the projects produced for this sequence have been satisfactory.

Assessment of Indirect Measures

Three indirect measures were used in assessing performance of Journalism MA students: awards won by students, their employment post-graduation and the survey of graduates in the cohort. Journalism MA students and graduates have performed well in the first two categories.

Indirect Assessment - Awards Presented to Journalism MA Students

The number and prestige of awards won by Journalism MA students suggest a high degree of accomplishment, particularly with respect to competencies 1, 2 and 3. Any inference about competency 4 is difficult without examination of the individual pieces of work students produced.

Out of the 33 students in the cohort, two-thirds (22) produced work individually or on teams that won 21 awards in national, prominent regional and local competitions. Students' awards were high-level; most were first places or best in show. Documentary and news writing students have a consistent record of awards; advertising/public relations students competed for the first time this past year, with a very limited number of competitions they may enter. A graduate who worked with a faculty second author to significantly revise a research paper stemming from her thesis had the paper accepted at the 2017 AEJMC conference in August 2017.

We realize that awards reflect the work of a select number of students. However, that 67 percent of a cohort won a number of top awards over a period of 5 years is very encouraging and suggests a high level of mastery of writing (competency 1); understanding of concepts, skills, tools, etc. (competency 2); and understanding of how to conduct research and analyze results (competency 3).

Recommendation: The Journalism MA program should continue to encourage students to enter competitions, where possible. This activity excites and motivates students in learning and mastery of skills, it can benefit them professionally, further enhance their competency in using research and theory, and it also reflects well on the quality of instruction and the experiences students have in the program.

Graduate Student Awards

Awards in 2011-2012

Jesse Abdenour – Student Documentary – “Therapeutic Justice”
Mid America Chapter National Academy of Television Arts and Sciences (NATAS)

Jesse Abdenour and Tony Cosgrove - Student Documentary –
“Knocked Out: Aging Boxers Fight the Clock” Mid-America NATAS

Brian Petty - Student Documentary – “Finders Keepers: The Arkansas Diamond
Legacy” Mid America Chapter NATAS

Awards in 2012-2013

Jose Lopez, John Cooper, and Yen Nguyen – Best Student Documentary
Mid America Chapter NATAS

Awards in 2013-2014

Clint Fullen – Best Student Documentary
Broadcast Education Association (BEA) Festival of Media Arts (National)

Bryan Campbell and Bobbie Foster – Excellence in Editing
BEA Festival of Media Arts (National)

Sarah Moore – Best College Student Documentary
Mid America Chapter NATAS

Clint Fullen – First Place – Online In-Depth Reporting (Large Universities)
“Steering to Success”
Society of Professional Journalists Region 12

Awards in 2014-2015

Daniel Henkel and Alyssa Becker – Honorable Mention for Student Documentary
BEA Festival of Media Arts (National)

Scott Ramsey and Kisa Clark – Honorable Mention for Student Documentary
BEA Festival of Media Arts (National)

Tiffany King – Honorable Mention for Student Documentary
BEA Festival of Media Arts (National)

Jacob Bain – Finalist for film “Turpentine Creek”
Eureka Springs Indie Film Festival 2014

Tiffany King and John Cooper – “Oak Cemetery”
Fayetteville Mayor’s Award for Outstanding Service in Historic Preservation

Awards in 2015-2016

Katherine Hunt – Fourth Place – Feature Story
“Girls with guts: Giving a voice to an uncomfortable issue”
Finalist for Story of the Year
Associated Collegiate Press Awards (National)

Blake Sutton (JOUR MA student), Logan Jung (JOUR BA student) and
Anna Murta (COMM MA student) - Best Student Documentary
BEA Festival of Media Arts (National)

Rachel Caldwell and Kendra Williams (Rad Grads Agency)
Semi-Finalists (among Top 30 of 225 entries)
Marketing EDGE Collegiate ECHO Challenge (National)

Christi Welter, co-author on article accepted for presentation and publication
Bobbie Foster, former JOUR MA student, is also a co-author on this article
McCaffrey, Raymond, Bobbie Foster, Christi Welter and Janine Parry.
“The Divide Between Journalists and the Audience: Perceptions of Journalism
Credibility at a Statewide Level.” *Southwestern Mass Communication Journal*.
(In Press – Anticipated Publication: Spring 2017
Top Six Paper - 2016 Southwest Education Council for Journalism and Mass
Communication Symposium.

Kristen Coppola – First Place in Feature Writing
Society of Professional Journalists, Region 12

Katherine Hunt – Finalist for Best Nonfiction Magazine Story
Society of Professional Journalists, Region 12

Kristen Coppola – First Place for Spot News Photo
Arkansas College Media Association

TJ Stallbaumer, First Place - General Column Writing for the Arkansas Traveler
Arkansas College Media Association

Antoinette Grajeda
Scott Ramsey
Screened their thesis films at the Fayetteville Film Festival

Awards in 2016-2017

Brittany Smith – First author on a research paper accepted for presentation in August 2017
AEJMC: Commission on the Status of Women – Chicago
“Gender representation and occupational portrayals in primetime television:
Has there been any progress?” by Brittany Smith and Jan L. Wicks

Indirect Assessment – Acceptance into Graduate Programs

Jesse Abdenour
Jesse graduated from the Ph.D. in Mass Communication program at the University
of North Carolina-Chapel Hill in 2015 and is now an assistant professor in the
School of Journalism and Communication at the University of Oregon.

Kristen Coppola
Kristen is a law student at the University of Arkansas Law School

Bobbie Foster
Bobbie was accepted into the Ph.D. in Journalism Studies program in the Philip
Merrill College of Journalism at the University of Maryland, starting in fall 2017.

Holly Sullivan

Holly was accepted into the Ph.D. in Higher Education program at the University of Mississippi.

Indirect Assessment - Employment Post-Graduation

Of the cohort of 33 graduates, 75.7 percent (25) are working in positions related to their Journalism MA degrees. These include positions such as video production for news and for promotion, reporting, corporate communications, and public relations. Of the remaining eight graduates, one is a journalism assistant professor at Kabul University in Afghanistan, one is in law school, two are entering doctoral programs (one in journalism and one in higher education) and five are in unrelated fields such as real estate, student ministry and youth and aquatics for a country club.

The job titles indicate middle to moderate-high level positions; several are “directors” or “managers.” For example, positions include online sports director for a publication, features editor, marketing program manager, and director of communications. These are reasonable levels of job achievement for graduates who have been out of school only a short time.

The relatively high percentage of graduates working in the profession and the level of their positions plus the admissions to law school and doctoral programs, indicate a high level of mastery in competencies 1-3 – writing, use of skills and tools, and conducting research. Again, assessing competency in 4 is difficult for this indirect measure.

(Please see Appendix F for the complete list of cohort students and their current employment.)

Survey of JOUR MA Graduates Results

The JOUR MA survey of graduates was emailed to 33 cohort students, resulting in 16 completed surveys and a response rate of 48.48%. Students rated aspects of the program on a scale of 5 = Excellent to 1 = Poor, with any different bipolar rating statements noted below. The items rated and means for each item are listed below. (See Appendix G for a complete breakdown of results.)

Means for Cohort Responses to Survey Items

<u>Competencies/Qualities Items</u>	<u>Mean Rating</u> (1=Poor/5=Excellent)
To write competently in the appropriate writing style(s) for your area of journalism	3.94
To practice the skills used in journalism	4.00
To understand the concepts and theories used in journalism	4.00
To understand the tools and technologies used in journalism	3.56
To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods in journalism	4.13
To understand the role of the journalism profession in society	4.38
To understand the importance of representing diverse viewpoints and experiences	4.19
The quality of the faculty	4.31
The quality of information in the journalism courses I took	3.81
The ability of the faculty to stay current in the field	3.75
The overall quality of graduate level teaching by faculty	3.88
The academic standards in the program	4.06
The willingness of faculty to help me when I had questions	4.69
The willingness of faculty to meet with me outside of class	4.75
My satisfaction with thesis supervision/guidance	4.38
The technology resources including computers, software, television equipment, etc.	4.13
The library and electronic research resources	4.20
The overall quality of the program	4.06
Average of UA JOUR MA Program Item Means	4.12

<u>Other Items</u>	<u>Mean Rating</u> (1=Definitely Not/5=Definitely)
If you could start your graduate/professional career again, would you select the UA JOUR MA program again?	4.13
Would you recommend the UA JOUR MA program to someone else?	4.31
	(1=Strongly Disagree/5=Strongly Agree)
The overall environment in the UA JOUR MA program is welcoming to people of diverse backgrounds	4.56

<u>Other Items (continued)</u>	<u>Mean Rating</u> (1=Very Dissatisfied/5=Very Satisfied)
How satisfied are you with your current employment options/opportunities?	3.94
Average of All Program and Other Item Means	4.14

The mean ratings of responses to survey items ranged from a low of 3.56 to a high of 4.75, with cohort students generally rating the program as good, with most rating it very good or excellent, or positively. The average of all ratings related to the competencies and qualities of the program, its faculty and facilities was 4.12, while the overall average for all items was 4.14 (on a scale of 1 = poor or most negative to 5 = excellent or most positive).

While all averages are positive, the results suggest the graduate faculty should consider how to improve on several factors. Student responses suggest that faculty need to consider additional ways to stay current in the field, including current tools and technologies, as these were the lowest ratings. The verbatim responses to open-ended questions were also generally positive. Constructive criticisms focused on offering additional classes (especially in Ad/PR and Documentary), offering additional broadcast technical training, and workloads. (Please see Appendix G for the survey results and verbatim responses.)

More information regarding the cohort responses is found in the assessment conclusions below.

Assessment Conclusions.

From the survey of graduates, the program faculty should consider adding graduate advertising/public relations courses (especially public relations) and technical broadcast/documentary courses to the curriculum. Students tended to ask for a greater selection of courses as well as the ability to specialize more in their area of interest.

Specifically, the results suggest the graduate faculty should consider the following items. These items will be discussed and addressed in faculty meetings beginning in fall 2017.

1. Offer additional graduate courses, especially in PR/Advertising and Technical Broadcast Skills/Documentary
2. Adapt additional ways to stay current and add information to graduate courses, including information or skills training regarding relevant tools and technologies
3. Consider how to improve writing among graduate students in each area of specialization

The graduate program faculty already work with students to help them find employment, so additional emphasis should be placed on using the UA's Career Services office. Career Services has information on available jobs, improving job-hunting skills, and developing other interpersonal skills crucial to landing a job.

The graduate program would benefit from having staff support in tracking graduate students post-graduation. At present, that is unlikely given the thin staffing in the Journalism Department office and the multiple demands on the two staff members. This might be handled very simply and automatically, however. A standard, brief update survey could be developed and sent out every year to the last known address of graduates. It would involve some time and resources in its first year, but less thereafter.

A database of graduates can be helpful in maintaining connections between them and the program as well as in assisting with recruitment and even employment searches of current students.

One respondent discussed the workload of graduate assistants (GAs) during his or her time in the program. For a brief period a few GAs were teaching a number of JOUR 1033 labs, which was cleared with the Graduate School. However, these GAs notified us of the workload issues and we reallocated workloads, addressing the problem.

B. Any changes to degree/certificate planned or made on the basis of the assessment and analysis.

The JOUR MA program implemented changes based on the first external review and assessment in 2011, which appear to be providing better training and flexibility to our graduate students. By requiring 18 hours of journalism courses and six hours of outside courses and requiring JOUR 5023 Journalism Theory for all students, performance on the capstone thesis should improve, resulting in a wider variety of theories used in the thesis. Adding new graduate courses will provide additional specialized training for students. Allowing students to complete a traditional or professional project thesis allows students to tailor their capstone experience to their interests and future career aspirations. Establishing the 5-Year BA/MA program and the \$10,000 Pearson Fellowship enables talented undergraduate students to continue their educations.

At this time, it appears prudent to follow these changes for a longer period of time to see whether any additional changes are needed. The assessment suggests students are performing reasonably well and are generally successful in finding employment in the field, if desired. (For example, one student working in a sports management position is working in her second area of the program, while another is a real estate agent by choice.) In addition, as the suggestions of the last external review were quite helpful, we look forward to considering the recommendations of this external review.

C. Any changes to the assessment process made or planned.

No changes to the assessment process are planned at this time. We will continue to follow the progress of our students, considering trends in academia and industry as well as the recommendations of external reviews, introducing changes as needed.

VII. Curriculum

A. Degree Requirements

1. University of Arkansas Graduate School Requirements

For admission to graduate standing, students must have (from <http://catalog.uark.edu/graduatecatalog/admissions/>):

- a. A grade-point average of 3.0 or better (A = 4.0) on the last 60 hours of undergraduate coursework from a regionally accredited institution of higher education; or
- b. Conferral of a post-baccalaureate graduate degree (excluding professional degrees) from a regionally accredited institution; and
- c. A score on a standardized examination (e.g., GRE) that is acceptable to the degree program, unless exempted by the degree program or the Graduate School

2. UA JOUR MA Program Requirements

Prerequisites:

- a. Students must have appropriate professional experience and/or an undergraduate degree in the journalism field.
- b. A minimum undergraduate grade-point average of 3.0.
- c. A student should earn a minimum score of 300 on the verbal and quantitative parts of the GRE (including a minimum score of 151 on the verbal part), and a minimum score of 4.5 on the analytical writing section.

Requirements:

The program requires a minimum of 30 semester hours with a cumulative grade point average of 3.0 or higher.

Students must complete:

- a. 18 hours of graduate credit in journalism; all students must take JOUR 5023 Journalism Theory (typically in the fall semester when most students enter the program) and JOUR 5043 Research Methods in Journalism (typically in their second semester in the program).

JOUR 5023 Journalism Theory (Fall)

Examination of the major journalism and mass media theories and conceptual perspectives regarding journalism, news, mass media, advertising and public relations relevant to industry and academic researchers and professionals.

JOUR 5043 Research Methods in Journalism (Spring)

Research methods of utility in journalism. Emphasis on survey research, electronic database searching, and traditional library research.

(Students write a research proposal for their thesis in this class.)

- b. 6 hours of graduate credit in a single department other than journalism chosen by the student and approved by the graduate coordinator or the journalism graduate faculty committee.
- c. A master's thesis (6 semester hours)

JOUR 600V Master's Thesis (Spring, Fall, Summer) 1-6 Hour.

Required of all M.A. journalism students. May be repeated for degree credit.

B. Outline for Each Program Curriculum

As noted earlier, students take 18 hours of journalism courses, including the required JOUR 5023 Journalism Theory and JOUR 5043 Research Methods in Journalism. (Note: the 18 hours does not include the 6 hours of thesis credit). After taking the required courses, students have an additional 12 hours or four 3-credit courses to take. Students can select among the recommended courses in Ad/PR, Broadcast/Documentary or News Narratives (shown below). Students can opt to earn additional knowledge and skills in one or more of these areas, or select elective journalism courses to develop the desired skills and conceptual knowledge across several areas, with course examples shown below. (In fall 2016, we initiated a change to assign all regularly offered graduate classes 5000 graduate-level designations, so the new 5000 level designations are shown below.)

Advertising / Public Relations

JOUR 4463 / 5463 Campaigns (Spring, Fall, Summer)

Applying advertising principles and techniques to preparation of a complex campaign; determining agency responsibilities, marketing objectives and research, media mix, and creative strategy. Emphasis also given to campaign presentation delivery, utilizing audio and visual techniques.

JOUR 5063 Issues in Advertising & Public Relations (Fall)

Seminar course involving the critical examination of the major cultural, social, political, economic, ethical, and persuasion theories and/or issues relevant to advertising and public relations affecting individuals, organizations, societies.

Additional Ad/PR Courses:

JOUR 4473 / 5473 Account Planning (Spring, Fall—also offered in Summer)

An introduction to applied advertising research and account planning. Integrate consumers' perspectives into creative strategy to developing brand stories for clients. Write creative briefs, positioning statements and prepare copy-testing research

instruments to evaluate messages. Utilize consumer research for creating messages for diverse cultures.

(A graduate section of JOUR 405V Account Planning was offered for a few semesters, a graduate course has been approved, and the course will appear in the graduate catalog in fall 2017 as JOUR 5473 Account Planning.)

Broadcast / Documentary

JOUR 5323 Documentary Production I (Fall)

In-depth study of documentary film as non-fiction, long form journalism. Covers subject, funding, research and development, pre-production planning, field production, talent, music, post production, promotion, broadcast and distribution. Required trip to Hot Springs Documentary Festival.

JOUR 5333 Documentary Production II (Spring)

A continuation of JOUR 5323, Documentary Production I. Students photograph, write and edit a documentary begun in the fall semester. Prerequisite: JOUR 5323.

Additional Broadcast/Documentary Courses

JOUR 4033 / 5013. Advanced Radio News Reporting (Irregular)

Intensive training in the production of in-depth, public radio style news stories.

JOUR 4883 / 5383. Advanced Television News Production (Irregular)

Students prepare and present television newscasts for air. Corequisite: Lab component.

News Narratives

JOUR 4503 / 5303 Magazine Writing (Spring)

This intensive writing and reporting course is for students with proven feature-writing skills and an interest in the human-interest stories found in such leading magazines as The New Yorker, Esquire, Harper's, the Atlantic, and others. Students will compose magazine-length nonfiction stories on timely subjects under deadline. Stories are submitted for contests and publication, when possible.

JOUR 5313 Literature of Journalism (Irregular)

A study of superior works of non-fiction journalism, past and present. Includes authors from Daniel Defoe to John McPhee.

Additional News Narratives Courses

JOUR 4063 / 5163 Computer Assisted Publishing (Irregular) or

JOUR 4553 / 5193 Magazine Editing and Production (Spring)

In-depth, hands-on exploration of computer hardware and software in the design and production of media messages. Examination of developing media technologies and the computer's influence on design and conceptualization.

Instruction with lab work in editing and producing various types of magazines. Course includes magazine design, selecting and editing stories and photographs, laying out the story and photo pages, and other mechanical processes.

JOUR 5003 Advanced Reporting (Irregular)

Stresses public affairs coverage, interpretive, investigative, and analytic journalism, involving research, work with documents, public records, and budgets and specialized reporting.

JOUR 4073 / 5173 Social Media and Journalism (Fall)

Social Media and Journalism teaches conceptual knowledge and skills to develop news judgment and use changing technological tools to disseminate news quickly and to different audiences. The value of interacting with sources and the audience is stressed as are ethical, legal and accuracy issues.

Other Journalism Courses

JOUR 5133 Ethics in Journalism (Spring, Fall)

A seminar examining the professional ethical principles and ethical performance in the journalism field. The ethical performance of the mass media dedicated to news, public relations and advertising is evaluated based on ethical theories and industry standards..

JOUR 5193 Professional Journalism Seminar (Irregular)

Examination of complex problems encountered by professional journalists with focus on research and analysis of the role of journalism in major social, economic and political developments. May be repeated for up to 6 hours of degree credit. (New graduate electives are offered first under this designation.)

JOUR 5923 History of the Black Press. (Even years, Spring)

Covers the historic context of contributions and innovations to U.S. newspapers by African Americans. Also investigates the role of the black press from its beginnings in 1827 through the civil rights movement.

3. To provide expertise in an additional academic discipline.

Students are required to take six hours or two courses in a second academic discipline (but were previously required to take 12 hours). Students select these courses in consultation with their graduate advisory committee and the graduate coordinator.

Most students tend to select outside courses related to the thesis topic or skills and conceptual knowledge they wish to develop. For example, students select Agricultural Communications (for visual, design and journalism skills classes) and Communication (including mass communication effects and persuasion theories, or film studies courses). Other students select History or Political Science (with courses in both departments typically related to the thesis topic). Students also

select Recreation and Sports Management (to take courses in promotion, finance, facilities management and legal and political aspects courses).

C. Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.

The faculty, curriculum committee and/or graduate committee propose new courses from investigation of industry changes and trends, student interest as well as assessment and evaluation of the program. When a faculty member proposes a new course, he or she develops a syllabus, writes a statement justifying the need for the new course, and submits these materials to the curriculum committee chair. The chair reviews the proposal, makes any needed suggestions for improvement, and then submits the proposal to the curriculum committee for review. The curriculum committee reviews the proposal, makes any additional suggestions for revision, and votes whether to submit it to the entire faculty for approval.

Once approved by the Journalism faculty, the vice chair submits the final proposal online to the UA's formal approval process using the course inventory management software. The sequence of approvals that all new graduate course and program proposals follow is: 1) Registrar initial; (2) Journalism Chair; (3) ARSC (Fulbright College of Arts and Sciences) Curriculum Committee; (4) ARSC Dean; (5) Academic Affairs (AA) Vice Chancellor initial; (6) University Course and Program Committee; (7) Graduate Committee; (8) Graduate Dean; (9) Faculty Senate; (10) AA Vice Chancellor final; (11) Registrar final; and (12) Entry into PeopleSoft for entry into the next catalog and scheduling.

Since the last program review completed in 2011, all JOUR MA course and program proposals were successfully approved. All of the new courses below were taught as graduate courses for graduate credit (under the 4000 level course number or JOUR 405V in dual-credit graduate and undergraduate sections) before these new 5000 graduate course numbers become official in the catalog.

Program Changes

1. Approval of the JOUR MA Program change from 12 to 18 hours of Journalism courses and 12 to 6 hours of outside courses was approved, retaining JOUR 5043 Research Methods in Journalism as a required course for all students. (Effective in fall 2016)
2. Approval of the 5-Year JOUR BA/MA program proposal. (Effective in fall 2013)
3. Approval of the JOUR MA Professional Project option so students can elect to complete a traditional scholarly thesis or a professional project thesis. (Effective in fall 2012)
4. JOUR 5023 Journalism Theory was approved as a graduate course and as a required course for all JOUR MA students (along with JOUR 5043 Research Methods in Journalism). (Effective in fall 2016)

Course Changes

5. JOUR 4073 / 5173 Social Media and Journalism was approved as a graduate course.
(Effective in the catalog in fall 2015)
6. JOUR 4463 / 5463 Campaigns was approved as a graduate course.
(Effective in the catalog in fall 2014)
7. JOUR 4473 / 5473 Account Planning was approved as a graduate course.
(Effective in the catalog in fall 2017)
8. JOUR 4333 / 5133 Ethics in Journalism was approved as a graduate course.
(Effective in the catalog in fall 2014)

D. List courses in the proposed degree program currently offered by distance delivery.

Not applicable--we offer no graduate courses by distance delivery.

E. Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, and instructor response to student assignments).

Not applicable—we offer no graduate courses by distance delivery.

VIII. Program Resources

- A. Describe the institutional support available for faculty development in teaching, research, and service.

Teaching

Faculty can apply for support from the Journalism travel fund to attend workshops or conferences where they make teaching presentations or learn skills or concepts for teaching. The Fulbright College gives annual Fulbright College Master Teacher award. It also awards an Outstanding Advisor Award and the Yowell Award for Excellence in Teaching for a graduate assistant. These awards are found here: <http://fulbright.uark.edu/deans-office/faculty-and-staff/faculty-forms.php>

The Teaching and Faculty Support Center (TFSC) “provides a central facility to assist faculty, departments and teaching assistants in the continued improvement of learning and teaching” (see <http://teaching.uark.edu/>). The TFSC offers a new faculty orientation every fall, plus two New Faculty Lunch series each fall and spring (for teaching assistants and faculty with less than three years of teaching experience) and two Not So New Faculty Series (for those with three years or more of teaching experience). New topics are offered every lunch program, with notifications of each lunch topic sent to all faculty before each program.

The All Faculty Dead Day Event occurs every fall and spring, including a meal and teaching program or workshop. The Winter Teaching Symposium is a half-day teaching program after the break between the fall and spring semesters, and begins with a breakfast, and remarks by campus administrators followed by faculty-led breakout teaching sessions, and concludes with lunch. The January 2017 symposium addressed teaching, learning and assessment, reporting that the Global Campus Instructional Design Team can offer assistance in exploring assessment strategies.

The TFSC Teaching Camp is offered every summer and is a 2-3 day program where faculty focus on one or more aspects of teaching “in a relaxed, offsite venue.” The topics vary each year but the goal is “to spend time reflecting on teaching” and “engaging with other teachers.” Faculty must apply and the call is sent to all faculty every spring.

The TFSC offers Teaching Improvement Grants up to \$2,500 each that focus on developing, implementing and evaluating teaching innovations, including unique learning materials, procuring equipment, and developing new models of teaching. The Research in Teaching Grants (up to \$5,000 each) involve research projects regarding the development and determination in best practices in teaching. The TFSC also offers individual assistance to faculty members who wish to improve certain aspects of their teaching. TFSC mentors observe a faculty member in class and make suggestions for improvement. Mentors also share information on the teaching topic of interest and meet with the faculty member to discuss the information.

The UA offers an International Faculty Enhancement Grant from the Office of the Provost and Vice Chancellor for Academic Affairs. Jee Young Chung applied for and won this grant. She has been working with a professor from another department who observes her teaching and provides feedback for improvement.

The UA's Information Technology Services (ITS) offers support for faculty with technology, including the online Blackboard course content management system, recording and posting lectures using Echo360, holding online sessions with Collaborate, using clickers, and videoconferencing, for example. More information is available here: <http://its.uark.edu/academic/faculty-tech-support/index.php>, and here: <https://tips.uark.edu/>.

Fulbright College IT also provides instructional, technology, hardware and software support, updating our Journalism computer labs about every 5 years and providing advice on the types of equipment to purchase. Fulbright IT also helps with computing, networking and classroom audio video technology. Fulbright IT visits the department frequently to update software on computers, solve technology problems and assist with technology problems arising during class. More information is available here: <http://fulbright.uark.edu/deans-office/offices-and-services/fulbright-college-it/index.php>.

The Faculty Enrichment Series, offered with the Office of the Vice Provost for Faculty Development and Enhancement, is open to all faculty. It assists faculty with teaching, research and work-life balance. It supports the initiatives mentioned above, offers other workshops or sessions, and offers "Coffee and Chocolate" with the vice provost for sharing successes, etc. Examples of topics or events can be found here <http://facultydev.uark.edu/>

The departmental leadership encourages and supports faculty to apply for major teaching, research or professional development activities. For example, Foley and Wicks wrote a joint letter of support for Jee Young Chung for a Plank Educator Fellowship. Chung was awarded a Plank Fellowship in spring 2017.

Research/Creative Activity

The department and UA provide support central to conducting research and creative activity. For example, a documentary faculty member indicated the cost-free training on Lynda.com in many different technical areas of video editing and production aids in keeping up with new developments in the field. The department and college buy the equipment used to produce documentary films, representing a substantial amount of the cost to produce films. Other faculty attend free grant workshops and present work at national venues.

Tenured or tenure-track faculty can apply to the Fulbright College for \$1,000 in travel funds to present a refereed paper or presentation at a national or international conference, found here http://fulbright.uark.edu/deans-office/faculty-and-staff/_resources/travel-guidlines-faculty-update.pdf. If a faculty member has more than one research paper accepted at a national or international research/creative activity conference, he or she can apply to the Journalism travel fund for support. Fulbright College also offers grant workshops for faculty such as the Regional

Proposal-Writing Workshop on November 3 and 4, 2017, on writing grants for the National Endowment for the Humanities (NEH). Faculty may also apply for a summer research stipend to support research work in the summer, on Off Campus Duty Assignment (OCDA) or sabbatical for conducting research or creative activity, a Cambridge faculty fellowship to conduct research at Cambridge University, and the annual Master Researcher Award. Links for these programs are found here <http://fulbright.uark.edu/deans-office/faculty-and-staff/faculty-forms.php>

The UA's Office of Research & Economic Development, headed by Dr. Jim Rankin, provides a monthly newsletter about research on campus and related opportunities for improving research. It includes Research and Sponsored Programs (RSSP) and offers assistance in developing and administering grants at <http://vpred.uark.edu/units/rssp/> - also see <http://vpred.uark.edu/units/rssp/investigator-s-toolbox.php>. Award opportunities are listed here <http://vpred.uark.edu/faculty-fellowship-and-leadership/award-opportunities/>. RazorGrant is the UA's electronic research administration system to support all sponsored projects, grants, contracts and awards. Faculty can sign up for services such as Pivot that provides information on funding opportunities.

Dr. Jim Rankin offers Research Over Easy breakfasts for 25 faculty each semester to discuss topics related to research. Other initiatives include the Early CAREER Proposal Writing Workshops (in spring on March 16, 2017) where junior faculty can learn to compete for grants. The Arts and Humanities Seed Grant Program offers \$25,000 to faculty to propose funding support for research, scholarly and creative activity and is to be used to further a project for items such as materials, travel and supplies. RSSP also offers personalized training to individuals, departments or schools and responsible conduct of research training. As of April 2017, Becky Lee Pinson at pinson@uark.edu and (479) 575-8464 is the contact person for Journalism.

The Fulbright College's information about grants page is <http://fulbright.uark.edu/deans-office/offices-and-services/finance/grants-and-proposals.php>. Other annual opportunities available to faculty include the Women's Giving Circle grant, which should emphasize the enrichment of women's lives. In 2016, it provided \$25,000 toward Fulbright College grants. Faculty may also apply for the \$10,000 Community Research Award, which supports research or creative activity in some type of community-focused research.

Faculty (and student) research accomplishments may be reported in Research Frontiers (a semi-annual magazine on research at the UA) and Arkansas Shorttakes (or short videos on research or other accomplishments. For example, see the Shorttake on the Journalism Documentary faculty here <https://www.youtube.com/watch?v=QPXGcoutRa0&list=PLq9NBHuDnd1TQUxdiNIzgp76gJ9rU6MBh&index=44>

- B. Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.

Departmental Travel Support

Lucy Brown attended the IRTS Faculty Industry Seminar on new media technologies, Media Links Marketing Reinvented sessions and the Consumer Technology Association Conference in Los Vegas in 2016.

Lucy Brown attended the One Club Conference in New York City, designed for faculty who teach creative courses in 2016.

Debbie Miller received funding to attend the national PRSSA Conference in Indianapolis, Indiana from October 21-23, 2016. Debbie's participation there included attending Super Saturday, the Educators Academy's program related to teaching public relations.

Ray Minor received funding to attend the Journalism Interactive Conference in 2013 when prepping the Social Media undergraduate and graduate course. Minor also received support to attend in 2014, 2015 and 2016.

Fulbright College Travel Support

\$1,000 Travel Requests Approved for 2014-2015

Dale Carpenter, Larry Foley, Ignatius Fosu, Ray McCaffrey, Bret Schulte, Patsy Watkins, Jan Wicks

\$1,000 Travel Requests Approved for 2015-2016

Jee Young Chung, Larry Foley, Ignatius Fosu, Ray McCaffrey, Bret Schulte and Jan Wicks

\$1,000 Travel Requests Approved for 2016-2017

Dale Carpenter, Jee Young Chung, Larry Foley, Ignatius Fosu, Kara Gould, Ray McCaffrey, Bret Schulte, Rob Wells, and Jan Wicks

Fulbright College Cambridge Faculty Fellowship

Bret Schulte – selected as alternate for 2017-2018

Off-Campus Duty Assignment - OCDA (or Sabbatical) Awarded

Ignatius Fosu - fall 2015

Bret Schulte - spring 2016

Dale Carpenter - fall 2016

Gerald Jordan - spring 2017

NEH Grant Workshop – November 4, 2016

Jee Young Chung attended this workshop discussing strategies for successful proposal writing.

Walton College Supply Chain Management Conference: Uber Trends

Jee Young Chung attended.

TFSC Baum Teaching Workshop – August 18, 2016

Jee Young Chung attended.

TFSC Teaching Camp

Lucy Brown, Jee Young Chung and Debbie Miller
Lodge at Mount Magazine, Arkansas – August 7-9, 2016

TFSC Faculty Teaching Sessions – Lunch

Lucy Brown attended two sessions, including Why Your A-Game Matters for Students –
October 12, 2016- Dr. Tricia Seifert, Montana State University

Jee Young Chung attended four sessions including Magic Words: The Power of
Language in the Classroom on October 5, 2016.

Rob Wells attended three sessions in September, October and November 2016.

Jan Wicks attended the session entitled College Student Mental Health: Distressed Students
and How to Help Them on Thursday, February 23, 2017.

Plank Center for Leadership in Public Relations – Plank Educator Fellowship awarded to
Jee Young Chung – assigned to the W2O Group in New York City
Fellows “spend two full weeks with world-class corporate public relations
teams and public relations agencies.”

Other

Alumna Sue Walk Burnett donated \$5,000 to add a large-screen video display in the
Journalism Reading Room to be used for classes and student thesis presentations.

Lucy Brown (October 2016), Ignatius Fosu and Jan Wicks (June 29, 2016)
Training sessions scheduled through Mullins Library with the SRDS Representative
SRDS Training – Reports on Demographics, Psychographics, Nielsen Segmentation &
Market Solutions and other databases.

C. Provide the annual library budget for the program or describe how library resources are provided for the program.

The Libraries' annual materials budget is \$6,994,251, of which the vast majority is spent on serials and periodicals.

Monographs: Last year, \$776,103 were dedicated to monographs.

The annual budget for JOUR1, the main fund for monograph purchases in the Broadcast, News / Editorial, and Ethics tracks, is \$1500. Additionally, purchases for the Advertising / Public Relations track range between \$1,000 to \$1,500 and are covered by Business endowments. Finally, \$10,000 annually is made available to the Social Sciences, of which large one-time purchases may be made, or in the absence of those, the fund divided between the social science selectors for one-time purchasing. These pools of funds typically add up to approximately \$5000-6000 for monographs purchases supporting the Journalism Department.

Library users check out digital titles more than print titles at a ratio of 6-1; therefore, all new purchases are digital titles where available; these can be accessed through direct links in the library catalog records.

Serials and Periodicals

Last year, \$5,466,911 were dedicated to serials and periodicals, including magazines and newspapers.

A selection of subscription databases used most heavily by students in Journalism include:
ProQuest Central

Ebsco Academic Search Complete

JSTOR

CQ Weekly

Digital Journalism

Communication Source with Communication Abstracts

America's News (NewsBank)

NewspaperArchive.com

New York Times archive (1851-2011)

Times of London digital archive (1785-2008)

Gale 19th Century Newspapers

African American Newspapers

World Newspaper Archive: African Newspapers

Chicago Defender archive (1910-1975)

Research Tools

QuickSearch, a Summon 2.0 research tool, enables simultaneous searching across our collections for books, articles, conference proceedings, theses and dissertations, videos, music, images, manuscripts, standards, maps, and more--all at once. QuickSearch indexes records from

the library catalog as well as the full text of most of the e-books and the e-journals to which we subscribe, in addition to thousands of open access journals.

LibGuides are created for specific research topics, library resources, or classes. Current LibGuides created for Journalism include:

[Journalism](#)

[Newspapers](#)

[African Americans in Film](#) (JOUR 405V / COMM 3983)

[Media Law](#) (JOUR 3633)

[Journalism Writing Requirement](#) (JOUR 4981)

[History of the Black Press](#) (JOUR 4983 / 5923)

The Libraries' **liaison** for the Journalism Department, Dr. Molly Boyd, builds research guides (LibGuides) on request for Journalism faculty, teaches library instruction or research sessions in courses, and is available for research assistance by phone, email, or in person during the week. She holds office hours four hours per week in the Journalism Department to better facilitate drop in research requests.

Library Services

Course Reserves, which allows faculty and instructors to make recommended or required course materials available to their students, whether those materials are print, electronic, video, or audio. Electronic reserves are made available via links through Blackboard courses; print reserves are placed on hand at the service desks for checkouts.

Interlibrary loan is free to students and processes approximately 60,000 requests per year. Digital copies are mailed directly to students' email; hard copy articles will be scanned to digital PDF files, including articles from print periodicals in the library stacks.

Dibs! Reserve a Room allows users to book group and individual study spaces from a free downloaded app to their cellphones. The Libraries currently has 7 fully interactive study rooms and individual study carrels available through Dibs!

ScholarWorks@UARK is the institutional repository, which publishes digital versions of faculty publications, presentations, teaching materials, and student work including dissertations and theses. The repository is building a collection of copyright-cleared streaming media, including documentary films created by Journalism Department chair, Larry Foley. Exposure for student work through the repository is tremendous. For example, the honors thesis of a Journalism Department student Jocelyn Nicole Murphy, "The Role of Women in Film: Supporting the Men" has been downloaded 10,015 times since it was submitted to the repository in August, 2015.

- D. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).

Sections VIII A through C document that all campus resources are adequate or better, as well as easily available and accessible to faculty, staff and graduate students.

- E. Provide a list of program equipment purchases for the past three years.

Highlights of Purchases for the Past Three Years

- Fulbright College provided \$263,092.98 for equipment purchases, including television equipment, computer lab equipment and related accessories.
- Student Affairs provided about \$300,000 to update UATV facilities
- Donations of \$1 million and \$250,000 were secured from generous alumni to build the new Student Media Center, with matching funds from the University of Arkansas

Over the past three years, the Fulbright College provided about \$263,000, while Student Affairs provided about \$300,000 to update UATV facilities. Journalism has three computer labs, including the Newsroom (and will soon have four), and our students use the facilities of UATV. Journalism purchases computers, printers and other computer lab equipment; video and digital cameras and accessories; and online databases for instruction and research. The Fulbright College frequently assists the department in replacing equipment and replaces the computers, printers and other equipment in the Journalism computer labs every four to five years. The Fulbright College provides TeleFunds (Teaching and Learning Enhancement Funds) annually, and our allotment has increase over the past three years. The major equipment purchases and funding for the past three years are summarized below.

Alumna Sue Walk Burnett pledged \$1 million for a news Student Media Center under construction on the west side of Kimpel Hall, on the 2nd floor. The University of Arkansas matched this donation. Groundbreaking for the new center was in April 2017. The new student media center is under construction on the west side of Kimpel Hall, on the 2nd floor. This center will house the Arkansas Traveler, Razorback yearbook, UATV, KXUA radio and the new student run AD/PR agency.

Alumna Candace Dixon Horne and her husband John pledged \$250,000 to support the student radio station construction in the new Student Media Center.

A new HD TV studio for UATV was dedicated in October 2014, funded by Student Affairs at a cost of about \$300,000. This includes a new digital studio, studio sets, production control room equipment, cameras, teleprompter, audio console, video switcher and graphics system.

Support from the Fulbright College

Fiscal Year 2016-2017: About \$98,238.47 in TeleFunds was spent to add and replace video and digital cameras and accessories including headphones, microphones, cables, batteries, tripods and bags. Laptops for instructors and teaching were also purchased, along with accessories including MacBook Case Covers and rechargeable batteries. Subscriptions for online databases that are widely used in the industry including demographic and media usage databases, media planning and buying databases for a variety of media, and advertising budgeting databases were renewed and added.

Fiscal Year 2015-2016: The \$80,181.87 in TeleFunds was spent to replace video cameras and accessories including headphones, microphones, cables, batteries, tripods and replacement parts. Canon DSLR digital cameras were purchased with accessories including multimedia packs, phone adapters, lenses, shotgun microphones, batteries, monopods, wireless audio kits and light kits. Expenditures also included laptops/computers for teaching, online databases that are widely used in the industry including demographic and media usage databases, media planning and buying databases for a variety of media, and advertising budgeting databases. Older computers used for teaching were also replaced.

An additional \$15,000 was granted from the Fulbright College Dean's office to purchase the 27" computer screens necessary for the computers used for video and production editing in the department's video editing bays and in the Newsroom computer lab (Kimpel 111-112)

Fiscal Year 2014-2015: The \$69,672.64 in TeleFunds were used to add and replace video and digital camera packages, computers and laptops for instruction, and accessories. Online database subscriptions were renewed.

In fiscal year 2014, Alumna Sue Walk Burnett donated \$5,000 to add a large-screen video display in the journalism Reading Room to be used for classes and student thesis presentations.

An itemized list of Journalism Department equipment purchases is found in Appendix H.

IX. Instruction via Distance Technology

Not applicable: the UA JOUR MA program does not deliver graduate courses electronically.

X. Program Information

- A. State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.

As of April 16, 2017, the graduation rate among the cohort was 33 of 63 students or about 52%. There are 33 graduates in the cohort of UA JOUR MA students who completed the program from fall 2011 through January 2017. This represents students who generally started the program from fall 2009 through fall 2015. From an analysis of all students who entered the program but did not complete it including fall 2009 and after (using the discontinued report from UA Connect), there were 30 students that did not complete the program.

The JOUR MA program has been and continues to be a smaller program. From the data provided by Institutional Research there were:

18 students in the program in 2013,
19 in 2014, and
17 in 2015.

From the Institutional Research data regarding 5000 level graduate classes only, in academic year 2013-2014 the 5 classes averaged 8 students, in 2014-2015 the 10 classes averaged 4 students, and in 2015-2016, the 5 classes averaged 6 students.

From the UA Institutional Research data, the total number of students enrolled in Journalism graduate classes, representing total SSCH were:

in 2013-2014 there were 39 students enrolled representing 142 SSCH
in 2014-2015 there were 53 students enrolled representing 170 SSCH
in 2015-2016 there were 53 students enrolled representing 169 SSCH

- B. Describe strategies to recruit, retain, and graduate students.

The JOUR MA program has no designated budget or administrative staff, and must rely on departmental resources and staff. The graduate coordinator and graduate committee work hard to recruit and retain graduate students on their own. For example, a new recruitment flyer was created last fall and distributed to roughly 10 schools in each of five states adjacent to Arkansas (Missouri, Tennessee, Texas, Oklahoma, and Louisiana). Recruitment emails were sent to 93 high GPA journalism sophomores and juniors in fall 2017 with information about the 5-Year MA program (this is done every fall). New copy was written for the graduate program pages of the journalism website and a graduate student is working with the Fulbright College webmaster to complete the updates. A set of handouts for prospective students, new students, 5-yr students, students preparing for the thesis and the MA program handbook were updated, rewritten, and redesigned in summer 2016 for a coherent visual presentation.

The JOUR MA program has six graduate assistantships that enable six JOUR MA students to remain in the program every year. A 5-Year BA/MA program was implemented to recruit talented undergraduates to complete a Master's in one additional year at the UA. A Pearson Fellowship scholarship provides \$10,000 to fund the fifth or graduate year for one student in the 5-Year program. Another graduate assistantship in the Center for Ethics in Journalism was added in spring 2013, when funding was granted to establish the Center.

Faculty seek to find opportunities or partner with other departments to obtain additional support for JOUR MA students. For example, Luke Gramlich and Craig Pasquinzo each served as graduate assistants on the TEXT project in which students travel to India to film interviews with Tibetan refugees. This summer Jonathon Carlson will be in Greenland working with Dr. Matt Covington of Geosciences on a film about his research activities on the Greenland icecap. Students have had graduate assistantships in other UA units, including Student Affairs Development and Communication, or paid on-campus jobs or internships, such as editor for the Honors College.

The department has in the past few years designated funds from a specific scholarship to go to graduate students. These scholarships help students remain in the program and graduate, as shown below in the list of scholarships awarded to JOUR MA students since the last review.

2011-2012

Jose Lopez - \$2,000 (graduated)
 Aniseh Ebbini - \$2,000 (graduated)
 Holly Sullivan - \$2,000 (graduated)
 Allison Wise - \$2,000 (obtained a job at a local TV station but has not graduated)

2012-2013

Katherine Hunt - \$1,500 (graduated)

2013-2014

Kristen Coppola – Bill Moyers IRE Travel Fund - \$500 (graduated)

2014-2015

J. Scott Ramsey - \$1,500 (graduated)
 Blake Sutton - \$1,500 (graduated)
 Kristen Coppola – Elizabeth Barnes Messner - \$10,000 (graduated)
 Kristen Coppola – Pearson Fellowship - \$10,000 (graduated)

2015-2016

Rachel Caldwell – Pearson Fellowship - \$10,000 (graduated)
 Matt Jones - \$500 (graduated)
 Blake Sutton - \$500 (graduated)
 Kendra Williams - \$500 (graduating May 2017)
 DeMarius Davis - \$3,000 (graduated)
 T. J. Stallbaumer - \$1,000 (graduated)
 T. J. Stallbaumer – Bill Moyers IRE Travel Fund - \$750 (graduated)

2016-2017

Morgan Rhodes – Pearson Fellowship - \$7,800 (graduated)

Amy Sherrill - \$2,000 (currently in the program)

T. J. Stallbaumer - \$1,000 (graduated)

Christi Welter - \$1,000 (writing thesis in summer 2017)

2017-2018 (These students are currently in the program)

Mattie Bailey - \$2,500

John Erwin - \$2,500

Paige Murphy - \$2,500

Amy Sherrill - \$2,500

The JOUR MA program is organized to help ensure students matriculate successfully through the program. The graduate coordinator (GC) meets with each incoming student before beginning the first semester and helps him or her select courses to take in the first semester and explain the process for completing the program. Students are assigned an adviser when entering the program as well. The GC and adviser direct each student to form a Master's Advisory Committee during the first semester that advises the student and helps him or her select the courses to take to complete the program. Each student should complete a JOUR MA Course Approval Form to list the courses taken in journalism and the second area, which is approved by the Advisory Committee.

Students take JOUR 5023 Journalism Theory in their first semester to develop a foundation in the major theoretical and conceptual areas of journalism, as well as understand how and why practices work in the field. Students take JOUR 5043 Research Methods in Journalism in the second semester, where they are required to write a thesis proposal as the final paper. Students are encouraged to select a thesis adviser and form a thesis committee during the second semester in the program, or at the latest, early in the third semester. While the thesis adviser must be a journalism graduate faculty member, the thesis committee can include either two additional journalism graduate faculty, or have two journalism faculty (including the thesis adviser) and one member from the student's second area. Providing this option helps the student form a committee with the best qualifications possible to advise him or her through the thesis process.

In the second year, the student continues to meet with the GC or adviser for advising and works on the thesis, primarily with the thesis adviser or committee chair, who has expertise in the thesis topic, method, and/or theory used. Thesis advisers make a point to meet with their advisees at the beginning of the semester or regularly, to answer questions and provide information about completing requirements, answer questions about the thesis, and to ensure students are making progress on the thesis. Once the adviser believes the thesis is ready, a defense is scheduled. The thesis defense is an oral Master's comprehensive exam, in compliance with the UA Graduate School regulations, where the student presents the work or results and orally defends the thesis. The thesis is assessed in the committee's review of the written thesis and during the defense, where the student must demonstrate mastery of the appropriate research and/or professional concepts and skills.

A successful defense and completed thesis represent the culmination or capstone experience of the program. A completed thesis is to be in a form suited for submission for presentation or publication in the appropriate field. For example, a successful thesis may be a produced documentary and script that could be submitted to a film festival or for broadcast, a research thesis that could be edited for submission to a conference or journal, or a professional project that could be submitted to a media outlet, client, or nonprofit organization. A successful defense of the thesis represents a work that meets acceptable standards of submission for presentation or publication in the appropriate area of journalism.

Thus, the program is structured so students receive advising from the GC, a designated adviser, and a Master's Advisory Committee, as well as grounding in theory and methods, in the first year. Students complete a thesis proposal by the end of the first year, preparing them to conduct and write the thesis study or project in the second year. By the beginning of the second year, the student forms a thesis committee, with a thesis adviser to guide the student while working on the thesis. In summary, the program is structured to give the student the tools, knowledge, advice and support needed to enable completion at all stages of the program.

However, despite these efforts, some students cease work on their coursework or thesis. Individual faculty members have contacted students and urged them to complete their programs. In addition, students who have "fallen behind" are contacted by the graduate coordinator every spring, notified of their status vis-a-vis graduating, and encouraged to finish their degrees. Some students who ultimately completed the program due to these efforts include Jacob Bain, Erin Gilleece, Judy Luna, and Brittany Smith.

The University of Arkansas Graduate School also offers resources and support to graduate students. Travel grants on a first-come, first-served basis until funds are expended, with the department providing a minimum of 10% of the total travel cost. Graduate students may receive one travel grant annually to present research or creative activity at a professional conference or meeting. More information is available here: <http://graduate-recruitment.uark.edu/funding-degree/travel-grants.php>.

The TFSC offers teaching sessions and support for graduate teaching assistants, with Graduate School resources and advice found here: <http://graduate-and-international.uark.edu/graduate/current-students/ta-resources.php>
Other academic, leadership, job-hunting and career development, and community support are offered here: <http://graduate-and-international.uark.edu/graduate/current-students/student-resources.php>

C. Provide the number of program graduates over the past three years.

As noted above, the graduation rate among the cohort was 33 of 63 students or about 52%.

From the data provided by Institutional Research including July 1 through June 30 each year, there were 3 graduates in 2014, 6 in 2015, and 4 in 2016, averaging about 4 graduates per year ($13 / 3 = 4.33$). These data do not include an additional five students who completed the JOUR MA requirements after June 30 and graduated in summer or fall 2016, and five students who completed the program requirements and graduated in spring 2017.

D. Describe the market demand for careers stemming from the program.

As shown in section E below, 27 of the 33 JOUR MA graduates as of April 2017, or 81.8% of the cohort are working in the field or furthering their education, with about 70% (69.7%) employed in the field. JOUR MA cohort graduates are employed in media and digital production and reporting, content management, marketing management, writing and editing, and corporate and university communications.

Faculty assist JOUR MA students in obtaining jobs and internships. For example, Lucy Brown and Ignatius Fosu encouraged DeMarius Davis to join the Sam's Club mentoring program, leading to his Marketing Project Manager position with Sam's Club. Faculty including Ray McCaffrey, Patsy Watkins, Rob Wells and Jan Wicks assisted Bobbie Foster with gaining admission to the Journalism Studies doctoral program at the University of Maryland. Dale Carpenter and Larry Foley help Documentary students land news and video production jobs.

Students may also use the services of the UA's Career Development Center (CDC), which offers assistance in preparing cover letters, resumes, interviewing, on-campus and virtual career fairs, dining etiquette, dressing for success and other job-hunting tasks and skills. Erica Estes, the Fulbright College Director of Employment Relations, established a Media Career Fair over the past few years to aid Journalism students in finding jobs and internships. Erica and CDC staff meet individually with JOUR MA students who need advice in finding jobs. More information about the Center is found here: <http://career.uark.edu/new/>

Data from the most recent Occupational Outlook Handbook (2015) suggest a number of journalism/communication and media related occupations have higher than the roughly 6% average projected job growth from 2014-2024, while others will remain stable. Jobs for advertising, promotions and marketing managers are expected to grow by 9%, and jobs for market research analysts are projected to increase by 19%. The growth in jobs for public relations specialists is 6%, similar to the overall average for job growth, while growth for public relations and fundraising managers is 7%.

Jobs for producers and directors (including film, TV, theater, commercials and performing arts) are expected to grow by 9%, while jobs for film and video editors and camera operators are projected to grow by 11%. Broadcast technician jobs are expected to grow by 7%. Jobs for technical writers are expected to increase by 10% from 2014-2024. Jobs for writers and authors

(who develop written content for advertisements, books, magazines, scripts, and other types of media) are predicted to grow by 2%. Jobs for graphic designers will remain about the same with 1% growth projected (Occupational Outlook Handbook, 2015).

Job prospects appear positive in the metro area and region. The economic growth rate in Northwest Arkansas is predicted to rank 5th nationally through 2021, with Fayetteville often ranked nationally among the best places to live (Analysis, 2016). The Northwest Arkansas Metro area was the 22nd fastest-growing metropolitan area nationwide in 2016, with many moving here for the job and economic opportunities. JOUR MA graduates and others seek employment at major corporations in the area including Walmart, Sam's Club, Tyson and J.B. Hunt. Many other major vendors that service Walmart and Sam's Club, such as Procter & Gamble and Colgate Palmolive, also have offices in the area. The Northwest Arkansas metro's unemployment rate was 2.8% in January 2017, below the state and national average. Seven of the eight metro areas in Arkansas grew in 2016 including Jonesboro and Little Rock (Bernet & Bowden, 2017).

The University of Arkansas and Northwest Arkansas are surrounded by metro areas with strong job prospects for graduates. Forbes ranked Fayetteville Arkansas as # 24 nationally among the best places for business and careers out of 200 metro areas. Dallas was ranked 10th, Austin 11th, Oklahoma City 37, Fort Worth-Arlington 41, Kansas City 58, San Antonio 61, Houston 63, St. Louis 71, Springfield, MO 74, Tulsa 78, Little Rock 84, Wichita, KS 90 and Memphis 100 (The Best, 2017). It appears that JOUR MA graduates are well situated for finding employment.

- E. Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study. Also include information regarding the number and types of graduate and/or professional schools where graduates enroll.

Appendix F shows the current employment of all JOUR MA graduates in the cohort from fall 2011 and after. Of these 33 graduates, 23 work in the field, two teach journalism at the university level, two are continuing their educations, and six do not work in the field. (One is a realtor by choice, another is working in her second area—sports management and recreation, and another wanted to work for his church, for example.) Therefore, 81.8% of JOUR MA graduates in the cohort are involved in the field or furthering their education, while about 70% (69.7%) are employed in the field.

Of the three cohort students continuing their education, one is in a major journalism doctoral program, one is in a higher education doctoral program, and one is in law school.

Kristen Coppola - law student at the University of Arkansas Law School

Bobbie Foster - accepted into the Ph.D. in Journalism Studies program in the Philip Merrill College of Journalism at the University of Maryland, starting in fall 2017.

Holly Sullivan - accepted into the Ph.D. in Higher Education program at the University of Mississippi.

Here are examples of other JOUR MA students who continued their educations.

Jesse Abdenour - graduated from the Ph.D. in Mass Communication program at the University of North Carolina-Chapel Hill in 2015 and is now an assistant professor in the School of Journalism and Communication at the University of Oregon.

Juhee Cho – graduated from the Ph.D. in Health Communication program at Johns Hopkins Bloomberg School of Public Health, and is an adjunct assistant professor there. Cho is head of the Cancer Education Division at the Samsung Comprehensive Cancer Center, Sungkyunkwan University School of Medicine in Seoul, and the chair of the Department of Clinical Research Design at SAIHST, Sungkyunkwan University.

Kim Henderson – graduated from the Ph.D. in Mass Communications with a Health Communication focus from Howard University. She is an associate with Booz Allen Hamilton, where she specializes in health and strategic communication, and an adjunct faculty member in Communication at Johns Hopkins University.

Jonathon Modica - received his doctorate in Education Leadership from the University of Arkansas, and is now a Human Resources Business Partner – Finance for CISCO in San Francisco, California.

- F. Describe goals for intended research and creative activities.
Provide list of program research/scholarly productivity
(number of grants, dollars, publications, professional performances,
creative activities, etc.).

The goals for intended research and creative activities are to publish or present in national or international venues in order to enhance the reputation of the department and university. The goals of faculty are generally to work on worthwhile stories or research topics that they believe in or believe will serve the social good. The Fulbright College personnel document notes that the college “seeks to develop and sustain nationally and internationally prominent programs in teaching and research or creative activity.” The Journalism personnel document states that “Tenured and tenure-track faculty members will produce regular, high quality research and/or creative work at regular intervals to advance their fields and inform their teaching” with evaluative criteria designed “to encourage quality work of a national scope.”

The faculty resumes providing additional information on productivity are found in Appendix B. The highlights of faculty work produced since the last external review are listed below to illuminate the variety of research and creative activity of the faculty. The faculty offer a variety of specialties so JOUR MA students can select a faculty member providing the background and training of interest. (Note: Single authored work listed for each faculty member below does not include the faculty member’s name.)

Dale Carpenter, Professor

Greenland Icecap Project – resubmitted a National Science Foundation grant proposal with Matt Covington (Geosciences), which was accepted, for a JOUR MA student to produce a documentary film about Dr. Covington’s research during the summers of 2017 and 2018, which will also be used for the student’s thesis film.

“Uncontrolled Variables: A Science Fair Story” (Producer/Photographer/Editor)
Premiered on March 29, 2017 at the National Science Teacher’s Association annual convention in Los Angeles.

“The Favored Strawberry” (Carpenter co-producer)
\$140,000 grant from UA Cooperative Extension Service
Premiered at the Florida Strawberry Festival on March 9, 2017 in Tampa, sponsored by WEDU, the PBS station in Tampa.

“The First Boys of Spring” (Edited by Carpenter)
BEA Festival of Media Arts – Best of Competition Long Form Documentary
Mid-America EMMY Award for Best Cultural Documentary
Presented a paper, then the finished documentary at the Cooperstown Symposium on Baseball and American Culture, National Baseball Hall of Fame, Cooperstown, NY.
Accepted into the film, video and recorded sound collection of the National Baseball Hall of Fame and Museum.
Broadcast nationally on the Major League Baseball Network

“The Caged Bird” (Carpenter was associate producer/principal photographer)
Broadcast nationally on PBS World Channel
Distributed nationally to PBS stations by NETA
\$25,000 grant from the Arkansas Endowment for the Humanities

“The Art of Crystal Bridges” (Co-Producer/Videographer/Editor)
Best of Festival Award, BEA Festival of Media Arts.
\$95,500 grant from Crystal Bridges Museum

“Bridge To War Eagle”
Mid-America Emmy for Best Cultural Documentary
Broadcast Education Association (BEA) Award of Excellence – Faculty Documentary

“Sacred Spaces: The Architecture of Fay Jones”
Mid-America Emmy for Editing - Mid-America Chapter of the National Academy of Television Arts and Sciences (NATAS)
Distributed nationally to PBS stations by the National Educational Telecommunications Association (NETA)

Jee Young Chung, Assistant Professor

Understanding of Time-Restriction: The Role of Construal Level and Countdown Timer.
Hyuksoo Kim, **Jee Young Chung**, & Michael Lee. Presented at the 2017 American Academy of Advertising Conference in Boston.

Chung, J. Y., Berger, B., & DeCoster, J. (2015). Developing measurement scales of organizational and issue legitimacy: A case of Direct-to-Consumer advertising in the pharmaceutical industry. *Journal of Business Ethics*, 137(2), 405-413.

Larry Foley, Professor

“The Favored Strawberry” (Foley is Co-Producer)

\$140,000 grant from UA Cooperative Extension Service
Co-PI for \$135,000 grant from the Walmart Foundation
Premiered at the Florida Strawberry Festival on March 9, 2017 in
Tampa, sponsored by WEDU, the PBS station in Tampa.

“The First Boys of Spring” (Produced by Foley)

BEA Festival of Media Arts – Best of Competition Long Form Documentary
Mid-America EMMY Award for Best Cultural Documentary
Presented a paper, then the finished documentary at the Cooperstown Symposium on
Baseball and American Culture, National Baseball Hall of Fame, Cooperstown, NY.
Accepted into the film, video and recorded sound collection of the National Baseball Hall
of Fame and Museum.

Broadcast nationally on the Major League Baseball Network
\$25,000 grant from Arkansas Humanities Council
\$10,000 grant from the Morriss Foundation
\$ 5,000 grant from the Arkansas Department of Parks and Tourism
\$ 2,500 grant from the Munro Foundation
\$ 1,000 grant from Frank Thomas

“After the Tsunami”

BEA Award of Excellence – Best Faculty Documentary
Distributed nationally to PBS stations by NETA.
Screened at Peace on Earth Film Festival, Aceh Documentary Film Festival, and
NAFSA Annual Conference (professional association-international education)

“The Art of Crystal Bridges” 2012-2013 (Produced by Foley)

Best of Festival Award, BEA Festival of Media Arts.
\$95,500 grant from Crystal Bridges Museum

“Growing Hope” 2012-2013

Mid-America Emmy for Best Writing for a Program

“John McDonnell, Greatest Coach Ever”

Distributed nationally to PBS stations by the NETA

“Bridge To War Eagle”

Mid-America Emmy for Best Cultural Documentary

Broadcast Education Association (BEA) Award of Excellence – Faculty Documentary

“Sacred Spaces: The Architecture of Fay Jones”

Nominated for four Mid-America Emmy Awards by the NATAS Mid-America Chapter of the National Academy of Television Arts and Sciences

Distributed nationally to PBS stations by the NETA

Ignatius Fosu, Associate Professor

“Direct to Consumer (DTC) pharmaceutical advertising recall: The role of involvement.”

Southwestern Mass Communication Journal. (In Press)

Presented at the 39th annual conference of the Southwest Education Council for Journalism and Mass Communication (SECJMC) in November 2016.

Top Paper Award for 2016

“Commercial broadcasting survival and the drug advertising conundrum: The case of Ghana.” Presented at the 39th annual conference of the SECJMC in November 2016.

"Effect of risk disclosures on DTC ads: The role of involvement and need-for-cognition.”

Paper presented to the 2013 International Communication Association Conference in London.

Fosu, I., Wicks, J. L., Warren, R., & Wicks, R. H. (2013). What's on the menu? Disclaimers, emotional appeals and production techniques in food advertising on child rated programs in the United States. *Journal of Children and Media*, 7(3), 334-348.

Exploring the potential of wireless technologies to accelerate universal Internet access in Ghana. (2011). *Telecommunications Policy*, 35, 494-504.

Broadband costs and impact on universal Internet access: The case of Ghana. (2011). *Southwestern Mass Communication Journal*, 26, 29-40.

Pasadeos, Y., & **Fosu, I.** (2011). The geography of cross national research in advertising, 1990-2009. *International Communication Research Journal*, 46, 25-43.

Kara Gould, Assistant Professor

“An Empirical Approach to Effective Social Media Newswriting.” Presented at the Broadcast Education Association Annual Conference, April, 2017.

Review of the book *Smartphones as Locative Media*. (2016).
The Popular Culture Studies Journal, 4(2), 452-455.

“Yik-Yak and Cyber-Civility on College Campuses.” Presented at the 2016 Central States Communication Association annual meeting in Grand Rapids, MI.

“Community through Competition: Exploring the Role of Sports Heritage and Nostalgia in Institutional Identity.” Presented at the 2016 Broadcast Education Association annual meeting in Las Vegas, NV.

“Encouraging Critical Thinking with an Active-Learning Model for Teaching Media Law.” Presented at the World Journalism Education Congress 2016 in Auckland, NZ.

Gerald Jordan, Associate Professor

TV columnist for TV Worth Watching, a website organized by David Bianculli, weekend host of “Fresh Air” heard on National Public Radio.
<http://tvworthwatching.com/>

Commentary and Book Review: “Breaking the Line: How Football Changed the Civil Rights Movement” by Samuel G. Freedman. In Northstar News in August 2014

Invited Visiting Professor from 2011-2013 for News21
Cronkite School of Journalism and Mass Communication at Arizona State University
Sponsored by the Carnegie Corporation of New York and the
John S. and James L. Knight Foundation.

Ray McCaffrey, Assistant Professor

“Jackie Robinson, Crusading Journalist: How The First African-American Major League Baseball Player Used His Newspaper Column to Continue to Advance Civil Rights on the Sports Field in the 1960s.” Presented to the Media & Civil Rights History Symposium, University of South Carolina, Columbia, S.C., March 30-April 1, 2017.

“Barry H. Gottelher and a ‘City in Crisis’: The Path from Journalist to Peacekeeper in New York City’s Turbulent Streets in the 1960s.” Presented to the Joint Journalism and Communication History Conference of The American Journalism Historians Association (AJHA) and the Association for Education in Journalism and Mass Communication History Division (AEJMC), New York, N.Y., March 2017.

McCaffrey, Raymond, Bobbie Foster, Christi Welter and Janine Parry. The Divide Between Journalists and the Audience: Perceptions of Journalism Credibility at a Statewide Level." *Southwestern Mass Communication Journal*. (In Press – Anticipated Publication: Spring 2017)

Presented to the SECJMC in November 2016.

"Tributes to Fallen Sports Journalists: Searching for the Heroes Amongst the Hero-Makers." Paper presented to the AJHA in St. Petersburg, Fla., October 2016.

"Dueling Ethics Scandals: Rolling Stone, Brian Williams, and a Damaged Paradigm." Paper presented to the AEJMC Media Ethics Division in Minneapolis in August 2016.

"A History of Fallen Broadcast Journalists: Dying in the Line of Duty, at Home and Abroad and on Live TV." Paper presented to the AEJMC Electronic News Division in Minneapolis in August 2016.

Journalists Taking the Offensive: Paradigm Repair and the Daily Ethics Scandal. (2016). *Southwestern Mass Communication Journal*, 31(1).

Top paper of the 2015 SWECJM Symposium.

"Tributes to Fallen Female Journalists: The Role of Gender in the Hero Mythology of Journalistic Practice." Paper presented to the AJHA in St. Paul, Minn., October 2014.

"Tributes to Fallen Female Journalists: The Role of Gender in the Hero Mythology of Journalistic Practice." Presented to the Joint Journalism and Communication History Conference (The AJHA and AEJMC) in New York, NY, March 2014.

Honorable Mention in the Maurine Beasley Award for the Outstanding Paper on Women's History 2014 competition of the American Journalism Historians Association

"Tweets and Tributes to Fallen Journalists: The Emerging Role of Social Media in Journalism's Hero Mythology." Poster presented to the AEJMC in Montreal, Canada, August 2014.

Steiner, Linda, Jing Guo, **Raymond McCaffrey**, and Paul Hills. (2013). The Wire and Repair of the Journalistic Paradigm. *Journalism*, 14(6), 703-20.

Hoyt Purvis, Professor (Retired in May 2016)

Purvis, H. (2015). Anonymous Sources: More or Less and Why and Where? *Southwestern Mass Communication Journal*, 30(2), 2-21.

Top six paper at the 2014 SECJMC Symposium in Denver.

Purvis, H. & Sharp, S. (2013). *Voices of the Razorbacks*. Published by the Butler Center for Arkansas Studies, and distributed by the University of Arkansas Press.

Bret Schulte, Associate Professor

Book proposal for “A Thousand Sons” on Boys Town and Father Edward Flanagan.

The proposal includes historical images from Boys Town, a summary of the research, the book’s argument and scope, research methodology, and marketing plan.

“One Town’s Trouble with the Alt-Right” – story for *Slate* about the role of the KKK in Harrison, Ark. Monday, April 3, 2017.

“Lonely Hearts of the Heartland,” *The Boston Globe*, Ideas section. Sunday, Sept. 11, 2016

“Reclaiming the Past: The Challenge of Understanding Vanished Culture.” Presented at the Association of Writers and Writing Programs in Washington, D.C. in February 2016.

“The Beginning of the End? The Race for a Parkinson’s Cure,” *Boston Globe*, September 27, 2015.

2nd Place, 2016 Green Eyeshade Award, for Technology Reporting, All Dailies

“Boys Town’s Rehab Vision Remains, Now Sharpening Minds and Skills,” *The New York Times*, January 18, 2015.

“Twentieth Century Stories: Objectivity and Authority in Wilkerson and Hersey.” *Current Narratives*, Issue 4, January 2015.

Schulte, Bret, and Stephanie Schulte. 2014. “Muckraking in the Digital Age: Hacker Journalism and Cyber Activism in Legacy Media.” *Journal of New Media and Culture*. 9(1). <http://www.ibiblio.org/nmediac/winter2014/Articles/HackerJournalism.html>

“Can Natural Gas Bring Back U.S. Factory Jobs?” *National Geographic*, February 1, 2014. Nominated for Thomas L. Stokes Award for Best Energy Writing by National Geographic editors.

“Home of Johnny Cash Hopes History Will Help It Rise.” *The New York Times*, August 12, 2014.

“Can Features Save News?” *European Journalism Observatory*, October 17, 2014.

“Literary Journalism and the Growth of Newspapers.” Presented to the International Association for Literary Journalism Studies in Paris, France, on May 16, 2014.

“Down in the Delta, Outsiders Find a Home,” *The New York Times*, July 22, 2013.

“Fixer-Upper: Ozark Views. Vassals Welcome,” *The New York Times*, May 28, 2013.

“Oil Spill Spotlights Keystone XL Issue: Is Canadian Crude Worse?”
National Geographic News, April 4, 2013.

“Keystone XL Pipeline Marks New Battle Line in Oklahoma,” *National Geographic News*,
March 8, 2013.

"This Town" *Phoebe*, (41)2. Fall 2012.

Runner-up in nonfiction contest judged by *New York Times* bestselling nonfiction writer
Mary Roach.

“Drought Withers U.S. Corn Crop, Heats Debate on Ethanol,” *National Geographic News*,
September 6, 2012.

“Last of Storm Attacks Midwest Drought,” *The New York Times*, August 31, 2012.

“For Pacific Islanders, Hopes and Troubles in Arkansas,” *The New York Times*,
July 5, 2012.

"Today's Main Feature: Disappearing Feature Sections in the Age of Feature Writing."
Presented to the AEJMC Newspaper and Online News in Chicago in 2012.

“This is My Paper; This is My Town,” *Columbia Journalism Review*, May/June 2012.

National Finalist, Best Single Article in Digital Media, Mirror Award, sponsored by the
Newhouse School of Journalism, Syracuse University.

1st Place, Green Eyeshade Award, category of Feature Writing, Magazines, and
Best of Division: Magazines, Green Eyeshade Award (The Green Eyeshade Awards
are sponsored by the Society of Professional Journalism and honor the best of
journalism in 11 states in the South.)

"Student-Driven PAC Aims to Blunt GOP in South," *The New York Times*, March 22, 2012.

“Yo Newt, That Press You Assail is Actually Pretty Exceptional,”

American Journalism Review, February 27, 2012.

1st Place, Green Eyeshade Award, category of Serious Commentary, Online

“Will I Ever Write the Book? Why Not?” (2011). *Nieman Reports*, 65(4), 31-32.

“The Family Owner Rises Again,” *Columbia Journalism Review*, May/June 2011, pp. 17-18.

“The Hacker, Off the Couch,” *Columbia Journalism Review*, 49(6), Mar/Apr 2011, pp. 10-11.

Hayot Tychiev, Instructor

“The Art of Crystal Bridges” (Photographed by Tychiev)

Best of Festival Award, BEA Festival of Media Arts.

Patsy Watkins, Associate Professor

Farm Security Administration photo coverage of Arkansas during the Depression of the 1930s. Book contract with University of Arkansas Press.

“This Land: Picturing a Changing America in the 1930s and 1940s.” Exhibit of photographs and prints, Crystal Bridges Museum of American Art, September 2013-January 2014.

Book Review: *The Art of Making Magazines: On Being an Editor and Other Views from the Industry*. Eds. Victor S. Navasky and Evan Cornog. New York: Columbia University Press, 2012. Published in *Journalism & Mass Communication Educator* 68(4):430-431.

“Harder Than It Looks! Creating the Arkansas Historical Photograph Project,” Presented to Southwest/Texas Popular Culture and American Culture Associations conference, February 13-16, 2013, in Albuquerque, New Mexico.

"Arkansas in the Great Depression: Photos documenting the 'Poorest of the Poor,'" Presented to the American Culture Association/Popular Culture Association annual conference in Boston on April 15, 2012.

“Same People, Same Time, Same Place: Contrasting Images of Destitute Ozark Mountaineers during the Great Depression.” *Arkansas Historical Quarterly*, 70 (Autumn 2011), 288-315.

Rob Wells, Assistant Professor

“Business Journalism: Market Servant or Public Watchdog?” Presented to the Business History Conference in Denver on March 31, 2017.

“Business and Press Tension: The Pivotal Era of the 1970s,” Presented to The Joint Journalism and Communication History Conference, sponsored by the AEJMC History Division and the American Journalism Historians Association, in New York City on March 11, 2017.

Tim Yeager & **Rob Wells**. Provost’s Collaborative Research Grant: \$1,921.

A proposal to conduct research with the Walton College finance professor Tim Yeager on business journalism issues and data. University of Arkansas - November 2016.

Chadha, K., & **Wells, R.** (2016). Journalistic Responses to Technological Innovation in Newsrooms. *Digital Journalism*, 4(8), 1020–1035.

<https://doi.org/10.1080/21670811.2015.1123100>

Jan LeBlanc Wicks, Professor

Smith, B. and **Wicks, J.L** “Gender representation and occupational portrayals in primetime television: Has there been any progress?” Paper accepted for presentation to the Commission on the Status of Women Division, AEJMC Conference in Chicago, held in August 2017.

C. Ann Hollifield, **Jan LeBlanc Wicks**, George Sylvie & Wilson Lowrey (2016). *Media Management: A Casebook Approach* (5th ed.). Routledge/Taylor & Francis Group. Hollifield and Wicks were co-first authors.

Wicks, Jan L., Shauna Morimoto, Angie Maxwell, Stephanie Schulte, and Robert H. Wicks. (2014). “Youth political consumerism and the 2012 Presidential Election: What influences youth boycotting and buycotting?.” *American Behavioral Scientist*, 58(5), 715-732.

Wicks, Robert, **Jan LeBlanc Wicks**, and Shauna Morimoto. (2014). “Partisan media selective exposure during the 2012 Presidential Election.” *American Behavioral Scientist*, 58(9), 1131-1143.

Wicks, Robert, **Jan LeBlanc Wicks**, Shauna Morimoto, Angie Maxwell, and Stephanie Schulte. (2014). “Correlates of political and civic engagement among youth during the 2012 Presidential Campaign.” *American Behavioral Scientist*. 58 (5): 622-644.

Fosu, I., **Wicks, J. L.**, Warren, R., & Wicks, R. H. (2013). What's on the menu? Disclaimers, emotional appeals and production techniques in food advertising on child rated programs in the United States. *Journal of Children and Media*, 7(3), 334-348.

XI. Conclusion

A. List the strengths of the program.

Our graduates are successful in the field, successful in refereed competitions and in furthering their graduate education even though we are a small program without a designated budget.

A dedicated faculty that is willing to work closely with students and take a personal interest in their progress.

Facilities (computers and TV equipment) are kept up to date and in good condition, with the generous assistance of the Fulbright College through TeleFunds and Fulbright ITS.

Flexibility in the kind of thesis a student can produce: a documentary, research thesis or professional project.

A willingness to change the program based on external reviews and major industry trends.

The Documentary Film program built on the success of the faculty and graduates of the program.

A 5-Year BA/MA option to allow talented students to complete an MA in only one extra year, with eligibility to apply for the \$10,000 Pearson Fellowship and departmental scholarships.

The Center for Ethics in Journalism, established within the last five years, offered an additional graduate assistantship, and a graduate course in Journalism Ethics. The opportunity for a graduate student to work closely with the Visiting Distinguished Professor each fall semester enhances student understanding of complex ethical questions in a rapidly changing media environment.

B. List any challenges the program has addressed over the past two years. Should the department wish to identify needed changes in operations, programs, or other changes in direction, that statement should be included along with a rationale related to benchmarking and good practice.

We hired Rob Wells to teach the graduate course in Journalism Theory. Dr. Wells also is introducing a graduate data-based journalism course in the future.

Dr. Lucy Brown added a new graduate course on account planning in advertising.

The graduate coordinator and committee have continued their efforts to recruit students and sustain enrollment. However, this problem is not unique to our department, university or discipline. In addition, it is difficult to recruit students with graduate teaching assistant stipends below the national average.

C. List program improvements accomplished over the past two years.

The JOUR MA Program change from 12 to 18 hours of Journalism courses and 12 to 6 hours of outside courses was approved, retaining JOUR 5043 Research Methods in Journalism as a required course for all students.

JOUR 5023 Journalism Theory was approved as a graduate course and as a required course for all JOUR MA students (along with JOUR 5043 Research Methods in Journalism).

New graduate courses were approved and offered including JOUR 5133 Ethics in Journalism, JOUR 5173 Social Media and Journalism, and JOUR 5473 Account Planning.

The Development of the News Narratives concentration.

The continued efforts to encourage students to finish their degrees resulted in an increase in the number of graduates since the last program review and over the past year, with five students completing the JOUR MA program requirements in spring 2017.

The graduate coordinator and committee continue to try to develop contacts with international scholarship and funding support organizations (e.g., Fulbright, USAID) that promote applications from international students.

D. Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.

The department obtained approval to become the School of Journalism and Strategic Media, to be effective in fall 2017.

The first floor of Kimpel Hall was renovated in summer 2017, with the addition of new classrooms, offices and a fourth computer lab. The Fulbright College provided funding to purchase the equipment for the lab.

Currently a new Student Media Center is under construction, due to the generous donations of \$1 million by Sue Walk Burnett and \$250,000 by John and Candace Dixon Horne, and renovation of Kimpel Hall facilities.

- E. Provide any additional information that will facilitate an understanding of the program/department operations, status, goals, and achievements.

The JOUR MA program has always been small and has no designated funding or resources.

The graduate coordinator and committee regularly discusses operations, status, and goals with the objective of refining the curriculum and program direction.

Appendix A
UA JOUR MA Graduate Course Syllabi

Courses Required for all JOUR MA Students

1. Faculty member's full name: Rob Wells
2. Identify the course number and course title:

JOUR 5023 Journalism Theory

3. Course description:

JOUR 5023 examines the major journalism and mass media theories and conceptual perspectives regarding journalism, news, mass media, advertising and public relations. It begins with an introduction to theory building, an overview of the history of journalism and mass media theory, and a survey of some of the major theories used in journalism, advertising and public relations. The course will help you to understand the major theoretical perspectives that guide mass media research, and how these theories help to explain journalism processes, practices and processes of news organizations and other media organizations, media effects and audiences. Students will critically analyze these major theories. In addition, the class is designed to help you identify a theory or theories you may use in your subsequent thesis proposal.

4. Pre-requisites and co-requisites (if applicable): None

5. Textbook(s) :

Required Book:

Baran, S. J., & Davis, D. K. (2015). *Mass communication theory: Foundations, ferment, and future* (7th ed.). Boston: Cengage.

Supplementary Texts:

Bryant, J., & Oliver, M. B. (Eds.) (2008). *Media effects: Advances in theory and research* (3rd ed.). New York: Routledge.

Wahl-Jorgenson, K. and Thomas Hanisch (Eds.) (2009). *Handbook of Journalism Studies*. New York, NY, USA: Routledge, 2009

6. Learning Outcomes/Course Objectives:

- Understand the history and role of theory in the development of journalism and mass media/mass communication.
- Understand theoretical concepts and apply theories in journalism and mass media/mass communication to journalism research and practice.
- Develop critical thinking skills in understanding and analyzing the major theories in the field.
- Write about theoretical concepts and the major theories clearly and correctly.
- Use the appropriate tools and technologies to conduct a literature review of a major theory in the field.

7. Course Topics:

A survey of the theoretical foundations of Journalism Studies, with some discussion of theory in Communication Studies and Advertising / Public Relations. Some examples of topics:

- Introduction to Journalism Theory
- History and Scientific Method
- Mass Society Theory – Propaganda & Persuasion
- Media Effects
- Audience Theories
- Public Relations & Advertising – Public Campaigns
- Political Economy and the Media
- Cultivation Theory – Theories of Human Development
- Gatekeeping – Agenda Setting
- Framing Theory
- Critical-Cultural Theory
- Gender, Race and Ethnicity – Presentation of Self
- Social Cognition – Social Comparison – Feminism
- Organizational Theory
- Globalization of Media
- Journalism Theory & Research – The Future?

Courses Required for all JOUR MA Students

1. Faculty member's full name: Jee Young Chung

2. Identify the course number and course title:

Jour 5043 – Research Methods in Journalism

3. Course description:

Jour 5043 – Research Methods in Journalism is the basic process of quantitative and qualitative scientific research in journalism and mass communication, whether industry or academic. Major research approaches examined in the course include survey research, content analysis, experimental research, focus groups, field observation and intensive interviewing. The course introduces statistical concepts, procedures and hypothesis testing. Students will acquire skills in information gathering; critical reading of industry, public policy and academic research literature; analyzing data; designing research projects; and the basics of statistical analysis. Students will explore their own particular areas of interest for the purpose of developing and executing a research study/proposal that is the basis of a Master's Thesis.

4. Pre-requisites and co-requisites (if applicable): N/A

5. Textbook(s):

Wimmer, R. D., & Dominick, J. R. (2014). *Mass media research* (11th ed.).
Boston, MA: Wadsworth.

6. Learning Outcomes/Course Objectives:

After successfully completing this course, students will be expected:

-To develop an understanding and appreciation for using, applying and analyzing primary and secondary research in online databases, industry research reports, scholarly research reports and the library in journalism and mass communication.

-To develop an understanding of the major types of quantitative and qualitative methodologies.

-To develop an understanding the basics of the research process, concepts and issues of research design, and methods of data collection and analysis for major types of quantitative and qualitative research.

-To develop a basic understanding of solving statistical problems by hand or using computer software.

-To critically read journalism and mass communication research papers or publications and evaluate the methodologies related to their research questions and/or theoretical approaches.

-To develop an understanding of how to evaluate problems or issues using research.

-To gain insights into the research process by learning to plan, develop and write a research or thesis proposal.

7. Course Topics:

- Introduction to Research
- Research Process & Qualitative Research
- Industry Research – Print and Digital
- Industry Research – Advertising & Public Relations Research
- Developing Your Research Proposal– Writing Research Proposal & Paper,
Literature Review & APA style, IRB & NIH-Certificate
- Content Analysis
- Survey Research & Longitudinal Research
- Experimental Research
- Data Analysis – Introduction to Statistics
- Data Analysis – Hypothesis Testing
- Data Analysis – Basic Statistical Procedures

Advertising/Public Relations Courses

1. Faculty member's full name: Jan LeBlanc Wicks

2. Identify the course number and course title:

JOUR 5063 Issues in Advertising and Public Relations

3. Course description:

Seminar course involving the critical examination of the major cultural, social, political, economic, ethical and persuasion theories and/or issues relevant to advertising and public relations affecting individuals, organizations and societies.

4. Pre-requisites: N/A

5. Textbook(s):

Course readings are posted on Blackboard, including journal articles, industry publications and government reports.

6. Learning Outcomes/Course Objectives:

- To write research reports or papers and social marketing plans competently.
- To conduct a literature review on a major issue in Ad/PR.
- To analyze major issues in the advertising and public relations fields, including writing a final literature review paper on a major issue.
- To understand the role of the profession in society and the importance of representing diverse viewpoints and experiences in theory and practice.

7. Course Topics (with some examples of assigned readings):

- Introduction: DeBeers Advertising & Creating the Engagement Ring Custom
- Developing a Literature Review Paper on an Ad/PR Issue
- Considering Ad/PR in Context: Pope-Making Sense of Advertisements
- Food & Beverage Advertising Directed to Children
 - Children's Cereals: Sugar by the Pound—Environmental Working Group
 - LoDolce, M.E. et al. (2013). Sugar as part of a balanced breakfast?
What cereal advertisements teach children about healthy eating.
Journal of Health Communication, 18(11), 1293-1309.
- Advertising/Public Relations Campaigns – Children & Youth
 - Always #LIKEAGIRL campaign

- Gender Portrayals in Advertising & Public Relations
 - Zayer, L.T., & Coleman, C.A. (2015). Advertising professionals' perceptions of the impact of gender portrayals on men and women: A question of ethics? *Journal of Advertising*, 44(3), 264-275.
- Gender in the Advertising & Public Relations Fields
- Portrayals of Ethnicity in Advertising & Public Relations
 - Maher, Herbst, Childs & Finn (2008). Racial stereotypes in children's television commercials. *Journal of Advertising Research*, (March), 80-93.
- Ethnicity in Advertising & Public Relations Fields
- Portrayals & LGBTQ Community in Advertising & Public Relations
 - Tindall, N.T., & Waters, R.D. (2012). Coming out to tell our stories: Using queer theory to understand the career experiences of gay men in public relations. *Journal of Public Relations Research*, 24(5), 451-475.
- Social Marketing Plans (SMP) – Ad Council's Love Has No Labels
 - Targeting a "Dream Market": Gaining a share of the \$800 Billion LGBT market
 - ARF David Ogilvy Awards – Love Has No Labels Campaign Brief
- Developing a Social Marketing Plan for the UA's Center for Educational Access
 - Dr. Katy Washington, CEA Director – Information about CEA & Student Clients
 - Gibson, S. (2012). Narrative accounts of university education: Socio-cultural perspectives of students with disabilities. *Disability & Society*, 27(3), 353-369.
- Federal Trade Commission – Deception & Unfairness
 - FTC Advertising FAQs: A Guide for Small Business
 - Hastak, M., & Mazis, M.B. (2011). Deception by implication: A typology of truthful but misleading advertising and labeling claims. *Journal of Public Policy & Marketing*, 30(2), 157-167.
- The Volkswagen Emissions Case, Deception & Ethics in Advertising
- Advertising & Public Relations Self-Regulation
- Political Advertising & Public Relations
 - Beschloss, M. Eisenhower, an unlikely pioneer of TV ads. *New York Times*
 - Daniel, D.K. (2000). They liked Ike: Pro-Eisenhower publishers and his decision to run for president. *Journalism and Mass Communication Quarterly*, 77, 393-404. -
- Social -Justice/Issue Campaigns - Ben & Jerry's Empower Mint
- College/Binge Drinking – Develop a Social Marketing Campaign
 - NIH College Drinking Fact Sheet 2015 & Recognizing a Drinking Problem
 - Lin, C.A., Harris, J., & Lagoe, C. (2014). Formative research on identifying and promoting responsible party-hosting skills among college students. *Journal of Communication in Healthcare*, 7(4), 272-284.
- Native Advertising
 - FTC's Native Advertising: A Guide for Business
 - Schauster et al. (2016). Native advertising is the new journalism: How deception affects social responsibility. *American Behavioral Scientist*, 60(12), 1408-1424.
- Crisis Public Relations
 - Bowen, S.A., & Zheng, Y. (2015). Auto recall crisis, framing, and ethical response: Toyota's missteps. *Public Relations Review*, 41, 40-49.
 - PRSA - Ethical Decision-Making Guide Helps Resolve Ethical Dilemmas

Advertising/Public Relations Courses

1. Full Name: Ignatius Kwateng Fosu

2. Course Number and title:

JOUR 4463 / 5463 Campaigns

3. Course Description:

This course involves applying advertising, public relations and integrated marketing communications principles to design a complete campaign for a real-world client. It builds on principles you have already learned in other Ad/PR classes by integrating theories, concepts, and techniques to develop the campaign. This semester's work will be entered in the Direct Marketing Educational Foundation's Collegiate ECHO competition. You will be working in teams to develop camera-ready campaign materials, e.g., print ads, broadcast ads, etc.

My expectations of graduate students taking this course are higher than that of undergraduates. Graduate students would work in smaller teams than undergraduates. This would require more work. In addition, I expect to see greater depth in analysis and a higher level of quality in all work submitted.

In addition to the plans book, each graduate student is required to write an additional research paper. The paper would involve a literature search, synthesis and recommendations on a more focused area related to the topic for the campaign. This paper constitutes 20 points of your individual assignment grade (explained later). More information about the paper would be made available after our first meeting.

4. Pre-requisites: N/A

5. Required Texts:

Developing the Public Relations Campaign: A Team-Based Approach, 3rd Edition,
Bobbitt & Sullivan: Pearson.

Creative Strategy in Advertising, 11th Edition, Drewniany & Jewler: Thomson-Wadsworth

These texts will be supplemented with additional readings.

6. Learning Outcomes:

Upon successful completion of this course, students should be able to:

- Gain in-depth understanding of the campaign planning process.
- Gain practical experience in identifying problems/opportunities, conducting situation analysis and research, formulating objectives and creative strategy, and evaluating accomplishments.
- Enhance interpersonal and small group communication skills through the team/agency approach.
- Gain practical experience presenting both a written and oral campaign plan.
- Understand concepts and apply theories in the use and presentation of images in campaigns.
- Gain practical experience applying critical, creative, and independent thinking skills to campaigns.
- Gain practical experience conducting, evaluating, and applying research information to campaigns.
- Write correctly and clearly in a form easily comprehended by clients.

7. Course Topics:

- The Campaign Planning Process
- Primary and Secondary Research
- Objectives
- Strategic Summary Chart
- Strategy & Tactics
- Media Plan
- Budgeting
- Forecast Results (Return on Investment calculations)
- Evaluation Plan
- Visual Summary
- Executive Summary

Advertising/Public Relations Courses

1. Faculty member's full name: Lucy M. Brown

2. Identify the course number and course title:

JOUR 4473 / 5473 – Account Planning

3. Course description:

An introduction to applied advertising research and account planning, integrating consumers' perspectives into creative strategy. A writing and data analysis course with emphasis on research for developing and evaluating advertising messages for diverse cultures.

4. Pre-requisites and co-requisites: N/A

5. Textbook(s):

Required:

Larry D. Kelley and Donald W. Jugenheimer (2014), Advertising Account Planning: Planning and Managing an IMC Campaign. ISBN-13: 978-0765640369

Additional:

Marye Tharp (2014) Transcultural Marketing: Building Customer Relations in Multicultural America. Armonk, New York: M.E. Sharpe

Hart Weichselbaum (2008) Readings in Account Planning (articles from Bendinger, Gladwell, Baskin, Pollitt and Gordon, Feldwick, Bedbury and Hedges)

Steel, Jon (1996) Truth, Lies and Advertising: The Art of Account Planning, New York, John Wiley.

6. Learning Outcomes/Course Objectives:

On completion of the course, students should be able to do the following:

- Define the fundamentals of current account planning practices
- Recall contemporary secondary and syndicated sources commonly used for consumer research
- Explain selected theories impacting consumer behavior
- Identify and apply the basics of qualitative methods commonly used in advertising (brainstorming, focus groups, ethnography)
- Demonstrate understanding of the ad research process from exploration to reporting
- Practice to design a master creative brief (MCB) or copy platform informed by consumer insights gleaned from research

- Practice professional presentation and project writing skills suitable for ad agencies
- Compose positioning statements for marketing communication purposes
- Practice professional skills: teamwork, deadline discipline, leadership, etc.
- Apply analytical research skills and knowledge of different genders and ethnic and racial groups to avoid reinforcing stereotypes
- Employ the process required to develop insights for inter-cultural consumer markets
- Design questionnaires used for creative development or for evaluative copy-testing
- Critique advertisements from a psych-social perspective to practice critical thinking and problem solving skills
- Effectively evaluate market communication to determine if appropriate for the desired target audience and marketing context

7. Course Topics:

History:

History of account planning--UK/USA
Account planning process and philosophy

Copy Testing:

Creative development and evaluative research
Qualitative/quantitative research methods
Using syndicated research

Positioning:

Attribute/Benefits/Brand Personality
Transforming attributes into Consumer Benefits

Targeting:

Segmentation, target definition, writing target profiles
Marketing to diverse consumer groups

Creative

Writing the creative brief / The briefing process
Finding the consumer insight within the data/information

Consumer Behavior Research (Among a diversity of consumer groups)

Selecting appropriate research based on research objectives
Timing and budget
Focus group workshop
Consumer research
Research presentation

Broadcast / Documentary Courses

1. Faculty member's full name: Larry Foley

2. Identify the course number and course title:

JOUR 5323 Documentary Production I

3. Course description:

This course, offered every fall, is designed to provide in-depth knowledge and understanding of television and film documentaries. This is the first of two courses in documentary filmmaking. Production of a small group-produced film will begin in this class. The film will be completed in spring in Documentary Production II.

- Student written reports/video presentations involving individual research
- Required attendance at Fayetteville Film Fest documentary blocks
- Required field trip to the Hot Springs Documentary Film Festival October 7-16 Hot Springs, Arkansas <http://www.hsdfi.org>
- Attend premiere of documentaries produced by last year's class: September 26, Gearhart Hall 212 (Auditorium)
- Attend other documentary screenings or festivals as assigned

4. Pre-requisites and co-requisites: Graduate Standing, Instructor Permission

5. Textbook(s):

Documentary Storytelling by Shelia Curran Bernard

6. Learning Outcomes/Course Objectives:

Analyze a documentary film's format and compare it to the style of successful documentary films.

- Effectively "pitch" an idea for a documentary film.
- Conduct research for a film.
- Write a film outline and treatment.
- Understand the steps of producing a documentary film.

- Operate professional video and audio equipment.
- Identify strategies to conduct interviews with film subjects to advance the story of the film.
- Understand and execute promotional plans and materials to support the film production.

7. Course Topics:

Examination and study of the documentary format, including in-depth study of long-form, non-fiction storytelling, filmmaker profiles, format and style. This will include the viewing of selected documentaries, in-and out-of class

Individual research, study, papers and presentations on selected documentaries and documentary makers/producers. Each student will view and write reports about documentaries and documentary filmmakers.

Weekly lectures and discussion on steps involved in documentary production

Lecture and discussion on phases of documentary production including story development, funding, research, pre-production, field production, edit preparation/organization, editing, post-production, promotion and distribution

Documentary screenings presented by the teacher, to include lectures on history and style. Lecture/discussion on assigned outside readings and documentary screenings.

Interviews/discussions with documentary makers.

Examination and discussion on role of domestic diversity in documentary filmmaking and story consideration and focus.

Broadcast / Documentary Courses

1. Faculty member's full name: G. Dale Carpenter

2. Identify the course number and course title:

JOUR 5333 Documentary Production II

3. Course description:

This is the second part of a 2-semester sequence of courses in which students complete a 30-minute documentary film on a subject they research and develop during the first semester. The content of the course follows the phases of documentary film production including videography, scriptwriting, and editing. The students work in teams on the films and develop promotional materials as they work on the film.

4. Pre-requisites and co-requisites:

Students in JOUR 5333 must complete JOUR 5323, Documentary Production I, in the fall semester, and be a part of an established team that has begun production of a film.

5. Textbook(s):

Sheila Curran Bernard, Documentary Storytelling: Creative Nonfiction on Screen

6. Learning Outcomes/Course Objectives:

The objective of the course is to give students the experience of producing their own documentary film in a team environment. It should prepare them to produce the thesis film.

7. Course Topics:

Students in JOUR 5333 learn the production skills needed to create professional quality documentary films. These skills include videography, or how to capture video sequences that illustrate the story they are telling. Audio quality is emphasized in recording interviews and natural sounds. They also learn how to organize a project, including transcription of interviews and logging of video to prepare for scriptwriting. Various forms of scriptwriting are presented and the students chose the format they want to use. All film teams must write a finished script before editing. During the editing phase students receive feedback from the faculty on a rough cut of the film before finalizing the edit. Additional areas of lecture topics during the class include how to use music in the film, the legal aspects of copyright infringement and fair use claims, and the current state of documentary film distribution as a business. The teams develop a website for their film and produce a 30-second promo for publicity.

Broadcast / Documentary Courses

1. Faculty member's full name: Tiffany King

2. Identify the course number and course title:

JOUR 4883 / 5383 Advanced TV News Production

3. Course description:

This course is designed to prepare you for a position as a news producer, associate producer and writer for a television news station. Each week, a team of students will be permanently assigned to produce an entire nightly UATV newscast (M/T/OR W). Each student will rotate responsibilities as producer, associate producer, and field producer (if necessary). Together, the team will structure, write and build that newscast. You will receive instruction on newsroom leadership, how to work in a professional newsroom and how to work in a professional control room. You will gain experience as a producer, writer/editor and member of the editorial staff at UATV.

4. Pre-requisites and co-requisites: N/A

5. Textbook(s):

6. Learning Outcomes/Course Objectives:

- The fundamentals of good television news producing
- Writing crisp copy for a newscast
- Tease writing
- Making good editorial decisions
- Creating news content that appeals to a diverse audience
- Analyzing news content from major markets to understand diversity in newsrooms and in storytelling

7. Course Topics:

Broadcast news writing, tease writing, using graphics to advance the story, fundamentals of stacking a newscast, ethics, confirmation of details, identifying and utilizing sources, diversity, trends in the television news industry and meeting deadlines.

News Narratives – News/Editorial Courses

1. Faculty member's full name: Patsy G. Watkins

2. Identify the course number and course title:

JOUR 4553 Magazine Editing & Production

JOUR 5193 Professional Journalism Seminar: Magazine Editing & Production

3. Course description:

The focus of the course is how magazines work – as a part of the “media mix,” as a significant actor in American culture, as an aesthetic artifact, and as a hard-nosed, profit-oriented business venture. Students go through the process of conceptualizing a new magazine, which requires them to make decisions about a topic, the audience, advertising, content, electronic platform, and design. These decisions must be based on research and a bibliography is required with every assignment.

4. Pre-requisites and co-requisites:

5. Textbook:

No appropriate up-to-date text is available; readings and tutorials are used in conjunction with examination and study of print and digital magazines, magazine publishing industry websites (e.g., magazine.org), and websites that track the magazine industry.

6. Learning Outcomes/Course Objectives:

Students will develop an understanding of the interaction of the complex factors involved in publishing information for the public, and of steps in the process of assembling the final published product. These factors include an understanding of the audience, the cost and revenue issues, the challenge of finding quality content, and the visual presentation. Students demonstrate their level of understanding by writing a magazine prospectus and designing and producing a 12-page (8.5 x 11) dummy in Adobe InDesign. In the written prospectus they show how the editorial purpose, audience, and visual design (print and digital) must fit together and depend on each other for a coherent product. In the dummy they show their understanding of visual design theory and skills, and their mastery of InDesign.

7. Course Topics:

- U.S. magazine industry
- American media's adapting to diversity
- Research required to develop a magazine
- Importance of clear concept and audience
- Development of content and design based on concept and audience
- Audience trends in using print and digital formats
- Role of websites, mobile, social media, and analytics

News Narratives – News/Editorial Courses

1. Faculty member's full name: Bret Schulte
2. Identify the course number and course title:

JOUR 4503 / 5303 Magazine Writing

3. Course description:

This course applies the standards and practices of traditional journalism to the craft of detailed, carefully paced, long-form storytelling. In this class, we will read and analyze some of the finest examples of magazine feature writing, making note of the differences between the standard news story and literary journalism. Throughout the course, students will seek out subjects and write their own feature stories, employing the techniques and devices studied in class. Literary journalism, at its best, tells a true story in a form commonly associated with fiction. It brings the reader closer to the subject, the place, the mood, the feel of a story by breaking the mold of traditional news stories. Literary journalism keeps the reader hanging on with detail and artful craft, with each sentence cemented to the next by a bond stronger than any million-dollar novelist can conjure: the fact that what you are about to share is true. While the undergraduate feature-writing course focuses on newspaper writing, this advanced course focuses on magazine writing. Magazines, created not to convey breaking news but to tell stories, allow more experimentation and personalized style than newspapers. That's our goal this semester. We will tell stories in the most artful, compelling way possible. In this course, we will focus our coverage on northwest Arkansas. This will allow students to utilize their familiarity with the area to sniff out stories. With any luck, those stories will be of interest to a student or regional newspaper. Our goal, like that of journalists everywhere is simple: get published.

4. Pre-requisites and co-requisites: Instructor Permission (JOUR 2013)
5. Textbook:

Literary Journalism, Sims & Kramer
 The New New Journalism, Boynton
 The Best American Magazine Writing, 2016

6. Learning Outcomes/Course Objectives:

By the end of the course students will be able to:

- Understand the role of reporters as purveyors of fair, truthful, accurate information.
- Develop a deep understanding of storytelling and apply creative, effective ways of presenting information.
- Evaluate and criticize your own work and that of others for accuracy, fairness, grammar and content.

- Develop and apply healthy reportorial skepticism and critical, creative and independent thinking in selecting and reporting stories.
- Demonstrate the successful reporting and research methods that inform quality journalism.
- Demonstrate the importance of diversity in sources and audiences.
- Write clear, correct prose.

7. Course Topics:

- Literary journalism
- Journalistic theory
- Journalism ethics
- Literary theory
- Contemporary American history

News Narratives – News/Editorial Courses

1. Faculty member's full name: Bret Schulte
2. Identify the course number and course title:

JOUR 5313 Literature of Journalism

3. Course description:

This course examines the modern form of narrative journalism, primarily as published in books but also in magazines. The course examines the standards and practices of traditional journalism as it applies to detailed, carefully paced, long-form storytelling. This course applies the standards and practices of traditional journalism to the craft of non-fiction writing. In this class, we will read and analyze some of the finest examples of literary nonfiction from the mid-20th century to today, making note of how it differs from standard news writing. We'll examine the techniques of writing, the reporting, and the topics of what constitutes some of the canon of literary nonfiction. The course will seek to place the work along a historical continuum and provide context for the evolution of the form. Literary journalism, at its best, tells a true story in a form commonly associated with fiction. It brings the reader closer to the subject, the place, the mood, the feel of a story by breaking the mold of traditional news stories. Literary journalism keeps the reader hanging on with detail and artful craft, with each sentence cemented to the next by a bond stronger than any million-dollar novelist can conjure: the fact that what you are reading is true. In this course, students will take heavy reading loads and come equipped for class with thoughtful analysis and comments. Critical essays are required in response to all texts, with a research paper due at the end of the semester.

4. Pre-requisites and co-requisites: N/A
5. Textbooks (vary by semester):

Hiroshima, John Hersey
 In Cold Blood, Truman Capote
 Slouching Towards Bethlehem, Joan Didion
 Electric Kool-Aid Acid Test, Tom Wolfe
 Black Like Me, John Howard Griffin
 Devil in the White City, Erik Larson
 The Warmth of Other Suns, Isabel Wilkerson

6. Learning Outcomes/Course Objectives:

By the end of the course students will be able to:

- Understand the role of reporters as purveyors of fair, truthful, accurate information.
- Develop a deep understanding of storytelling and apply creative, effective ways of presenting information.

- Evaluate narrative nonfiction for voice, subjectivity, factuality, and the role of the journalist as a moderator and arbiter of information.
- Develop reportorial skepticism and analysis of narrative journalism.
- Identify the successful reporting and research methods that inform quality journalism.
- Demonstrate the importance of diversity in sources and audiences.
- Analytical writing.

7. Course Topics:

- Literary journalism
- Journalistic theory
- Journalism ethics
- Literary theory
- Contemporary American history
- Diversity of experiences and sources

Other JOUR MA Courses

1. Faculty member's full name: Raymond McCaffrey

2. Identify the course number and course title:

JOUR 5133 Ethics in Journalism

3. Course description:

JOUR 5133 examines journalism ethics in both a practical and theoretical way. Graduate students will learn to comprehend contemporary ethical standards in news, advertising, and public relations and develop the critical-thinking skills necessary to apply these models in a professional setting. Students will discover the history behind the creation of journalism ethics codes and how this development helped build the foundation of the profession. They will explore theoretical perspectives relating to journalism codes with an eye to understanding the deeper processes surrounding all professional ethics codes. In doing so, students will be provided a further opportunity to examine theories and research methods that will be crucial to developing their thesis work, whether it involves ethics or other areas.

4. Pre-requisites and co-requisites: N/A

5. Textbook(s):

Gene Forman (2016). *The Ethical Journalist: Making Responsible Decisions in the Pursuit of News*, Second Edition, Wiley-Blackwell.

6. Learning Outcomes/Course Objectives

Students should learn to:

- Know professional ethical codes in journalism, advertising, and public relations.
- Develop the critical-thinking skills necessary to apply these models in a professional setting.
- Understand when and why these standards were developed in journalism, advertising, and public relations.
- Discover theories that will help provide a broader perspective on the role of ethical theories in professions.
- Apply journalism ethics codes across multiple and evolving digital platforms.
- Appreciate how journalism ethics codes provide a mandate to report fairly on an increasingly diverse society.

7. Course Topics:

This course explores ethics relating to mass media with a look at the specific standards developed in news, public relations, and advertising. Students will learn when and why these standards were developed and the crucial role ethical standards have played in the development of these journalism professions. They will also discover how media credibility has been historically viewed by the public - and why this perception can govern the ability of journalists to serve a greater role in society. Fundamental to this understanding is an appreciation of the First Amendment and its role in the development of journalism standards.

Through an examination of past and current case studies, students will learn to evaluate how well journalism professionals meet ethical standards in a rapidly changing media environment. The course will look at egregious ethical offenses, such as plagiarism, fabrication, false advertising, invasion of privacy, conflicts of interest, bias and discrimination. But it will also concentrate on how to follow core journalistic principles; truth, accuracy, impartiality, fairness, independence, accountability and transparency. Students will learn how to apply these values across emerging digital platforms such as social media or multiple forms of multimedia. Finally, special attention will be paid to the obligation journalists have in reporting on an increasingly diverse society, in particular as it relates to race, gender, ethnicity, age, sexual orientation, disabilities and other areas that could result in coverage that lacks fairness or sensitivity.

Other JOUR MA Courses

1. Faculty member's full name: Gerald Jordan

2. Identify the course number and course title:

JOUR 5923 History of the Black Press

3. Course description:

This course will present the historic context of contributions and innovations by African Americans to the overall history of newspapers in the United States. This course also investigates a fascinating and rarely told story: the role of the black press from its beginnings in 1827 through the Civil Rights movement of the 1950s-1970s, in leading African Americans in the quest for national identity. Students will see that black newspapers – that is, newspapers written and edited by African Americans intended for an African-American audience – provided information and news that was not covered by mainstream newspapers, but that was critical to building a sense of community and unity among African Americans. Students also will see that black newspapers grew and prospered as African- American communities grew in self-definition and purpose, in literacy and in financial success.

4. Pre-requisites and co-requisites: N/A

5. Textbook(s): None, but library research and readings are required.

6. Learning Outcomes/Course Objectives:

Students will gain familiarity with the origins and success of the black press in American History. Students also will have a new appreciation of the difficulties black publishers had to overcome to establish newspapers, a few of which survive today. Students will know how to take a broad historic topic, dissect it and present newsworthy and notable aspects for readers' consideration. Students will be required to complete several out-of-class writing and research assignments.

7. Course Topics:

Freedom's Journal, the first black newspaper founded in the United States. Discussions explore who founded it and why. Students will study the focus of the paper, its lifespan and examine challenges the editors faced. Also consider how and where it was circulated.

Black newspapers during the Civil War. Where were they located? Who read them? What was their purpose? Who was Frederick Douglass and what was his role in the black press?

The Reconstruction Era and its impact on the black press. This reviews Reconstruction from an African-American perspective as provided by the black press. One such publication was The Arkansas Freeman newspaper. Who were leading editors? Consider also the role of Douglass in seeking the 15th Amendment and discuss women's rights vs. the rights of black men.

The Rise of Jim Crow and the era of lynchings. The voice of the black press on the Ku Klux Klan, "Jim Crow" laws, Plessy v. Ferguson, and the plague of lynchings. Who were the leading editors and how did they survive? What was their impact on ending lynchings?

World War I and the 1920s and '30s. The black press and its dilemma in addressing the role of African-Americans fighting for the U.S., a country that had denied them rights. The race riots of 1919-1921 (including the Tulsa Race Riots), and the Niagara Conference and formation of the National Association for the Advancement of Colored People (NAACP). Who were leading African-American editors?

The Great Migration, the Harlem Renaissance, the labor movement. What was the role of the black press in the many changes taking place in the lives of black Americans? Was the black press responsible for the Great Migration from the South and into the North and West? How did the black press fare in all of these shifts? What black editors offered the most influential voices? Who was John Johnson?

World War II. What was the position of the black press in the war? Why was the FBI suspicious of the black press? Why were there questions about sedition? Leading black editors and columnists and their influence in Franklin D. Roosevelt's administration. What were the reasons for the proposed March on Washington? What was the role of athletes like Jackie Robinson, and, in fact, the role of sports reporters? Who were the Tuskegee Airmen?

The push for Civil Rights. What black papers were most outstanding in reporting the Civil Rights movement, and surrounding events and issues? This offers a closer look at crises around integrating schools and public transportation, in particular the 1957 Little Rock Central High School desegregation conflict and leaders such as Rosa Parks. Look also to The State Press, edited by L.C. and Daisy Bates in Little Rock.

Reporting on Civil Rights. Who were the leading black reporters of the era and what did they do?

Appendix B
UA JOUR MA Program Faculty Information

1. Faculty member's full name: **Lucy M. Brown**

2. Education:

Ph.D., Advertising, University of Texas at Austin, 2000
M.A., Advertising, University of Texas at Austin, 1996
M.Sc. Communication Design, Pratt Institute- NY, 1989
Dip. G.D. (B.A.) Graphic Design, Edna Manley School for the Visual Arts, 1984

3. Academic experience:

University of Arkansas, Clinical Assistant Professor, 2013-Present – Full-time
Hallym University (South Korea), Assistant Professor, 2011-2013- Full-time
Texas State University, Assistant Professor, 2010-2013- Full-time
Caribbean Institute of Media, Lecturer, Univ. of the West Indies, Mona, 1990-1993,
Full-time
University of Texas at Austin, Teaching/Research Assistant, 1994-200 – Part-time

4. Non-academic experience:

- (a) T-Mobile, Senior Manager, Consumer and Category Insight, 2008-2009 – Full-time
- (b) Market Research Consultant (2007-2008)
 - Aeffect, Deerfield, Illinois, Market Research Consultant, 2007-2008 Part-time
 - APC Research, Market Research Consultant, 2007-2008. Part-time
- (c) E. Morris Communication, V.P., Research and Strategic Planning, 2005-2008
(Walmart, Tyson, American Family Insurance Accounts). Full-time
- (d) Synovate (Ipsos), Study Director, 2002-2005, (Accounts include: Coca Cola
Continuous Brand Tracker, Unilever, Nestle, P&G, Walgreen's, among others)
- (e) DDB Chicago, Account Planner, 2000-2002 (Dell and McDonald's Account)
- (f) Freelance Designer @ Freelance Solutions, (New York, NY) Freelance Designer,
1987-1990, Part-time
(Accounts include International Ladies' Garment Workers' Union, Fashion House,
Macy's NY, Lord & Taylor, Harlem Urban Development Corp. and Flaghouse)
- (g) Marketing Communications Consultant (Jamaica), 1984-1993, Part-time
(Accounts include Sistren Theatre Collective, Committee of Women for Progress,
Women's Resource and Outreach Center, Industrial Commercial Development
Group Limited, The Jamaica Flour Mills, Sun Computer and Information
Services, University of the West Indies and Jamaica Orchid Society.)
- (h) Dunlop Corbin Compton Communications, Kingston 5, Visualizer and Production
Artist, 1984-1987, Full-time
(Accounts include: Bols Liquor, Heineken, Jambisco and Courts)

5. Certifications or professional registrations:

6. Current membership in professional organizations:

7. Honors and awards:

- ANA Multicultural Excellence Award Winner (E. Morris Communications, Inc. - 2006)
- Mosaic Award Winner for Multicultural Advertising (E. Morris Comm., Inc.- 2006)
- American Association of University Women, International Fellowship (1998)
- Jesse H. Jones Fellowship (1998)
- David Bruton Jr. Fellowship (1996)
- AAAA Minority Internship Advertising Program (1994)
- Valedictorian: Edna Manley School for the Visual Arts (1984)
- Organization of American States Fellowship for contribution to International Year of Peace (1987-1989)

8. Service activities (recent examples):

- Fulbright Sisters (spring 2014 – present)
- Affiliated faculty member of the African and African American Studies Program (2014 –present)
- American Association of University Women (2016 – present)

9. List the course number and course title of each credit course the faculty member has taught over the past two academic years:

- JOUR 5193/JOUR 405V Account Planning
- JOUR 4423 Creative Strategy and Execution
- JOUR 4453 Media Planning and Strategy
- JOUR 405V Account Planning (undergraduate)

10. Briefly list the most important publications, presentations, and/or creative activities from the past five years:

- Manuscript submitted:
Valandra, Higgins, M., Murphy-Erby, Y., & Brown, L. (2017). An Exploratory Study of African American Men's Perspectives of Domestic Violence Using a Multi-systems Life Course Framework. *Journal of the Society for Social Work and Research*
- Publication:
Valandra, Murphy-Erby, Y., Higgins, M., & Brown, L. (2016). African American perspectives and experiences of domestic violence in a rural community. *Journal of Interpersonal Violence*, 1-25. doi: 10.1177/0886260516669542

1. Faculty member's full name: **G. Dale Carpenter**

2. Education:

Master of Arts in Teaching, Elementary Education, Emory University, 1974

Bachelor of Arts, Philosophy/Fine Arts, Vanderbilt University, 1973

3. Academic experience:

University of Arkansas Lemke Department of Journalism

1994-2000 Assistant Professor

2000-2006 Associate Professor

2006-Present Professor

2010-2014 Department Chair

4. Non-academic experience:

1984-1994 Senior Producer/Videographer/Editor

Arkansas Educational Television Network

5. Certifications or professional registrations:

Fellowship in Cinematography, 1983

American Film Institute, Center for Advanced Film Studies

Los Angeles, CA

6. Current membership in professional organizations:

Member of Broadcast Education Association

Member of Midwest Region. National Academy of Television Arts and Sciences

7. Honors and awards:

7 Regional Emmy Awards for documentary film production

3 "Best Documentary" awards—Broadcast Education Association Festival of Media Arts

8. Service activities:

Departmental Service: Member of Personnel, and Graduate committees.

Chair of Scholarship and Travel committees.

Chair and/or member of 4 faculty search committees.

9. List course number-title of each credit course-taught over the past two academic years:

JOUR 405V Basic Videography and Editing
JOUR 5323 Documentary Film Production I
JOUR 5333 Documentary Film Production II

10. Briefly list the most important-creative activities from the past five years:

Documentary Films that won national awards and/or were broadcast nationally:

2012 *The Art of Crystal Bridges*
Co-Producer/Videographer/Editor

2015 *The First Boys of Spring*
Editor

2016 *Uncontrolled Variables: A Science Fair Story*
Producer/Camera/Editor

1. Faculty member's full name: **Jee Young Chung**

2. Education:

Ph.D. in Mass Communication, The University of Alabama, Tuscaloosa, Alabama, 2010

M. A. in Communication – Public Relations Studies, University of Houston,
Houston, Texas, 2007

B.S. in Chemistry & B.A. in English Language and Literature, Seoul Women's University,
Seoul, South Korea, 2000

3. Academic experience:

University of Arkansas, Lemke Department of Journalism, Assistant Professor,
Aug. 2015 – present, Full time

Southern Utah University, Department of Communication, Assistant Professor,
Aug. 2011 – May 2015, Full time

The University of Alabama, Department of Advertising and Public Relations,
Adjunct Instructor/Research Collaborator, Aug. 2010 – May 2011, Part time

Teaching Assistant & Research Assistant, Aug. 2009 – May 2010, Full time

University of Houston, Research Assistant, School of Communication,
Aug. 2006 – May 2007, Part time

4. Non-academic experience:

LG Household & Healthcare, Seoul, Korea, Assistant Brand Manager (responsible for
planning new products and communication strategies), 2002 –2005, Full time

Rosee Cosmetics, Seoul, Korea, Assistant Brand Manager (responsible for planning brand
renewal and communication strategies), 2000 –2002, full time

5. Certifications or professional registrations:

6. Current membership in professional organizations: National Communication Association

7. Honors and awards:

- International Faculty Enhancement Grant, Office of the Provost and Vice Chancellor for Academic Affairs, University of Arkansas (Feb, 2017)
- Top faculty paper in the Intercultural Communication Division at the 2010 annual *International Communication Association Conference*, Singapore 2010.
- Top student paper in the Public Relations Division at the *National Communication Association* 2009 annual convention, IL: Chicago.
- Teaching Assistantship & Research Assistantship, College of Information and Communication, The University of Alabama (Fall 2008 – Spring 2010)
- Research Assistantship - School of Communication, University of Houston (2006 Fall – Spring 2007)

8. Service activities:

Department:

Member, Search Committee, Tenure Track Assistant Professor,
Database Journalism & Strategic Analytics position, Spring 2016.
Member, Graduate Committee, Spring 2016-present

College:

Member, Transit, Parking & Traffic Committee, Fall 2016 – present

Discipline

Ad-hoc Reviewer, Asian/Pacific American Communication Studies Division
(APACSD), National Communication Association.

Reviewer, Journal of Promotion Management, 2012 – 2015

9. List the course number and course title of each credit course the faculty member has taught over the past two academic years:

JOUR 3743 Public Relations Principles
JOUR 5043 Research Methods in Journalism

10. Briefly list the most important publications, presentations, and/or creative activities from the past five years:

Chung, J. Y., Berger, B., & DeCoster, J. (2015). Developing measurement scales of organizational and issue legitimacy: A case of Direct-to-Consumer advertising in the pharmaceutical industry. *Journal of Business Ethics*, 137: 405.
doi:10.1007/s10551-014-2498-8. [SSCI]

Chung, J. Y., Lee, J.-S., & Heath, R. L. (2013). Public relations aspects of brand attitudes and customer activity. *Public Relations Review*, 39, 432-439. [SSCI]

Lee, D. H., Chung, J. Y., & Kim, H. S. (2013). Text me when it becomes dangerous: Exploring the determinants of college students' adoption of mobile-based text alerts short message service. *Computers in Human Behavior*, 29(3), 563-569. [SSCI]

Nicholson, J., Warren, S. T., Oppenheimer, B., Goodman, M., Codling, J., Robinson, T., & Chung, J. Y. (2013). STEM Research: What the pictures tell us. *The International Journal of Science in Society*, 4(1), 1-14.

Presentations (Refereed)

Kim, H.-S., Chung, J. Y., & Kim, M. (2017, March). Understanding of Time-Restriction: The Role of Construal Level and Countdown Timer. American Academy of Advertising 2016 Annual Conference, MA: Boston.

2 national communication/journalism conference presentations in 2015

1 international public relations conference presentation in 2015

1 national communication/journalism conference presentations in 2013

1. Faculty member's full name: **Ignatius Kwateng Fosu**

2. Education:

Ph.D., Mass Communication, The University of Alabama, Tuscaloosa, Alabama, 2005.

M. A., Marketing, The University of Alabama, Tuscaloosa, Alabama, 2001.

Graduate Diploma, Communication Studies, University of Ghana, Legon, 1999.

B. A., Psychology, University of Ghana, Legon, 1997.

3. Academic experience:

Lemke Department of Journalism, University of Arkansas, Fayetteville

2012- present Associate Professor

2005- 2012 Assistant Professor

Department of Advertising and Public Relations, The University of Alabama, Tuscaloosa,

2003-2005 Graduate Instructor of Record

Department of Management and Marketing, The University of Alabama, Tuscaloosa,

2004-2005 Graduate Instructor of Record

4. Non-academic experience:

College of Continuing Studies. The University of Alabama, Tuscaloosa, AL. Special Projects Manager. Developed comprehensive marketing plan, administered surveys and operated audio-visual equipment. Summer 2004, Summer 2003, Summer 2002. (Part time)

Institute for Communication Research, The University of Alabama, Tuscaloosa, AL.

Research Assistant. Administering protocols for lab experiments and traveling across Alabama to evaluate Alabama Math, Science and Technology Initiative (AMSTI).

August 2002 to May 2003. (Part time)

Metro TV. Accra, Ghana. Producer/Director. Produced and directed a weekly entertainment magazine show syndicated on national TV network. 1997-1998. (Full time)

5. Certifications or professional registrations:

6. Current membership in professional organizations:

Association for Education in Journalism and Mass Communication (AEJMC)

International Communication Association (ICA)

7. Honors and awards:

2016, 2010 Top Paper Award, Southwest Education Council for Journalism and Mass Communication (SWECJMC).

2009 Top Paper Award, Advertising Division, AEJMC (co-authored)

2008 Top Paper Award, Marketing and Consumer Behavior Track, International Academy of African Business and Development Conference (IAABD).

8. Service Activities (selected examples):

Member: University Artists and Concerts Committee, 2006 to present
Member: University calendar committee (Fulbright College representative). 2009- 2012
Adviser: African Students Organization

Student Marshal: Fulbright College graduation ceremony, 2011, 2008, 2007, 2006.

Advisor: Journalism Honors Advisor
Member: Curriculum Committee, Personnel Committee, Graduate Committee,
Development Committee, Diversity Committee
Member & Chair: various instructor, clinical and tenure-track faculty search committees

Ad Hoc Reviewer for National Journals: Telecommunication Policy, Mass Communication
and Society, and Media Psychology

Ad Hoc Reviewer for National Conferences: American Academy of Advertising; Advertising
Division, AEJMC; Visual Communication Division, AEJMC.

9. Course number and title of courses taught for past two academic years:

JOUR 5463/JOUR 4463 Campaigns
JOUR 3723 Advertising Principles
JOUR 1023 Media and Society (Online)
JOUR 498VH Journalism Honors Thesis

10. Most important publications, presentations and/or creative activities:

Fosu, I., Wicks, J. L., Warren, R., & Wicks, R. H. (2013). What's on the menu? Disclaimers,
emotional appeals and production techniques in food advertising on child rated programs
in the United States. *Journal of Children and Media*, 7(3), 334-348.

Fosu, I. (2011). Exploring the potential of wireless technologies to accelerate universal Internet
access in Ghana. *Telecommunications Policy*, 35, 494-504.

Pasadeos, Y., & Fosu, I. (2011). The geography of cross national research in advertising, 1990-
2009. *International Communication Research Journal*, 46, 25-43.

Fosu, I. (2011). Broadband costs and impact on universal Internet access: The case of Ghana.
Southwestern Mass Communication Journal. 26, 29-40.

Fosu, I. (2016, November). Commercial broadcasting survival and the drug advertising
conundrum: The case of Ghana. Paper presented at the 39th annual conference of the
Southwest Education Council for Journalism and Mass Communication (SWECJMC).

Fosu, I. (2016, November). Direct to Consumer (DTC) pharmaceutical advertising recall: The
role of involvement. Paper presented at the 39th annual conference of the Southwest
Education Council for Journalism and Mass Communication (SWECJMC).

Fosu, I. (2013, June). Effect of risk disclosures on DTC ads: The role of involvement and need-
for cognition. Paper presented at the annual meeting of the International Communication
Association (ICA), London, United Kingdom.

1. Faculty member's full name: **Larry D. Foley**

2. Education:

MS Media, University of Central Arkansas, 1989

BA Journalism, University of Arkansas, 1976.

3. Academic experience:

University of Arkansas

Chair/Professor Lemke Department of Journalism, July 2014- Present

Professor, Faculty Advisor UATV, August 2005-June 2014

Associate Professor, Faculty Advisor/Founder: UATV, August 1993-July 2005

University of Arkansas Little Rock, Adjunct Professor: Department of Radio/TV/Film, 1991

University of Central Arkansas, Adjunct Professor: Department of Journalism, 1985

4. Non Academic Experience:

Documentary Film Writer, Director & Producer, August 1979- present

Associate Director, Arkansas Educational Television Network (AETN), January 1990-93

Director of Programming & Production AETN, July 1988-Dec. 89

Executive Producer AETN (manager of production department), June 1986-July 88

Senior Producer AETN (documentary producer/writer/director), Sept. 1984-June 86

Sports Producer KATV Channel 7 (ABC) Little Rock, AR, Apr 1982-Sept. 84

Assignment Editor KATV (coordinated news coverage, AM news anchor), June 1979-Apr 82

Reporter KATV (regional correspondent, morning show anchor), Apr 1977-June 79

Assistant Sports Information Director, University of Louisiana, Monroe, 1976-77

4. Certifications or professional registration:

5. Current membership in professional organizations: NATAS Mid America, ASJMC, ACEJMC, Broadcast Education Association (BEA)

6. Honors and awards (selected examples):

The First Boys of Spring: Mid-America Emmy Awards for Best Cultural

Documentary and Best Writer awards. Best of competition award from BEA.

Hall of Honor. Fayetteville Public Schools, 2015, for excellence and career achievement

Gold Medal, Department of Journalism, UA Office of Nationally Competitive Awards, 2015

Lifetime award, Seedling Film Association, 2014

After the Tsunami: BEA Award of Excellence; 2014 Best Documentary, Seedling Film Association; Eureka Springs Indie Fest Best Documentary 2014.

Art of Crystal Bridges: BEA Best of Festival of Media Arts

Up Among the Hills: Off Shoot Film Festival outstanding documentary for 2013.

Mid-America NATAS Emmy, Best Special Program for 2012.

Individual Artist Governor's Award from Arkansas Arts Council, 2011.

8. Service activities (selected activities):

Chair; UATV campus TV founder and adviser;
Hot Springs Documentary Film Festival, advisor to director, public speaker;
Chair of Ernie Deane Award for Valor in Journalism;
U of A Faculty Senate; heavy department service responsibilities.

9. List course number-course-each credit course faculty member taught past two ac. years:

JOUR 4873 TV Reporting II
JOUR 5323 Documentary Film Production

10. Briefly list most important creative activities from past 5 years (selected examples):

2017: The Favored Strawberry, one-hour documentary.

2015-16: The First Boys of Spring, one-hour documentary film. MLB Network national broadcast premier: February 13, 2016. Screened at 28th Cooperstown Symposium on Baseball and American Culture, National Baseball Hall of Fame, June 3, 2016. Fox Sports multiple broadcasts Summer 2016. BEA Best of Competition Award, Festival of Media Arts, 2016. Silver Award Eureka Springs Human Rights Film Festival, 2016.

2013-14: After the Tsunami, documentary on Indonesian students sent to American universities following the 2004 Tsunami that killed more than 200,000 people. Gold Award for Best Documentary, Eureka Springs Indie Fest; BEA Award of Excellence, Festival of Media Arts; Best Documentary, Offshoot Film Festival; NETA national distribution to PBS stations, February 2015.

2012: The Art of Crystal Bridges: documentary about the galleries and building of the first new museum of American art to be founded in a half a century. BEA Best of Festival Award, Festival of Media Arts. Distributed to PBS stations on NETA Access. Bronze Award-Eureka Springs Indie Fest.

2012: Up Among the Hills, the Story of Fayetteville: one-hour documentary. Offshoot Film Festival Best Documentary Award; City of Fayetteville Historic Preservation Award; Winner of Mid America Emmy for Music; Nominations for photography and editing.

2012: Growing Hope: 30-minute documentary film on the resurrection of Arkansas Baptist College, a historically Black school. Winner of Mid-America Emmy, Special Program and nominated for Writer/Program.

1. Faculty member's full name: **Kara Jolliff Gould**

2. Education:

Ph.D., Communication (Media Emphasis), University of Utah (2006)

M.A., Wheaton College Graduate School, Communication (1988)

B. A., Wheaton College (IL), Communication (1988)

3. Academic experience (full time):

Assistant Professor of Journalism, University of Arkansas (2016-present)

Diversity Committee, Director of Undergraduate Studies beginning May 15, 2017

Associate Professor of Communication, John Brown University (2009-2015)

Department Chair (2009-2011), Golden Eagle Productions Advisor (2009-2015),

EagleBreak TV News Advisor (2012-2015), Faculty Development Committee

Assistant Professor of Communication, Pepperdine University (2006-2009)

Faculty Advisor, KWVS FM Radio, Curriculum Committee

Instructor of Communication, Weber State University (2002-2006)

Instructor/Asst. Professor, Broadcast Communication, North Central College (1989-1994)

4. Non-academic experience (part time except where indicated full time):

Writer/producer/co-owner, Capitol Film and Video, Salt Lake City, UT (2002-2006)

Served as scriptwriter, producer and crew member for independent and corporate productions.

Freelancer writer/producer, corporate communication. Work included corporate TV scriptwriting and video production, plus the writing, editing and design of corporate newsletters for corporate and nonprofit clients across the country (1989-2002)

Communication/Marketing Specialist, Incuhub.com. Wrote, edited and strategized for (January-April, 2000, resigned to conduct doctoral research) [full-time]

Assistant General Manager, KUTE 1620 AM, University of Utah. Duties included advising, mentoring and instructing students, and budgetary management for University of Utah student radio. (1995-1996)

Reporter/writer, *The Daily Journal*, Wheaton, IL. (1988-1989) [part time, then full time]

Writer/reporter, WMAQ-AM 670, Chicago, IL. (1988)

News radio reporter, DJ, announcer, newscaster, WETN FM 88, Wheaton, IL. (1985-1988)

5. Certifications or professional registrations:

6. Current membership in professional organizations:

Association for Education in Journalism and Mass Communication

Broadcast Education Association

National Communication Association

7. Honors and awards:

2013, Time-Warner Faculty Thought Seminar, New York, NY. One of 40 faculty selected nationally for a three-day seminar with Time-Warner executives to discuss the future of electronic media.

1998, Doctoral Honors Seminar at Northwestern University, sponsored by the National Communication Association. One of 12 doctoral students selected nationally for the media studies section. Summer, 1998

1995, Inductee of Kappa Tau Alpha National Honor Society, Journalism/Mass Comm.

1990, Clarence F. Dissinger Award for Development of Teaching

8. Service activities (selected):

National:

Officer, Broadcast Education Association Production, Aesthetics & Criticism Division (2013-2016)

Competitive Paper Reviewer, National Communication Association (NCA) Mass Communication Division (2013-present)

Nominating Committee, NCA Mass Communication Division (2012-2014)

Journalism Department:

Diversity Committee

Director of Undergraduate Studies beginning May 15, 2017

9. List the course number-course title of each credit course-taught over past two ac. years:

JOUR 1023, Media and Society (on campus and online)

JOUR 3633, Media Law (on campus and online)

10. Briefly list-most important publications-creative activities-past five years:

Gould, K.J. (2016, July). *Encouraging Critical Thinking with an Active-Learning Model for Teaching Media Law*. Presented at the World Journalism Education Congress 2016, Auckland, NZ.

Gould, K. J. (2016). [Review of the book Smartphones as Locative Media]. *The Popular Culture Studies Journal*, 4(2), 452-455.

Gould, K.J. (2016, April). *Community through Competition: Exploring the Role of Sports Heritage and Nostalgia in Institutional Identity*. Presented at the annual meeting of the Broadcast Education Association, Las Vegas, NV.

Gould, K. J. (2016, April). *Yik-Yak and Cyber-Civility on College Campuses*. Presented at the annual meeting of the Central States Communication Association, Grand Rapids, MI.

Burleigh, J. B.; Gould, K. J.; Locke, M. E. (2014, July). Organization Spotlight: Able Kids Foundation. *Exceptional Parent*, Vol. 44(7), pp. 23-25.

1. Faculty member's full name: **Gerald B. Jordan**

2. Education:

Nieman Fellow, Harvard 1982
MSJ, Northwestern University, 1971
B.A., University of Arkansas, Journalism, 1970

3. Academic experience:

Associate Professor, University of Arkansas, 1995-Present

4. Non-academic experience:

Contributing columnist, TVWorthWatching.com (2010-present)
Philadelphia Inquirer, Philadelphia, PA (Oct. 1983-August 1995)
Editor, Assistant City Editor, Assistant Metropolitan Editor, Assistant Editor,
Washington Correspondent, and Features Reporter
The Kansas City Star, Kansas City, MO
TV/Radio Critic (April 1979-Oct. 1983)
Editorial Writer (Sept. 1976-Oct. 1978)
Sports Writer (June 1971-Sept. 1976)
The Boston Globe, Boston, MA (Oct. 1978-April 1979)
Editorial Writer

5. Certifications or professional registrations:

6. Current membership in professional organizations:

Society of Professional Journalists
National Association of Black Journalists

7. Honors and awards:

2016 Distinguished Service Award by the Arkansas Press Association

8. Service activities (within and outside of the institution):

Department, college and university committees; Alumni Association scholarship committee;
president of the Katalyst Foundation, which assists northwest Arkansas at-risk youth and
families.

9. List the course number and course title of each credit course the faculty member has taught over the past two academic years:

Newsroom
JOUR 2013 News Reporting I
JOUR 3013 Editing
JOUR 3023 News Reporting II
JOUR 4903 Community Journalism
JOUR 4923/5923 History of the Black Press

10. Briefly list most important publications, presentations, and/or creative activities-past five years:

Managing Editor & Assistant Editor, News 21, Arizona State University (Summer 2012, 2013)
An online investigative journalism project at ASU Cronkite School. Each project won national awards (including Editor & Publisher's EPPY) and several students won individual awards for their reporting.

1. Faculty member's full name: **Tiffany King**

2. Education:

Master of Arts in Journalism, University of Arkansas, 2014

Bachelor of Journalism, University of Missouri, 1998

3. Academic experience:

Instructor, Lemke Journalism Department, University of Arkansas, 2014-present (Full time)

4. Non-academic experience:

News Reporter/Anchor KHBS/KHOG-TV 2001-2010 (Full time)

Journalist reporting, producing and anchoring newscasts

News Anchor/Reporter WBOY-TV Clarksburg, WV 1998-2001 (Full time)

Journalist reporting, producing and anchoring daily newscasts

5. Certifications or professional registrations:

6. Current membership in professional organizations:

Broadcast Education Association

Society of Professional Journalists

7. Honors and awards:

U of A Outstanding Mentor, 2015, 2016

Mayor's Award for Outstanding Service for Historic Preservation, 2014

8. Service activities:

Lemke Journalism Project – coordinated a diversity centered newscast produced by local high school students

UATV Advisor

Instructor Search Committee

9. List course number-course title-each credit course the faculty member taught past two ac. years:

JOUR 3072 Broadcast News Reporting 1

JOUR 4873 TV News Reporting II

JOUR 4883 Advanced TV News Production

10. Briefly list most important creative activities from the past five years:

Oak Cemetery: A Forgotten Place – documentary film.

Screenings include: Shiloh Museum of History, Fayetteville Public Library

Paws in Prison: A Second Chance – thesis documentary film

Screenings include: Arkansas Governor's Mansion, Tucker Maximum Security Unit,
Tucker Prison

1. Faculty member's full name: **Kim Irene Martin**

2. Education:

M.A. English, University of Arkansas 1995

B.S. Education, University of Arkansas 1991

3. Academic experience:

Instructor, University of Arkansas Department of Journalism, 1995-present

Intern, University of Arkansas Press, 1992-1993

Editorial Assistant, Arkansas Historical Association, 1993-2001 (part-time)

Software instructor, Inacom (now-defunct private college), 1995 (part-time)

Student teaching, high school English, Prairie Grove High, Elkins High, 1990-91

4. Non-academic experience:

Webmaster, University of Arkansas Press, 2001-2006 (part-time)

Founding partner, Kaleidoscope magazine, 1998-1999

Production manager, KCIZ-FM/KQXK-AM, Springdale AR, 1986-1989

Martin Media sole proprietorship, serving academic publishing, 1989-2007

Producer and air talent, KUAF, 1983-1986 (part-time)

Founding partner, publisher, editor, Opus One magazine, Fayetteville AR, 1985-1986

Managing editor, Grapevine newspaper, Fayetteville AR, 1983-1985

Classical music director and air talent, KNWA-FM, 1981-1983

5. Certifications or professional registrations:

Arkansas Department of Education Teaching Certificate, middle and secondary school
English and Journalism

6. Current membership in professional organizations:

7. Honors and awards:

Golden Key National Honor Society

Honor Society of Phi Kappa Phi

First Class Radiotelephone License

General Radiotelephone License

Addy Awards, nine, from 1986-1989

Canon Photo Contest Honorable Mention, 1984

8. Service activities:

Fayetteville Mardi Gras, photographer, publicity, grantwriting, 1997-2015

Humane Society of the Ozarks Board, 2004-2006

Other service prior to 2000: Intertel (a top 1% IQ organization), United Community Services, Odyssey of the Mind, Arkansas Apple Festival

9. List the course number-course title of each credit course-taught over past two ac. years:

JOUR 2063 Media Technology

JOUR 3093 Presentation Design

JOUR 4423 Creative Strategy & Execution

JOUR 443V Event Promotion & Execution

JOUR 402V Internship in Journalism

JOUR 1033L Fundamentals of Journalism Lab

10. Briefly list-most important publications-creative activities-past five years:

1. Faculty member's full name: **Raymond McCaffrey**

2. Education:

Doctor of Philosophy, (Ph.D.) Journalism Studies 2009 –2013
University of Maryland, College Park, MD
Master of Arts, (M.A.) Clinical Psychology 1995 – 1998
University of Colorado, Colorado Springs, CO
Bachelor of Arts, (B.A.) Psychology 1975 – 1979
Fairfield University, Fairfield, CT

3. Academic experience:

University of Arkansas, Assistant Professor, Director, Center for Ethics in Journalism
(2015-Present)

Instructor and Interim Director, Center for Ethics in Journalism (2014-2015)

University of Maryland, Adjunct Instructor (2009-2013)

4. Non-academic experience:

The Washington Post (Full-time staff writer, editor) 1999 – 2008
Colorado Springs Gazette (Full-time staff writer, writing coach) 1985 – 1999
The Ridgewood Newspapers, Ridgewood, NJ (Full-time staff writer) 1982 – 1985

5. Certifications or professional registrations (training):

Poynter Institute for Media Studies June 5-10, 2005; Dec. 8-10, 1996

6. Current membership in professional organizations:

Association for Education in Journalism and Mass Communication (AEJMC)

American Journalism Historians Association (AJHA)

Southwest Education Council for Journalism and Mass Communication (SECJMC)

7. Honors and awards:

2016 Top Six Papers of the 2016 SECJMC Symposium

2015 Top Paper of the 2015 SECJMC Symposium

2014 American Journalism Historians Association

Maurine Beasley Award: Outstanding Paper on Women's History – Honorable Mention

2012 Association for Education in Journalism and Mass Communication History

Division Warren Price Student Paper Competition – Third Place

8. Service activities:

Departmental committees: Diversity/Inclusivity Committee (2014-2015); Search Committee, Asst. Dir. of Center for Ethics (Chair) (2015); Search Committee, Assistant Professor, Media History and Law (Chair) (2015-2016); Personnel Committee (2015-2016); Ethics Center Committee; and Walter J. Lemke Department of Journalism (Chair) (2015-2017)

9. List the course number-course title of each credit course-taught over past two ac. years:

JOUR 4333 Ethics in Journalism
 JOUR 5133 Ethics in Journalism
 JOUR 3633 Media Law
 JOUR 1033 Fundamentals of Journalism

10. Briefly list-most important publications-presentations-past five years (selected examples):

- McCaffrey, Raymond, Bobbie Foster, Christi Welter and Janine Parry. "The Divide Between Journalists and the Audience: Perceptions of Journalism Credibility at a Statewide Level." *Southwestern Mass Communication Journal*. (In Press – Anticipated Publication Date, Spring 2017 (V. 32, No. 1).
- McCaffrey, Raymond. "Journalists Taking the Offensive: Paradigm Repair and the Daily Ethics Scandal." *Southwestern Mass Communication Journal*, Spring 2016 (V. 31, No. 1).
- Steiner, Linda, Jing Guo, Raymond McCaffrey, and Paul Hills. "The Wire and Repair of the Journalistic Paradigm." *Journalism* 14, no. 6 (2013): 703-20.
- "Jackie Robinson, Crusading Journalist: How The First African-American Major League Baseball Player Used His Newspaper Column to Continue to Advance Civil Rights on the Sports Field in the 1960s." Media & Civil Rights History Symposium, University of South Carolina, Columbia, S.C., March 30-April 1, 2017.
- "Barry H. Gottehrer and a 'City in Crisis': The Path from Journalist to Peacekeeper in New York City's Turbulent Streets in the 1960s." Joint Conference: The American Journalism Historians Association and the AEJMC History Division, New York, N.Y., March 2017.
- "The Divide Between Journalists and the Audience: Perceptions of Journalism Credibility at a Statewide Level." with Bobbie Foster, Christi Welter, and Janine Parry. Southwest Education Council for Journalism and Mass Communication Symposium (SECJMC), Arkansas State University, West Memphis, Ar., November 2016.
- "Tributes to Fallen Sports Journalists: Searching for the Heroes Amongst the Hero-Makers." American Journalism Historians Association (AJHA), St. Petersburg, Fla., October 2016.
- "Dueling Ethics Scandals: Rolling Stone, Brian Williams, and a Damaged Paradigm." Paper presented to the AEJMC Media Ethics Division, Minneapolis, Minn., August 2016.
- "A History of Fallen Broadcast Journalists: Dying in the Line of Duty, at Home and Abroad and on Live TV." AEJMC Electronic News Division, Minneapolis, Minn., August 2016.
- "Journalists Taking the Offensive: Paradigm Repair and the Daily Ethics Scandal." Paper presented to the SECJMC, Texas Christian University, Fort Worth, Tex., Nov. 2015.
- "Honoring Fallen Journalists: The Role of Gender in the Hero Mythology of Journalism Awards." AJHA, Oklahoma City, Okla., October 2015.

1. Faculty member's full name: **Deborah Marie Miller**

2. Education:

Master of Science in Leadership and Ethics, John Brown University, Siloam Springs, Arkansas 2013

Master of Science in Mass Communications, Arkansas State University, Jonesboro, Arkansas 1991

Bachelor of Science in Journalism, Arkansas State University, Jonesboro, Arkansas 1983

3. Academic experience:

University of Arkansas, instructor, 2015-present, full time

Northwest Arkansas Community College, adjunct instructor, 2014-15, part time

Lyon College, adjunct instructor, 1995, part time

Arkansas State University, adjunct instructor, 1992

Arkansas State University, graduate assistant, 1990-91

4. Non-academic experience:

Northwest Arkansas Community College, Communications Specialist — prepared news releases, announcements and newsletters for campus and talking points, articles, donor communications for senior leadership, 2011-15, full time

Northwest Arkansas Democrat-Gazette/The Morning News, Features Editor — responsible for leading team of five to seven employees in creating and producing content for 22 pages weekly; editing content, preparing news budgets and engaging in interactions with multiple external audiences and sources, 2006-2011, full time

The Morning News, Bentonville Metro Editor — established the newspaper's first new bureau in Bentonville and supervising a staff of up to nine people in gathering news (photos and stories) for a mid-sized daily newspaper, 2000-2006, full time

University of Arkansas School of Law, Communications Coordinator — responsible for creating and editing content, including news releases, an alumni magazine and the law school catalog; also responsible for some graphic design, 2000, full time

Benton County Daily Record, Sunday Editor — participated in focus group sessions and then planned and implemented an enhanced Sunday edition, coordinated stories, including the lead package on the Sunday front page, worked with reporters, editors and designers to execute weekly product, 1999-2000, full time

Batesville Daily Guard, Managing Editor/Assistant Managing Editor/Staff Writer — moved through the ranks in the editorial department to eventually lead the production of the daily news package for a 9,000-circulation daily, 1992-1998, full time

Paragould Daily Press, News Editor/Feature Editor/Reporter — moved through the ranks of the paper to become the fill-in for the editor in producing a six-day-a-week daily newspaper, 1984-1990, full time

5. Certifications or professional registrations:

6. Current membership in professional organizations:

Public Relations Society of America, member since 2012
National Federation of Press Women (NFPW), member since 1986
Arkansas Press Women, member since 1986

7. Honors and awards:

Recipient, New Faculty Commendation for Teaching Commitment (2016)
Four students from my JOUR 4143 Public Relations Writing class received a national award
in 2016: a first place in NFPW collegiate entries: Public Relations Campaign
2015 Gold Award – Communications Success Story for NorthWest Arkansas Community
College – District 4 – National Council for Marketing & Public Relations

8. Service activities:

Northwest Arkansas Chapter, Public Relations Society of America, President, 2016
National Federation of Press Women, Assistant Contest Director, 2015-17
University of Arkansas, search committee for director of communications for
IT Services, fall 2016

9. List the course number-course title of each credit course-taught over past two ac. years:

JOUR 4143 Public Relations Writing
JOUR 3473 Public Relations Principles
JOUR 4981 Journalism Writing Requirement
JOUR 1033L Fundamentals of Journalism lab
JOUR 405V Crisis Public Relations
JOUR 405V Advertising/Public Relations Agency

10. Briefly list-most important publications-creative activities-past five years:

Miller, D. (2016). Seeing the value in "green". In Miles, R. (Ed.), *Teaching off the beaten path* (pp. 21-22). Charleston, SC: Braughler Books LLC.

NOTE: Professor Miller resigned to return to an industry job and taught her last course in summer 2017.

1. Faculty member's full name: **Ray Minor**

2. Education:

MSJ, Northwestern University, 1992
BA journalism, University of Arkansas, 1990

3. Academic experience:

Instructor, University of Arkansas, journalism, 2012-present, full time

4. Non-academic experience:

SVI – Editor, oversaw all content and internal communications for a training and development company. 2010-2011 Full time
Arkansas Democrat-Gazette – City Editor, overall saw city desk operations for the Northwest Arkansas Democrat-Gazette. 2008-2010. Full time
San Antonio Express-News – Assistant State Editor – oversaw editorial operations for the state desk for the regional paper. 2003-2008 Full time
Sun Publications – Editor – Oversaw all editorial operations for a chain of Chicago suburban newspapers. 2000-2003

5. Certifications or professional registrations:

6. Current membership in professional organizations:

Member of the Society of Professional Journalists
Former president of the NW Arkansas chapter and current treasurer

7. Honors and awards:

Numerous writing and editing awards in 1990s
Arkansas Alumni Association Servant Leadership award 2016

8. Service activities:

Adviser of the student chapter of SPJ
Board member of the Lemke Alumni Society and active in the Arkansas Alumni Association
Participate in the Lemke Journalism Project for high school students
Active in the annual Gridiron show to raise scholarships

9. List the course number-course title of each credit course-taught over past two ac. years:

JOUR 1033 Fundamentals of Journalism
JOUR 2003 Writing for Today's Media
JOUR 2013 News 1
JOUR 3013 Editing
JOUR 4073 Social Media and Journalism
JOUR 405V International Reporting and Study Abroad to Bolivia

10. Briefly list-most important publications-creative activities-past five years:

1. Faculty member's full name: **Bret J. Schulte**

2. Education:

M.F.A. Creative Writing, George Mason University, Fairfax, Va., 2004

Specialization: Narrative Nonfiction

B.A. English Literature, University of Nebraska, Lincoln, Neb., 1999

Minor: International Studies

3. Academic experience:

Associate Professor, Walter J. Lemke Department of Journalism, University of Arkansas,
Fayetteville, Ark. 2015- present

Assistant Professor, Instructor, Walter J. Lemke Department of Journalism, University of
Arkansas, Fayetteville, Ark. 2008-2015

4. Non-academic experience:

Freelance Writer, 2008- present

Stories have appeared in The New York Times, Columbia Journalism Review, American
Journalism Review, National Geographic News, The Boston Globe, Nieman Reports

Associate Editor, national desk, 2006-2008

U.S. News & World Report, Washington, D.C., 2006-2008

Served as editor and chief correspondent on environment and energy issues for *U.S.
News'* national desk. Political reporting.

Reporter, national desk, 2004-2006

U.S. News & World Report, Washington, D.C.

White House Travel Pool; covered Congress.

5. Certifications or professional registrations:

6. Current membership in professional organizations:

Association for Education in Journalism and Mass Communication

Society of Professional Journalists

International Association of Literary Journalism

7. Honors and awards:

- Nominated for Thomas Stokes Award for Best Energy Writing for articles written for *National Geographic* website, 2014.
- Finalist, Mirror Award, category of Best Single Article, Digital Media.
- 2nd Place, Narrative Nonfiction Contest, *Phoebe*.
- 2nd Place, Green Eyeshade Award, category of Technical Writing, major dailies, for the article, 2012.
- 1st Place, Green Eyeshade Award, category of Feature Writing, Magazines, 2012.

- 1st Place, Green Eyeshade Award, category of Serious Commentary, Online, Best of Division: Magazines, 2013.
University:
- Outstanding Faculty Member Nominee, Associated Student Government and Student Alumni Association, University of Arkansas, 2015.
- Outstanding Mentor, University of Arkansas Office of Nationally Competitive Awards, 2012-2016.
- Teacher of the Year, University of Arkansas 2010.

8. Service activities:

- Officer, local chapter of SPJ
- Served on departmental committees since 2008.
- Honors college chaperone for Bodenhamer Fellowship students, 2012 to present.
- Fellowship interviewer, Honors College, 2014 – present
- Served on several university panels.

9. List the course number-course title of each credit course-taught over past two ac. years:

JOUR 2013: News Reporting I
JOUR 3123 Feature Writing
JOUR 4503 Magazine Writing
JOUR 5313 Literature of Journalism

10. Briefly list-most important publications-creative activities-past five years:

Accepted: One Town's Trouble with the Alt-Right, Slate, publication date TBD.
"Lonely Hearts of the Heartland," *The Boston Globe*, 11 Sept. 2016. K2.
"Parkinson's Breakthrough May Come Too Late," *The Boston Globe*, 27 September, 2015. K3.
"Bentonville, Ark., Hosts a Film Festival Without a Movie Theater," *The New York Times*, 5 May, 2015. B6.
"Boys Town's Rehab Vision Remains, Now Sharpening Minds and Skills." *The New York Times*, 19 Jan. 2015. A11.
"Twentieth Century Stories: Objectivity and Authority in Wilkerson and Hersey." *Current Narratives*, Vol. 1, Issue 4, January 2015.
Bret Schulte and Stephanie Schulte, "Muckraking in the Digital Age: Hacker Journalism and Cyber Activism in Legacy media." *Journal of New Media and Culture*. Winter, 2013-2014. Vol. 9, Issue 1.
"Can Natural Gas Bring Back U.S. Factory Jobs?" *National Geographic News*, 31 Jan. 2014.
"Finding the Story in All the Right Places," *Quill*, September/October. Guest columnist in magazine published by the Society of Professional Journalists.
"Home of Johnny Cash Hopes History Will Help It Rise," *The New York Times*, 13 Aug. 2014. A11.

1. Faculty member's full name: **Gina Holland Shelton**

2. Education:

B.A. Communication with print journalism emphasis, Mississippi State University,
Starkville, Miss., 1989

3. Academic experience:

Instructor, University of Arkansas (2013-present), fulltime
Adjunct Instructor, University of Arkansas (2012-2013), part time

4. Non-academic experience:

U.S. Supreme Court correspondent, 2001-2006
The Associated Press, Washington, D.C. (fulltime)

Responsible for day-to-day coverage of the nation's highest court, including deadline interpretation of complex rulings on abortion, affirmative action, capital punishment, free speech, gay rights, and religion. Authored stories that reached more than half the world's population through AP's international outlets. Fielded questions about the court in varied formats, ranging from a live NPR segment to panel events with court scholars. Covered confirmation process of Chief Justice John Roberts, with extensive research of his writings as a government lawyer, and the nomination and confirmation of Justice Samuel Alito to replace Sandra Day O'Connor.

Mississippi Statehouse correspondent, legal affairs reporter, 1989-2000
The Associated Press, Jackson, Mississippi (fulltime)

Covered general breaking news, executive, legislative and judicial branches of state government, and race relations. Authored weekly political column, "Under the Capitol Dome." High-profile court cases included the 1994 retrial of white supremacist Byron De La Beckwith in the 1963 assassination of civil rights leader Medgar Evers and the state's landmark tobacco lawsuit.

5. Certifications or professional registrations:

6. Current membership in professional organizations:

7. Honors and awards:

2016 Faculty Member of the Year, Associated Student Government,
University of Arkansas

8. Service activities:

National:

Judge for Toner Prize for Excellence in Political Reporting, awarded by President Obama, 2016-present

State:

American Diabetes Association, Director of Media Outreach & Public Affairs, 2009-present.

University of Arkansas:

Director of Lemke Journalism Project, a multicultural news reporting program for high school students, 2015-present

Internship Coordinator, 2016-present

Committee member, Center for Ethics in Journalism, 2015-2016

Member, Diversity Committee, 2016-2017

Member, Search Committee for Diversity Clinical Assistant Professor, 2016-17

Media Activities - Local:

Interview with NBC station KNWA on death of Justice Antonin Scalia, Feb. 13, 2016

Interview with public radio station KUAF about the Supreme Court, Feb. 17, 2016

Interview with CBS station KFSM about the fight over the Supreme Court vacancy, Feb. 20, 2016.

Quoted in Arkansas Democrat-Gazette, ``Boozman, Cotton say next president should fill Supreme Court seat,’’ March 17, 2016.

9. List the course number-course title of each credit course-taught over past two ac. years:

JOUR 1033 Fundamentals of Journalism

JOUR 2013 News Reporting I

JOUR 3023 News Reporting II

JOUR 3633 Media Law

JOUR4043/JOUR3923H Government and the Media

JOUR402V Internship in Journalism

JOUR443V Event Promotion and Execution

10. Briefly list-most important creative activities-past five years:

1. Faculty member's full name: **Richard P. Stockdell**

2. Education:

MA—Journalism and Mass Communication, Kansas State University, 1979

BS—Radio & Television, Northwest Missouri State University, 1973

3. Academic experience:

University of Arkansas, Associate Professor, 1986-present, full-time

University of Arkansas, Assistant Professor, 1980-1986, full-time

Kansas State University, Graduate Assistant, 1977-1979, half-time

4. Non-academic experience:

KUAF-FM, NPR—General Manager, 1985-present (Uni. of Arkansas public radio) full-time

Standard Broadcast News—Washington Correspondent, 1979-1980,

Canadian radio network, full-time

KSSS-AM—DJ & Music Director, 1973-1977, mid-day DJ-commercial radio,

Colorado Springs, full-time

KRDS-AM—DJ, 1973, overnight DJ-commercial radio, Phoenix, AZ, part-time

KXCV-FM, NPR—Chief Announcer, 1971-73, Maryville, MO, part-time

5. Certifications or professional registrations:

6. Current membership in professional organizations:

7. Honors and awards:

8. Service activities:

Service activities related to management of KUAF

Service on various departmental committees

9. List the course number-course title of each credit course-taught over past two ac. years:

JOUR 2032/2031L—Broadcast Reporting 1

10. Briefly list-most important publications-creative activities-past five years:

Nearly all research/creative activities since 1985 has involved the construction and operation of the university's NPR station KUAF. Production of radio news stories for NPR news programs Morning Edition and All Things Considered was my primary research/creative activity before that.

1. Faculty member's full name: **Richard Paul Thein**

2. Education:

Southern Illinois University, Master of Arts, Mass Communication and Fine Arts, 2008
University of Central Florida, Bachelor of Arts, Radio-Television, 1996

3. Academic experience:

University of Arkansas, Clinical Assistant Professor, 2013-present, Full time
Baker University, Assistant Professor, 2012-2013, Full time
Bradley University, Instructor, 2009-2012, Full time

4. Non-academic experience:

WSIL-TV, Weekend Sports Anchor, reporter, producer, videographer, Carbondale, Illinois,
2005-2009, Full time
WJTV, Weekend Sports Anchor, reporter, producer, videographer in Jackson, Mississippi,
2003-2005, Full time
Sunshine Network, beat reporter, producer, and videographer covering all of Miami sports,
2000-2002, Full time
WSIL-TV, Sports Reporter, Reporter, producer, videographer for local TV station in
Carbondale, Illinois, 1998-2000, Full time

5. Certifications or professional registrations:

6. Current membership in professional organizations:

AEJMC

7. Honors and awards:

Chosen as faculty mentor by 2016 Olympic silver medalist Sandi Morris, who was honored
in 2015 as a Senior of Significance at the University of Arkansas.
2001: Sunshine Network best news feature award
2005: Associated Press best sports story, 1st place
2006: Associated Press best sports story, 1st place
2006: Nominated for Emmy
2008: Associated Press best sports story, 1st place

8. Service activities:

Broadcast coach for The Lemke Journalism Project, a 6-week journalism seminar for under-represented high school students.

Served on several committees from 2015-present.

Took nine students on a study abroad trip to Bolivia during the summer of 2015.

Created two new classes: Sports Broadcasting and Developing Journalistic Inquiry

Created and produced UATV Spanish TV show as part of the diversity committee

9. List the course number-course title of each credit course-taught over past two ac. years:

JOUR 4981 Journalism Writing Requirement

JOUR 3163 Sports Journalism

JOUR 2453 Sports TV Production

JOUR 405V Sports Broadcasting

JOUR 405V Developing Journalistic Inquiry

10. Briefly list-most important-creative activities-past five years:

1. Faculty member's full name: **Hayot Tuychiev**

2. Education:

Master of Arts in Journalism, University of Arkansas, 2010

Bachelor of Arts in International Economics, Tashkent State University, Uzbekistan, 1998

3. Academic experience:

University of Arkansas, Journalism Instructor, 2010 – Present, full time.

4. Non-academic experience:

KFSM-5 News, Video Journalist, broadcast TV news, Northwest Arkansas. 2008-2010

5. Certifications or professional registrations:

6. Current membership in professional organizations:

Broadcast Education Association (BEA)

Mid-America EMMY-- National Academy of Television Arts and Sciences (NATAS)

7. Honors and awards:

Mid-America EMMY Award 2008, 2011 – Best documentary in Religion and
Student Film categories

BEA Award, 2013 Best of the Show.

8. Service activities:

Journalism Diversity Committee 2016, 2017

9. List the course number-course title of each credit course-taught over past two ac. years:

JOUR 2032 Broadcast News Reporting I

JOUR 2031L Broadcast News Reporting I Lab

JOUR 2053 Multimedia Journalism

JOUR 405V Special Journalism Seminar – Video Immersion

10. Briefly list-most important-creative activities-past five years:

The World's Greatest: The Arkansas Campaign for Grade-Level Reading Campaign
Producer, Writer, Editor. This 60-minute documentary is about the Arkansas campaign for better grade-level reading initiatives in five underserved communities.

The Favored Strawberry – Principal Photographer. This is a one-hour film produced by Dale Carpenter and Larry Foley. I was the principal photographer for the film.

Minority Report – is a television and radio podcast program that focus on issues of diversity and inclusiveness on campus.

1. Faculty member's full name: **Patsy G. Watkins**

2. Education:

PhD, American Studies and History. University of Iowa, 1991.
MA, Journalism and American Studies. University of Texas, 1976.
BJ, Journalism. University of Texas, 1970.

3. Academic experience:

University of Arkansas. Associate Professor. 1992-present (fulltime)
University of Arkansas. Journalism Department Chair. 1992-2010 (fulltime)
University of Arkansas. Assistant Professor. 1984-1992 (fulltime)
University of Arkansas. Instructor. 1983-84 (fulltime)
University of Iowa. Teaching Assistant. 1985-86 and 1987-88 (part time)

4. Non-academic experience:

Southwest Educational Development Laboratory. Editor. Edited and oversaw production of multicultural educational materials for use in public schools. 1970-71.
University of Texas News & Information Service. Writer, radio talk show host. Wrote news releases, assisted with press operations at LBJ School symposia, planned and conducted radio interviews with UT faculty on research. 1972-1976. (fulltime and part time while in graduate school)
D.C. Congressional office of Rep. J.J. Pickle (D.Tx). Legislative and press assistant. Briefed legislation, wrote weekly column and speeches. 1977-1980.
Law office (Waco, TX). Legal assistant. Briefed cases on insurance litigation. 1980. (fulltime and part time while attending Baylor Hankamer School of Business, in economics)
Stephens Publishing Co. Editor. Edited two trade magazines in medical field. 1980-1983.

5. Certifications or professional registrations:

6. Current membership in professional organizations: AEJMC

7. Honors and awards:

Various teaching and mentoring honors

8. Service activities (selected examples):

Executive Committee, ASJMC (2005-2009)
Editorial Board, *Visual Communication Quarterly* (2003-present)
AEJMC Committees: Professional Freedom & Responsibility (1997-99; 1999-2003);
Chair, Resolutions Committee (2002-03); Division Head, Visual Com (1993-94)
Board of Directors, Southwest Education Council for Journalism & Mass Communication (2003-04)

UA Appointment, Promotion and Tenure Committee (through spring 2012)
Committee to rewrite Academic Integrity Policy for UA, Fall 2010
Judicial Board; 2010 through summer 2011; Conduct Board, fall 2011-spring 2012
Task Force on University Experience (2006-2008)
Task Force on Faculty Governance, Faculty Senate (2005-06)
Chair, Faculty Senate (2001-2002)
Campus Faculty Chair (2000-01)
Accreditation Self-Study, Lemke Journalism Department (2015-2016)
Director, Lemke Journalism MA Program (2015-present)
Chair, Lemke Department Assessment Committee (2015- present)
Board of directors, Ozark Society Foundation (2010-present)

9. List the course number-course title of each credit course-taught over past two ac. years:

JOUR 405V Visual Journalism
JOUR 4333 Ethics
JOUR 4553 Magazine Editing & Production

10. Briefly list-most important publications-creative activities-past five years:

- “Same People, Same Time, Same Place: Contrasting Images of Destitute Ozark Mountaineers during the Great Depression.” *Arkansas Historical Quarterly*. Autumn 2011.
- “Harder than it looks!: Creating the Arkansas Historical Photograph Project.” Southwest/Texas Popular Culture and American Culture Associations conference (February 13-16, 2013), Albuquerque, NM.
- Launch summer 2013 of “Arkansas Photography Archive.” Mullins Library, Special Collections. An online database of Arkansas historical photograph collections held in state archives; database is searchable at a fundamental level by photo content category. (Three-year project to locate and document collections and collaborate with tech support to create the database.)
- “The search for historical meaning of photographs: examination of two photo collections.” Popular Culture Association – American Culture Association annual convention (April 11-14, 2012); Boston, MA.
- Current project: “Arkansas Photographs in the FSA Collection” (working title). Book contract with UA Press. Revising Introduction and some chapter essays.

1. Faculty member's full name: **Rob Wells**

2. Education:

Doctorate of Philosophy, Journalism Studies, University of Maryland, 2016.

M.A., Liberal Studies, St. John's College, Annapolis, Md.

Philosophy, history, literature, political science. 2013.

B.A., Government (minor in English), California State University, Sacramento, Ca. 1984.

3. Academic experience:

Assistant Professor, University of Arkansas, Walter J. Lemke Department of Journalism,
August 2016 to current.

Adjunct instructor, University of Maryland Philip Merrill College of Journalism, 2010-2016.

Adjunct instructor and Reynolds Visiting Business Journalism Professor, University of South
Carolina, School of Journalism and Mass Communications, 2012-2013.

4. Non-academic experience (full time)s:

Dow Jones Newswires/The Wall Street Journal, Washington, D.C.: 2002-2011.

Bloomberg News, Washington, D.C., 1998-2002.

The Associated Press, Reporter, 1987-1998.

Other California newspapers and freelance writing, 1980-1987.

5. Certifications or professional registrations:

6. Current membership in professional organizations:

Investigative Reporters and Editors Inc.

Association for Education In Journalism and Mass Communication

Society of American Business Editors and Writers

Society of Professional Journalists

7. Honors and awards:

Collaborative Research Grant, University of Arkansas, Office of Provost. \$1,921 grant to
work with Walton College finance professor on data journalism. Fall 2016.

AEJMC History Division, Kappa Tau Alpha. Research Award. Best Student Paper, 2015

“A Strong Sense of Outrage: Stan Strachan, The National Thrift News and The Savings
and Loan Crisis.”

University of Maryland Graduate School, Summer Research Fellowship. \$5,000, April, 2015.

Professor Thomas J. Aylward Scholarship. \$1,000 scholarship awarded to top Philip Merrill
College doctoral students. April 2015.

Reynolds Visiting Professor. One of four journalists picked for business journalism education
program under a grant from the Donald W. Reynolds National Center for Business
Journalism, Phoenix, Ariz. January 2012.

Business Writer In Residence, University of Wisconsin at Madison. Oct. 1999
The Society of the Silurians, New York City, Excellence in Journalism, Business and
Financial Reporting, 1996.
Associated Press, Kentucky, Staffer of the Year, 1990.

8. Service activities:

Judge, Society of American Business Editors and Writers, 2016 Best in Business awards in editorial commentary, March 2017; editor of student journalism at University of Arkansas and University of Maryland, projects published on Arkansas Public Media and by The Associated Press, carried in major U.S. newspapers, 2016-2017; Judge, Best Business Reporting, Daily Newspapers, South Carolina Press Association, Spring 2013; Sponsored and organized numerous campus visits and lectures of professionals such as the recruiter of The Wall Street Journal and a public lecture by investigative journalist David Cay Johnston, 2012-2017.

9. List the course number-course title of each credit course-taught over past two ac. years:

University of Arkansas: JOUR 5023 Journalism Theory
JOUR 405V Database Journalism
JOUR 2013 News Reporting I
University of Maryland: Jour 459e Business of Journalism Capstone Reporting Class
Jour 628R Specialized Topics in Data Gathering and Analysis
Jour 398 Independent Study

10. Briefly list-most important publications-presentation-past five years (selected examples):

Chadha, Kalyani and Rob Wells, "Journalistic Responses to Technological Innovation in Newsrooms" *Digital Journalism*. January 2016.
Joint Journalism and Communication History Conference, Journalism Historians Association and the AEJMC History Division
--"Press and Business Tension: the Pivotal Era of the 1970s." New York University, New York, March 13, 2017.
--"Commercialism and Business Journalism: The Debate Over Independence." New York University, New York, March 13, 2016.
--"A Strong Sense of Outrage: Stan Strachan, The National Thrift News and The Savings and Loan Crisis." New York University, New York, March 21, 2015.
Association for Education in Journalism and Mass Communications (AEJMC)
--"A Strong Sense of Outrage: Stan Strachan, The National Thrift News and The Savings and Loan Crisis." Aug. 9, 2015, San Francisco.
Media & Civil Rights History Symposium
--"Racism & Greed': Black Press Editorials About the Subprime Mortgage Crisis." University of South Carolina, Columbia, April 3, 2015

1. Faculty member's full name: **Jan LeBlanc Wicks**

2. Education:

Ph.D. in Mass Media, Michigan State University, East Lansing, MI (1989)

M.A. in Advertising, Michigan State University (1985)

B.A. in Radio-TV Broadcasting, University of Louisiana-Lafayette (1977)

3. Academic experience (all full time):

Vice Chair, University of Arkansas Journalism Department (August 2014-Present)

Professor of Journalism (2006-Present)

Graduate Coordinator UA JOUR MA Program (2007-2014)

Honors Coordinator (2005-2007)

Associate Professor of Journalism (2000-2006)

Assistant Professor of Journalism (1994-2000)

Assistant Professor, Indiana School of Journalism. Bloomington, IN. (1989-1994)

Lecturer, Indiana School of Journalism (1988-1989)

4. Non-academic experience:

Production Manager, Smith & Jennings Advertising, Little Rock, AR. 1982-83

Advertising production, computer operations & coordinating media releases

Traffic Manager, KOMU-TV, Columbia, MO. 1979-1980.

Production, completing program log, & ensuring the correct commercials aired.

Assistant Media Buyer, Charles Dolce Advertising, New Orleans, LA. 1978-1979.

Media buying, billings and administering/selling national hotel trade-out account

Traffic Director, Sides & Associates Advertising, Lafayette, LA. 1977-1978

Coordinating production/ensuring production deadlines met, producing radio & TV commercials, and media buying.

Production Assistant to Prime Time Director, KLFY-TV, Lafayette, LA. 1975-1977

Started as camera operator, promoted to technical director of evening newscasts; also producing local ads and news programs, editing and supervising production crew.

5. Certifications or professional registrations:

6. Current membership in professional organizations:

American Academy of Advertising

Association for Education in Journalism and Mass Communication

7. Honors and awards (selected examples):

2008 Top Research Paper, AEJMC Advertising Division

2000 AEJMC Baskett Mosse Award for Faculty Development.

1996 American Academy of Advertising Research Fellowship (\$1,500)

8. Service activities (selected examples):

National: National Advertising Review Board Public Member, 2004-2010, 2013-Present
AAA Awards, Research & Publication Committees, Various years between 1991-2015
Journal of Advertising Education Editorial/Advisory Board, most recently 2011-Present
AEJMC Advertising Division Head, Vice Head & Executive Committee, 1990-1993
University: Alumni Association Distinguished Faculty Award Committee;
UA Graduate Dean Search Committee; Honors College Fellowship Interviews
Fulbright College: Cabinet Chair 2006-2007; committees including Interdisciplinary Major,
Personnel, Planning & Fiscal, Academic Programs Committees;
Journalism Department: various committees including Search, Personnel, Assessment, &
Curriculum; Ad Club Faculty Adviser—secured \$25,000 Ad Fed Scholarship.

9. List course number-course title of each credit course-taught over past two academic years:

JOUR 5063/405V/3923H Issues in Advertising & Public Relations
JOUR 4463 Media Planning & Strategy

10. Briefly list-most important publications-past five years:

- C. Ann Hollifield, Jan LeBlanc Wicks, George Sylvie & Wilson Lowrey (2016).
Media Management: A Casebook Approach (5th ed.). Routledge/Taylor & Francis Group.
Hollifield and Wicks were co-first authors. I authored these chapters:
Introduction: Using the Case Method
Chapter 8: Marketing and Research
Chapter 9: Law, Regulation and Ethics
Introduction/Background: Extended Case Study Chapters
Chapter 10: Extended Case Study 1
Chapter 11: Extended Case Study 2
- Wicks, J. L., Morimoto, S., Maxwell, A., Schulte, S.R., & Wicks, R.H. (2014).
Youth political consumerism and the 2012 Presidential Election: What influences
youth boycotting and buycotting? *American Behavioral Scientist*, 58(5), 715-732.
- Wicks, R.H., Wicks, J.L., & Morimoto. S. (2014). Partisan media selective exposure
during the 2012 Presidential Election. *American Behavioral Scientist*, 58(9),
1131-1143.
- Wicks, R.H., Wicks, J.L., Morimoto, S., Maxwell, A., & Schulte, S.R. (2014).
Correlates of political and civic engagement among youth during the 2012
Presidential Campaign. *American Behavioral Scientist*. 58 (5): 622-644.
- Fosu, I., Wicks, J. L., Warren, R., & Wicks, R. H. (2013). What's on the menu?
Disclaimers, emotional appeals and production techniques in food advertising on
child rated programs in the United States. *Journal of Children and Media*, 7(3),
334-348.

Appendix C
UA JOUR MA Program Data
Office of Institutional Research and Assessment
and the Office of Research and Economic Development

Department of Journalism – Degrees

Program Review: Student Data - Degrees Awarded															
Department of Journalism															
Journalism, MA															

Primary Degrees Awarded by Ethnicity and Gender¹															
Race†	Academic Year 2010†		Academic Year 2011†		Academic Year 2012†		Academic Year 2013†		Academic Year 2014†		Academic Year 2015†		Academic Year 2016†		
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
ORIGINAL															
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Resident Alien	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NEW															
African American	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Caucasian	1	2	0	2	1	0	5	0	0	3	4	1	3	1	1
Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic and any other race	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Resident Alien	0	0	0	3	0	0	1	2	0	0	0	0	0	0	0
Two or More Races	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total by Gender	1	2	2	5	1	0	6	2	0	3	5	1	3	1	1
Total	3		7		1		8		3		6		4		

Primary and Secondary Degrees Awarded by Ethnicity and Gender²															
Race†	Academic Year 2010†		Academic Year 2011†		Academic Year 2012†		Academic Year 2013†		Academic Year 2014†		Academic Year 2015†		Academic Year 2016†		
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
ORIGINAL															
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Resident Alien	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NEW															
African American	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Caucasian	1	2	0	2	1	0	5	0	0	3	4	1	3	1	1
Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic and any other race	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Resident Alien	0	0	0	3	0	0	1	2	0	0	0	0	0	0	0
Two or More Races	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total by Gender	1	2	2	5	1	0	6	2	0	3	5	1	3	1	1
Total	3		7		1		8		3		6		4		

Notes: ¹Degree totals in this section include only the primary major of the degrees (so a student graduating with a double major will appear only in the count of the primary major).

²Degree totals in this section include both primary, secondary and tertiary majors of the degree (so a student graduating with a double major will appear in the counts of both majors).

† Beginning with Summer II 2009, race and ethnicity details are being collected in a method amenable to the new federal race and ethnicity reporting categories.

Accordingly, year to date comparisons are not available.

Source: AHES files - Degrees Awarded.

Department of Journalism – Enrollment

Program Review: Student Data - Fall Enrollment														
Department of Journalism														
Journalism, MA														
Fall Enrollment by Primary Major¹														

Race†	Fall 2009†		Fall 2010†		Fall 2011†		Fall 2012†		Fall 2013†		Fall 2014†		Fall 2015†	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
ORIGINAL														
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Resident Alien	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NEW														
African American	1	0	0	0	0	0	0	0	0	0	0	1	0	1
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Caucasian	7	2	6	2	11	4	10	4	13	5	11	6	8	7
Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic and any other race	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Non-Resident Alien	0	2	1	2	1	2	0	1	0	0	0	0	0	0
Two or More Races	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Unknown	1	1	1	1	0	0	0	0	0	0	0	0	0	0
Total by Gender	10	5	9	5	12	6	10	5	13	5	12	7	9	8
Total	15		14		18		15		18		19		17	

Race†	Fall 2009†		Fall 2010†		Fall 2011†		Fall 2012†		Fall 2013†		Fall 2014†		Fall 2015†	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
ORIGINAL														
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Resident Alien	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NEW														
African American	1	0	0	0	0	0	0	0	0	0	0	1	0	1
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Caucasian	8	3	7	3	11	5	10	4	13	5	11	6	8	7
Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic and any other race	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Non-Resident Alien	0	2	1	2	1	2	0	1	0	0	0	0	0	0
Two or More Races	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Unknown	1	1	1	1	0	0	0	0	0	0	0	0	0	0
Total by Gender	11	6	10	6	12	7	10	5	13	5	12	7	9	8
Total	17		16		19		15		18		19		17	

Notes: ¹Enrollment totals in this section include all students with this degree program as their primary major.
²Enrollment totals in this section include all students with this degree program as their primary or secondary major.
† Beginning with Summer II 2009, race and ethnicity details are being collected in a method amenable to the new federal race and ethnicity reporting categories. Accordingly, year to date comparisons are not available.
Source: AHEIS files Enrollment by Majors (On-and Off-Schedule, On-and Off-Campus).

JOUR – Average Class Size

Program Review: Class Data - Average Organized Class Size																					
Department of Journalism																					
Academic Year 2010 - 2011																					
Semester	Undergraduate Classes									Graduate Classes											
	Lower Level			Average			Upper Level			Average			Graduate Level				Average				
	1xxx	2xxx		Average		3xxx	4xxx		Average		5xxx	6xxx		7xxx		Average					
	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²			
Summer II	17	1	0	0	17	1	13	1	9	3	10	4	0	0	0	0	0	0	0	0	0
Fall	85	3	16	11	30	14	22	12	16	18	18	30	9	2	0	0	0	0	0	9	2
Spring	89	3	17	4	47	7	25	11	16	16	20	27	10	4	0	0	0	0	0	10	4
Summer I	13	1	12	2	12	3	25	2	7	5	12	7	0	0	0	0	0	0	0	0	0
Academic Year Average	69	8	15	17	32	25	23	26	14	42	18	68	10	6	0	0	0	0	0	10	6

Data included are based on information in the student information system (SAFARI/ISIS) as of the 11th class day for fall and spring terms and the 5th class day for summer terms.
¹ Avg is the average number of students per class
² N is the number of classes
 Source: AHEIS Files (On- and Off-Schedule, On- and Off-Campus).

Department of Journalism																					
Academic Year 2011 - 2012																					
Semester	Undergraduate Classes									Graduate Classes											
	Lower Level			Average			Upper Level			Average			Graduate Level				Average				
	1xxx	2xxx		Average		3xxx	4xxx		Average		5xxx	6xxx		7xxx		Average					
	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²			
Summer II	16	1	0	0	16	1	9	1	7	2	7	3	0	0	0	0	0	0	0	0	0
Fall	83	3	19	7	38	10	24	12	15	19	19	31	10	2	0	0	0	0	0	10	2
Spring	87	3	20	4	49	7	27	11	16	19	20	30	8	4	0	0	0	0	0	8	4
Summer I	15	2	15	1	15	3	20	3	11	4	15	7	0	0	0	0	0	0	0	0	0
Academic Year Average	62	9	19	12	37	21	24	27	15	44	18	71	8	6	0	0	0	0	0	8	6

Data included are based on information in the student information system (SAFARI/ISIS) as of the 11th class day for fall and spring terms and the 5th class day for summer terms.
¹ Avg is the average number of students per class
² N is the number of classes
 Source: AHEIS Files (On- and Off-Schedule, On- and Off-Campus).

Department of Journalism																					
Academic Year 2012 - 2013																					
Semester	Undergraduate Classes									Graduate Classes											
	Lower Level			Average			Upper Level			Average			Graduate Level				Average				
	1xxx	2xxx		Average		3xxx	4xxx		Average		5xxx	6xxx		7xxx		Average					
	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²			
Summer II	0	0	13	1	13	1	0	0	10	1	10	1	0	0	0	0	0	0	0	0	0
Fall	72	5	20	8	40	13	24	13	16	16	19	29	4	3	0	0	0	0	0	4	3
Spring	72	5	22	4	50	9	26	12	16	18	20	30	11	2	0	0	0	0	0	11	2
Summer I	14	2	11	2	12	4	17	3	11	5	14	8	0	0	0	0	0	0	0	0	0
Academic Year Average	62	12	19	15	38	27	24	28	15	40	19	68	7	5	0	0	0	0	0	7	5

Data included are based on information in the student information system (SAFARI/ISIS) as of the 11th class day for fall and spring terms and the 5th class day for summer terms.
¹ Avg is the average number of students per class
² N is the number of classes
 Source: AHEIS Files (On- and Off-Schedule, On- and Off-Campus).

Department of Journalism

Academic Year 2013 - 2014

Semester	Undergraduate Classes										Graduate Classes									
	Lower Level					Upper Level					Graduate Level									
	1xxx		2xxx		Average	3xxx		4xxx		Average	5xxx		6xxx		7xxx		Average			
	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²		
Summer II	0	0	0	0	0	0	0	0	10	1	10	1	0	0	0	0	0	0	0	
Fall	51	8	16	10	32	18	23	15	17	17	20	32	7	2	0	0	0	0	7	2
Spring	57	6	16	7	35	13	23	16	18	18	20	34	8	3	0	0	0	0	8	3
Summer I	0	0	9	1	9	1	10	8	11	7	10	15	0	0	0	0	0	0	0	0
Academic Year Average	53	14	16	18	32	32	20	39	16	43	18	82	8	5	0	0	0	0	8	5

Data included are based on information in the student information system (SAFARI/ISIS) as of the 11th class day for fall and spring terms and the 5th class day for summer terms.

¹Avg is the average number of students per class

²N is the number of classes

Source: AHEIS Files (On- and Off-Schedule, On- and Off-Campus).

Department of Journalism

Academic Year 2014 - 2015

Semester	Undergraduate Classes										Graduate Classes									
	Lower Level					Upper Level					Graduate Level									
	1xxx		2xxx		Average	3xxx		4xxx		Average	5xxx		6xxx		7xxx		Average			
	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²		
Summer II	14	1	10	1	12	2	0	0	8	3	8	3	3	1	0	0	0	0	3	1
Fall	46	8	14	10	28	18	21	17	16	22	18	39	4	3	0	0	0	0	4	3
Spring	45	8	15	7	31	15	22	15	16	24	18	39	5	5	0	0	0	0	5	5
Summer I	18	2	0	0	18	2	10	4	6	8	7	12	3	1	0	0	0	0	3	1
Academic Year Average	41	19	14	18	28	37	20	36	14	57	16	93	4	10	0	0	0	0	4	10

Data included are based on information in the student information system (SAFARI/ISIS) as of the 11th class day for fall and spring terms and the 5th class day for summer terms.

¹Avg is the average number of students per class

²N is the number of classes

Source: AHEIS Files (On- and Off-Schedule, On- and Off-Campus).

Department of Journalism

Academic Year 2015 - 2016

Semester	Undergraduate Classes										Graduate Classes									
	Lower Level					Upper Level					Graduate Level									
	1xxx		2xxx		Average	3xxx		4xxx		Average	5xxx		6xxx		7xxx		Average			
	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²	Avg ¹	N ²		
Summer II	8	1	0	0	8	1	15	1	6	1	11	2	0	0	0	0	0	0	0	0
Fall	48	8	16	11	29	19	21	16	16	21	18	37	7	2	0	0	0	0	7	2
Spring	43	8	16	9	29	17	24	12	16	27	18	39	5	3	0	0	0	0	5	3
Summer I	15	1	0	0	15	1	23	1	9	3	13	4	0	0	0	0	0	0	0	0
Academic Year Average	42	18	16	20	28	38	22	30	15	52	18	82	6	5	0	0	0	0	6	5

Data included are based on information in the student information system (SAFARI/ISIS) as of the 11th class day for fall and spring terms and the 5th class day for summer terms.

¹Avg is the average number of students per class

²N is the number of classes

Source: AHEIS Files (On- and Off-Schedule, On- and Off-Campus).

JOUR – Class Size Frequencies

Program Review: Class Data - Class Size Frequencies								
Department of Journalism								
Number of Organized Graduate Class Sections by Enrollment Range and Academic Year								
Academic Year	Class Enrollment Ranges							Total
	1-9	10-19	20-29	30-39	40-49	50-99	100+	
2010	4	1	0	0	0	0	0	5
2011	3	3	0	0	0	0	0	6
2012	5	1	0	0	0	0	0	6
2013	4	1	0	0	0	0	0	5
2014	3	2	0	0	0	0	0	5
2015	8	0	0	0	0	0	0	8
2016	5	0	0	0	0	0	0	5
Total	32	8	0	0	0	0	0	40

JOUR – Department SSCH

Program Review: Class Data - Classes Taught															
Journalism															
Academic Year 2009 - 2010															
Description	Undergraduate Classes ¹						Graduate Classes ¹								
	Lower Level		Upper Level		Total		Master's Level		Specialist Level		Doctoral Level		Total		
	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	
All classes	Summer II 2009	0	0	28	82	28	82	0	0	0	0	0	0	0	
	Fall 2009	477	1,278	488	1,362	965	2,640	16	51	0	0	1	3	17	
	Spring 2010	356	984	589	1,619	945	2,603	21	61	0	0	0	0	21	
	Summer I 2010	37	111	105	306	142	417	0	0	0	0	0	0	0	
Academic Year Total	870	2,373	1,210	3,369	2,080	5,742	37	112	0	0	1	3	38	115	
Campus Location	On-Campus	821	2,226	1,197	3,330	2,018	5,556	37	112	0	0	1	3	38	
	Off-Campus	49	147	13	39	62	186	0	0	0	0	0	0	0	
Campus Location Total	870	2,373	1,210	3,369	2,080	5,742	37	112	0	0	1	3	38	115	
Distance Education	52-Electronic discussions	13	39	7	21	20	60	0	0	0	0	0	0	0	
	WB-Web	11	33	6	18	17	51	0	0	0	0	0	0	0	
Distance Education Total ³	24	72	13	39	37	111	0	0	0	0	0	0	0		
CIP Code	09.0401	870	2,373	1,210	3,369	2,080	5,742	37	112	0	0	1	3	38	
CIP Total		870	2,373	1,210	3,369	2,080	5,742	37	112	0	0	1	3	38	115
Interdisciplinary Total ⁴		0	0	0	0	0	0	0	0	0	0	0	0	0	

Data included are based on information in the student information system (SAFARI/ISIS) as of the 11th class day for fall and spring terms and the 5th class day for summer terms.

¹ Class level is identified in the following manner: 1000 & 2000 level classes are considered low or level undergraduate classes. 3000 level classes are considered upper level undergraduate classes unless the student enrolled in a graduate student (master's, specialist, or doctoral) in which case the SSCHs will take on the level of the student. 4000, 5000, 6000, and 7000 level classes take on the level of the student.

For example, if an undergraduate student takes a 4000 or 5000 level class, the SSCHs generated will be considered upper level undergraduate.

² If a graduate student takes a 3000, 4000, 5000, 6000, or 7000 level class, the SSCHs generated will be at the level of the student (master's, specialist, or doctoral).

³ Students Enrolled includes enrollment in non-credit bearing classes (e.g., labs and drills).

⁴ Distance Education is defined as any class taught via telecommunications (e.g., broadcast television, interactive satellite, videoconferencing, electronic group discussion).

⁵ Interdisciplinary is defined by any CEVB, MEPI, PUBP, GRAD, GERO or SPAC course taught by this department's faculty.

Source: AHEIS Files (On- and Off-Schedule, On- and Off-Campus).

Journalism															
Academic Year 2010 - 2011															
Description		Undergraduate Classes ¹						Graduate Classes ¹							
		Lower Level		Upper Level		Total		Master's Level		Specialist Level		Doctoral Level		Total	
		Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH
All classes	Summer II 2010	17	51	45	133	62	184	2	9	0	0	0	0	2	9
	Fall 2010	450	1,170	627	1,744	1,077	2,914	19	63	0	0	1	3	20	66
	Spring 2011	361	1,035	651	1,827	1,012	2,862	20	61	0	0	1	3	21	64
	Summer I 2011	59	177	122	347	181	524	4	15	0	0	0	0	4	15
Academic Year Total		887	2,433	1,445	4,051	2,332	6,484	45	148	0	0	2	6	47	154
Campus Location	On-Campus	811	2,205	1,383	3,865	2,194	6,070	45	148	0	0	2	6	47	154
	Off-Campus	76	228	62	186	138	414	0	0	0	0	0	0	0	0
Campus Location Total		887	2,433	1,445	4,051	2,332	6,484	45	148	0	0	2	6	47	154
Distance Education	WB-Web	34	102	32	96	66	198	0	0	0	0	0	0	0	0
Distance Education Total ³		34	102	32	96	66	198	0	0	0	0	0	0	0	0
CIP Code	09.0401	887	2,433	1,445	4,051	2,332	6,484	45	148	0	0	2	6	47	154
CIP Total		887	2,433	1,445	4,051	2,332	6,484	45	148	0	0	2	6	47	154
Interdisciplinary Total ⁴		0	0	0	0	0	0	0	0	0	0	0	0	0	0

Data included are based on information in the student information system (SAFARI/ISIS) as of the 11th class day for fall and spring terms and the 5th class day for summer terms.

¹ Class level is identified in the following manner: 1000 & 2000 level classes are considered lower level undergraduate classes. 3000 level classes are considered upper level undergraduate classes unless the student enrolled is a graduate student (master's, specialist, or doctoral) in which case the SSCHs will take on the level of the student. 4000, 5000, 6000, and 7000 level classes take on the level of the student.
For example, if an undergraduate student takes a 4000 or 5000 level class, the SSCHs generated will be considered upper level undergraduate.

² If a graduate student takes a 3000, 4000, 5000, 6000, or 7000 level class, the SSCHs generated will be at the level of the student (master's, specialist, or doctoral).

³ Students Enrolled includes enrollment in non-credit bearing classes (e.g., labs and drills)

⁴ Distance Education is defined as any class taught via telecommunications (e.g., broadcast television, interactive satellite, videoconferencing, electronic group discussion).

⁵ Interdisciplinary is defined by any CEVB, MEPH, PUBP, GRAD, GERO or SPAC course taught by this department's faculty.

Source: AHEIS Files (On- and Off-Schedule, On- and Off-Campus).

Journalism															
Academic Year 2011 - 2012															
Description		Undergraduate Classes ¹						Graduate Classes ¹							
		Lower Level		Upper Level		Total		Master's Level		Specialist Level		Doctoral Level		Total	
		Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH
All classes	Summer II 2011	16	48	31	88	47	136	0	0	0	0	0	0	0	0
	Fall 2011	411	1,107	686	1,919	1,097	3,026	24	75	0	0	0	0	24	75
	Spring 2012	381	1,071	737	2,036	1,118	3,107	20	66	0	0	0	0	20	66
	Summer I 2012	77	231	159	449	236	680	4	15	0	0	0	0	4	15
Academic Year Total		885	2,457	1,613	4,492	2,498	6,949	48	156	0	0	0	0	48	156
Campus Location	On-Campus	785	2,157	1,530	4,243	2,315	6,400	48	156	0	0	0	0	48	156
	Off-Campus	100	300	83	249	183	549	0	0	0	0	0	0	0	0
Campus Location Total		885	2,457	1,613	4,492	2,498	6,949	48	156	0	0	0	0	48	156
Distance Education	WB-Web	0	0	12	36	12	36	0	0	0	0	0	0	0	0
Distance Education Total ³		0	0	12	36	12	36	0	0	0	0	0	0	0	0
CIP Code	09.0401	885	2,457	1,613	4,492	2,498	6,949	48	156	0	0	0	0	48	156
CIP Total		885	2,457	1,613	4,492	2,498	6,949	48	156	0	0	0	0	48	156
Interdisciplinary Total ⁴		0	0	0	0	0	0	0	0	0	0	0	0	0	0

Data included are based on information in the student information system (SAFARI/ISIS) as of the 11th class day for fall and spring terms and the 5th class day for summer terms.

¹ Class level is identified in the following manner: 1000 & 2000 level classes are considered lower level undergraduate classes. 3000 level classes are considered upper level undergraduate classes unless the student enrolled is a graduate student (master's, specialist, or doctoral) in which case the SSCHs will take on the level of the student. 4000, 5000, 6000, and 7000 level classes take on the level of the student.
For example, if an undergraduate student takes a 4000 or 5000 level class, the SSCHs generated will be considered upper level undergraduate.

² If a graduate student takes a 3000, 4000, 5000, 6000, or 7000 level class, the SSCHs generated will be at the level of the student (master's, specialist, or doctoral).

³ Students Enrolled includes enrollment in non-credit bearing classes (e.g., labs and drills)

⁴ Distance Education is defined as any class taught via telecommunications (e.g., broadcast television, interactive satellite, videoconferencing, electronic group discussion).

⁵ Interdisciplinary is defined by any CEVB, MEPH, PUBP, GRAD, GERO or SPAC course taught by this department's faculty.

Source: AHEIS Files (On- and Off-Schedule, On- and Off-Campus).

Journalism															
Academic Year 2012 - 2013															
Description	Undergraduate Classes ¹						Graduate Classes ¹								
	Lower Level		Upper Level		Total		Master's Level		Specialist Level		Doctoral Level		Total		
	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	
All classes	Summer II 2012	13	39	15	43	28	82	1	3	0	0	0	0	1	3
	Fall 2012	545	1,501	670	1,835	1,215	3,336	18	54	0	0	0	0	18	54
	Spring 2013	482	1,374	751	2,035	1,233	3,409	19	67	0	0	0	0	19	67
	Summer I 2013	74	222	164	456	238	678	1	3	0	0	0	0	1	3
Academic Year Total	1,114	3,136	1,600	4,369	2,714	7,505	39	127	0	0	0	0	39	127	
Campus Location	On-Campus	1,030	2,884	1,499	4,066	2,529	6,950	38	124	0	0	0	0	38	124
	Off-Campus	84	252	101	303	185	555	1	3	0	0	0	0	1	3
Campus Location Total	1,114	3,136	1,600	4,369	2,714	7,505	39	127	0	0	0	0	39	127	
Distance Education	WB-Web	0	0	27	81	27	81	0	0	0	0	0	0	0	0
Distance Education Total ³		0	0	27	81	27	81	0	0	0	0	0	0	0	0
CIP Code	09.0401	1,114	3,136	1,600	4,369	2,714	7,505	38	124	0	0	0	0	38	124
	44.0501	0	0	0	0	0	0	1	3	0	0	0	0	1	3
CIP Total	1,114	3,136	1,600	4,369	2,714	7,505	39	127	0	0	0	0	39	127	
Interdisciplinary	PUBP	0	0	0	0	0	0	1	3	0	0	0	0	1	3
Interdisciplinary Total ⁴		0	0	0	0	0	0	1	3	0	0	0	0	1	3

Data included are based on information in the student information system (SAFARI/ISIS) as of the 11th class day for fall and spring terms and the 5th class day for summer terms.

¹ Class level is identified in the following manner: 1000 & 2000 level classes are considered low or level undergraduate classes. 3000 level classes are considered upper level undergraduate classes unless the student enrolled is a graduate student (master's, specialist, or doctoral) in which case the SSCHs will take on the level of the student. 4000, 5000, 6000, and 7000 level classes take on the level of the student. For example, if an undergraduate student takes a 4000 or 5000 level class, the SSCHs generated will be considered upper level undergraduate.

² If a graduate student takes a 3000, 4000, 5000, 6000, or 7000 level class, the SSCHs generated will be at the level of the student (master's, specialist, or doctoral).

³ Students Enrolled includes enrollment in non-credit bearing classes (e.g., labs and drills)

⁴ Distance Education is defined as any class taught via telecommunications (e.g., broadcast television, interactive satellite, videoconferencing, electronic group discussion).

⁵ Interdisciplinary is defined by any CEMB, MEPH, PUBP, GRAD, GERO or SPAC course taught by this department's faculty.

Source: AHEIS Files (On- and Off-Schedule, On- and Off-Campus).

Journalism															
Academic Year 2013 - 2014															
Description	Undergraduate Classes ¹						Graduate Classes ¹								
	Lower Level		Upper Level		Total		Master's Level		Specialist Level		Doctoral Level		Total		
	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	
All classes	Summer II 2013	0	0	12	31	12	31	0	0	0	0	0	0	0	0
	Fall 2013	580	1,521	738	2,031	1,318	3,552	17	58	0	0	0	0	17	58
	Spring 2014	465	1,302	830	2,196	1,295	3,498	21	83	0	0	0	0	21	83
	Summer I 2014	9	27	187	541	196	568	1	1	0	0	0	0	1	1
Academic Year Total	1,054	2,850	1,767	4,799	2,821	7,649	39	142	0	0	0	0	39	142	
Campus Location	On-Campus	987	2,649	1,653	4,457	2,640	7,106	39	142	0	0	0	0	39	142
	Off-Campus	67	201	114	342	181	543	0	0	0	0	0	0	0	0
Campus Location Total	1,054	2,850	1,767	4,799	2,821	7,649	39	142	0	0	0	0	39	142	
Distance Education	WB-Web	45	135	86	258	131	393	0	0	0	0	0	0	0	0
Distance Education Total ³		45	135	86	258	131	393	0	0	0	0	0	0	0	0
CIP Code	09.0401	1,018	2,814	1,767	4,799	2,785	7,613	39	142	0	0	0	0	39	142
	24.0102	36	36	0	0	36	36	0	0	0	0	0	0	0	0
CIP Total	1,054	2,850	1,767	4,799	2,821	7,649	39	142	0	0	0	0	39	142	
Interdisciplinary Total ⁴		0	0	0	0	0	0	0	0	0	0	0	0	0	0

Data included are based on information in the student information system (SAFARI/ISIS) as of the 11th class day for fall and spring terms and the 5th class day for summer terms.

¹ Class level is identified in the following manner: 1000 & 2000 level classes are considered low or level undergraduate classes. 3000 level classes are considered upper level undergraduate classes unless the student enrolled is a graduate student (master's, specialist, or doctoral) in which case the SSCHs will take on the level of the student. 4000, 5000, 6000, and 7000 level classes take on the level of the student. For example, if an undergraduate student takes a 4000 or 5000 level class, the SSCHs generated will be considered upper level undergraduate.

² If a graduate student takes a 3000, 4000, 5000, 6000, or 7000 level class, the SSCHs generated will be at the level of the student (master's, specialist, or doctoral).

³ Students Enrolled includes enrollment in non-credit bearing classes (e.g., labs and drills)

⁴ Distance Education is defined as any class taught via telecommunications (e.g., broadcast television, interactive satellite, videoconferencing, electronic group discussion).

⁵ Interdisciplinary is defined by any CEMB, MEPH, PUBP, GRAD, GERO or SPAC course taught by this department's faculty.

Source: AHEIS Files (On- and Off-Schedule, On- and Off-Campus).

Journalism															
Academic Year 2014 - 2015															
Description		Undergraduate Classes ¹						Graduate Classes ¹							
		Lower Level		Upper Level		Total		Master's Level		Specialist Level		Doctoral Level		Total	
		Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH
All classes	Summer II 2014	24	72	27	78	51	150	3	9	0	0	0	0	3	9
	Fall 2014	519	1,408	840	2,259	1,359	3,667	15	50	0	0	2	6	17	56
	Spring 2015	476	1,341	869	2,340	1,345	3,681	26	81	0	0	2	6	28	87
	Summer I 2015	40	120	135	375	175	495	5	18	0	0	0	0	5	18
Academic Year Total		1,059	2,941	1,871	5,052	2,930	7,993	49	158	0	0	4	12	53	170
Campus Location	On-Campus	889	2,431	1,731	4,632	2,620	7,063	49	158	0	0	4	12	53	170
	Off-Campus	170	510	140	420	310	930	0	0	0	0	0	0	0	0
Campus Location Total		1,059	2,941	1,871	5,052	2,930	7,993	49	158	0	0	4	12	53	170
Distance Education	WB-Web	150	450	81	243	231	693	0	0	0	0	0	0	0	0
Distance Education Total ³		150	450	81	243	231	693	0	0	0	0	0	0	0	0
CIP Code	09.0401	1,040	2,922	1,871	5,052	2,911	7,974	49	158	0	0	4	12	53	170
	24.0102	19	19	0	0	19	19	0	0	0	0	0	0	0	0
CIP Total		1,059	2,941	1,871	5,052	2,930	7,993	49	158	0	0	4	12	53	170
Interdisciplinary Total ⁴		0	0	0	0	0	0	0	0	0	0	0	0	0	0

Data included are based on information in the student information system (SAFARI/ISIS) as of the 11th class day for fall and spring terms and the 5th class day for summer terms.

¹ Class level is identified in the following manner: 1000 & 2000 level classes are considered low or level undergraduate classes. 3000 level classes are considered upper level undergraduate classes unless the student enrolled is a graduate student (master's, specialist, or doctoral) in which case the SSCHs will take on the level of the student. 4000, 5000, 6000, and 7000 level classes take on the level of the student.
For example, if an undergraduate student takes a 4000 or 5000 level class, the SSCHs generated will be considered upper level undergraduate.
If a graduate student takes a 3000, 4000, 5000, 6000, or 7000 level class, the SSCHs generated will be at the level of the student (master's, specialist, or doctoral).

² Students Enrolled includes enrollment in non-credit bearing classes (e.g., labs and drills)

³ Distance Education is defined as any class taught via telecommunications (e.g., broadcast television, interactive satellite, videoconferencing, electronic group discussion).

⁴ Interdisciplinary is defined by any CEMB, MEPH, PUBP, GRAD, GERO or SPAC course taught by this department's faculty.
Source: AHEIS Files (On- and Off-Schedule, On- and Off-Campus).

Journalism															
Academic Year 2015 - 2016															
Description		Undergraduate Classes ¹						Graduate Classes ¹							
		Lower Level		Upper Level		Total		Master's Level		Specialist Level		Doctoral Level		Total	
		Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH	Students Enrolled ²	SSCH
All classes	Summer II 2015	9	27	22	66	31	93	0	0	0	0	0	0	0	0
	Fall 2015	565	1,566	805	2,165	1,370	3,731	20	67	0	0	0	0	20	67
	Spring 2016	514	1,458	856	2,300	1,370	3,758	30	95	0	0	0	0	30	95
	Summer I 2016	17	51	78	216	95	267	3	7	0	0	0	0	3	7
Academic Year Total		1,105	3,102	1,761	4,747	2,866	7,849	53	169	0	0	0	0	53	169
Campus Location	On-Campus	867	2,388	1,590	4,234	2,457	6,622	53	169	0	0	0	0	53	169
	Off-Campus	238	714	171	513	409	1,227	0	0	0	0	0	0	0	0
Campus Location Total		1,105	3,102	1,761	4,747	2,866	7,849	53	169	0	0	0	0	53	169
Distance Education	WB-Web	224	672	137	411	361	1,083	0	0	0	0	0	0	0	0
Distance Education Total ³		224	672	137	411	361	1,083	0	0	0	0	0	0	0	0
CIP Code	05.0201	0	0	5	15	5	15	0	0	0	0	0	0	0	0
	09.0401	1,105	3,102	1,742	4,690	2,847	7,792	53	169	0	0	0	0	53	169
	45.0901	0	0	14	42	14	42	0	0	0	0	0	0	0	0
CIP Total		1,105	3,102	1,761	4,747	2,866	7,849	53	169	0	0	0	0	53	169
Interdisciplinary Total ⁴		0	0	0	0	0	0	0	0	0	0	0	0	0	0

Data included are based on information in the student information system (SAFARI/ISIS) as of the 11th class day for fall and spring terms and the 5th class day for summer terms.

¹ Class level is identified in the following manner: 1000 & 2000 level classes are considered low or level undergraduate classes. 3000 level classes are considered upper level undergraduate classes unless the student enrolled is a graduate student (master's, specialist, or doctoral) in which case the SSCHs will take on the level of the student. 4000, 5000, 6000, and 7000 level classes take on the level of the student.
For example, if an undergraduate student takes a 4000 or 5000 level class, the SSCHs generated will be considered upper level undergraduate.
If a graduate student takes a 3000, 4000, 5000, 6000, or 7000 level class, the SSCHs generated will be at the level of the student (master's, specialist, or doctoral).

² Students Enrolled includes enrollment in non-credit bearing classes (e.g., labs and drills)

³ Distance Education is defined as any class taught via telecommunications (e.g., broadcast television, interactive satellite, videoconferencing, electronic group discussion).

⁴ Interdisciplinary is defined by any CEMB, MEPH, PUBP, GRAD, GERO or SPAC course taught by this department's faculty.
Source: AHEIS Files (On- and Off-Schedule, On- and Off-Campus).

JOUR – Faculty Headcount

Program Review: Faculty ¹ Data																						
Department of Journalism																						
Academic Year 2010 (Fall 2009 Snapshot)																						
	American Indian or Alaskan		Asian or Pacific Islander ²		Black Non-Hispanic		Hispanic ³		Hawaiian or Pacific Islander ³		Two or More Races ³		Non-Resident Alien		Unknown		White Non-Hispanic		Total			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Tenure / Tenure Track																						
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Associate Professor	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	0
University Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Distinguished Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Departmental Chairperson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Total	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	5	3	7	4	0	0
FTE: 11																						
Not on Tenure Track																						
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
University Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Distinguished Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Departmental Chairperson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3	0	0
FTE: 3																						

Source: Employee Report File

¹ Includes all personnel who were assigned to this academic department within BASIS, identified as faculty, and whose percent of salary ≥ 50% instruction and/or research. Note that faculty with title modifiers are reported in-rank here, but are moved to instructor or lecturer for most reporting purposes.

² FTE definition: Appointment percent divided by 100

³ Beginning with FY2010, race and ethnicity details are being collected in a method amenable to the new federal race and ethnicity reporting categories. Accordingly, year to date comparisons are not available.

Department of Journalism																						
Academic Year 2011 (Fall 2010 Snapshot)																						
	American Indian or Alaskan		Asian or Pacific Islander ³		Black Non-Hispanic		Hispanic ³		Hawaiian or Pacific Islander ³		Two or More Races ³		Non-Resident Alien		Unknown		White Non-Hispanic		Total			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Tenure / Tenure Track																						
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
Associate Professor	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0
University Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Distinguished Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Departmental Chairperson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Total	0	0	0	0	2	1	0	0	0	0	0	0	0	0	1	0	5	3	8	4	0	0
FTE: 12																						
Not on Tenure Track																						
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
University Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Distinguished Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Departmental Chairperson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	3	0	0
FTE: 4																						

Department of Journalism																				
Academic Year 2012 (Fall 2011 Snapshot)																				
	American Indian or Alaskan		Asian or Pacific Islander ³		Black Non-Hispanic		Hispanic ³		Hawaiian or Pacific Islander ³		Two or More Races ³		Non-Resident Alien		Unknown		White Non-Hispanic		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tenure / Tenure Track																				
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
Associate Professor	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	2	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0
University Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Distinguished Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Departmental Chairperson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Total	0	0	0	0	2	1	0	0	0	0	0	0	0	0	1	0	5	3	8	4
FTE: 12																				
Not on Tenure Track																				
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	3	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
University Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Distinguished Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Departmental Chairperson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	3	1	4	0
FTE: 4.25																				

Department of Journalism																				
Academic Year 2013 (Fall 2012 Snapshot)																				
	American Indian or Alaskan		Asian or Pacific Islander ³		Black Non-Hispanic		Hispanic ³		Hawaiian or Pacific Islander ³		Two or More Races ³		Non-Resident Alien		Unknown		White Non-Hispanic		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tenure / Tenure Track																				
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
Associate Professor	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	1	2	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0
University Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Distinguished Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Departmental Chairperson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Total	0	0	0	0	2	1	0	0	0	0	0	0	0	0	1	0	5	3	8	4
FTE: 12																				
Not on Tenure Track																				
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
University Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Distinguished Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Departmental Chairperson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	3	2	3	0
FTE: 5																				

Department of Journalism																				
Academic Year 2014 (Fall 2013 Snapshot)																				
	American Indian or Alaskan		Asian or Pacific Islander ³		Black Non-Hispanic		Hispanic ³		Hawaiian or Pacific Islander ³		Two or More Races ³		Non-Resident Alien		Unknown		White Non-Hispanic		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tenure / Tenure Track																				
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
Associate Professor	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	1	2	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0
University Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Distinguished Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Departmental Chairperson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Total	0	0	0	0	2	1	0	0	0	0	0	0	0	0	1	0	5	3	8	4
FTE: 12																				
Not on Tenure Track																				
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	3	0	0
Assistant Professor	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
University Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Distinguished Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Departmental Chairperson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	1	1	0	0	0	0	0	0	0	0	0	0	3	1	0	3	4	5
FTE: 9																				

Department of Journalism																				
Academic Year 2015 (Fall 2014 Snapshot)																				
	American Indian or Alaskan		Asian or Pacific Islander ³		Black Non-Hispanic		Hispanic ³		Hawaiian or Pacific Islander ³		Two or More Races ³		Non-Resident Alien		Unknown		White Non-Hispanic		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tenure / Tenure Track																				
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Associate Professor	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	1	2	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0
University Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Distinguished Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Departmental Chairperson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Total	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	5	3	7	4
FTE: 11																				
Not on Tenure Track																				
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	2	5	0	0
Assistant Professor	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
University Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Distinguished Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Departmental Chairperson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	3	5	5	7
FTE: 12																				

Department of Journalism																				
Academic Year 2016 (Fall 2015 Snapshot)																				
	American Indian or Alaskan		Asian or Pacific Islander ²		Black Non-Hispanic		Hispanic ³		Hawaiian or Pacific Islander ²		Two or More Races ³		Non-Resident Alien		Unknown		White Non-Hispanic		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tenure / Tenure Track																				
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
Associate Professor	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0
University Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Distinguished Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Departmental Chairperson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Total	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	1	6	2	0	0
FTE: 11																				
Not on Tenure Track																				
Lecturer	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	2	6	0	0
Assistant Professor	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
University Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Distinguished Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Departmental Chairperson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	1	0	0	2	0	0	0	0	0	0	0	0	2	0	3	7	0	0
FTE: 14.25																				

JOUR – Faculty Salaries

		2017 - 18 Program Review: Average Salary of Instructional Faculty at the University of Arkansas and Nationally ²																			
		Fall 2009				Fall 2010				Fall 2011				Fall 2012							
		University of Arkansas				University of Arkansas				University of Arkansas				University of Arkansas							
		Professor	Assoc. Professor	Asst. Professor	New Asst. Professor ¹	Instructor ³	Professor	Assoc. Professor	Asst. Professor	New Asst. Professor ¹	Instructor ³	Professor	Assoc. Professor	Asst. Professor	New Asst. Professor ¹	Instructor ³	Professor	Assoc. Professor	Asst. Professor	New Asst. Professor ¹	Instructor ³
Average Salary		\$62,170	\$92,649	\$56,500	N/A	\$33,163	\$95,911	\$83,637	\$59,420	N/A	\$33,747	\$88,955	\$95,571	\$59,772	N/A	\$34,877	\$92,239	\$83,786	\$61,752	N/A	\$36,628
High Salary		\$87,068	\$105,381	\$58,000	N/A	\$35,465	\$99,219	\$105,100	\$60,000	N/A	\$36,174	\$92,451	\$106,256	\$61,440	N/A	\$37,042	\$96,031	\$107,256	\$63,440	N/A	\$38,857
Low Salary		\$79,009	\$62,278	\$55,000	N/A	\$28,560	\$81,289	\$63,524	\$56,100	N/A	\$30,000	\$83,740	\$64,223	\$58,064	N/A	\$32,000	\$86,240	\$65,223	\$60,064	N/A	\$33,568
Number of Faculty		4	5	2	N/A	3	4	5	3	N/A	4	4	5	3	N/A	4	4	6	2	N/A	5
Research Universities / Very High Research Activity																					
Average Salary		\$107,940	\$74,834	\$61,165	\$59,861	\$66,552	\$107,939	\$74,689	\$60,934	\$61,061	\$67,220	\$107,741	\$78,066	\$64,236	\$63,350	\$64,156	\$109,387	\$79,912	\$64,953	\$64,808	\$65,617
High Salary		\$188,726	\$118,717	\$88,940	\$68,026	\$108,274	\$165,500	\$119,230	\$85,000	\$75,000	\$110,465	\$165,500	\$125,000	\$96,472	\$75,000	\$114,292	\$212,732	\$127,864	\$97,020	\$75,000	\$114,292
Low Salary		\$61,617	\$43,633	\$33,608	\$52,000	\$29,000	\$61,617	\$43,633	\$33,608	\$44,182	\$33,330	\$36,262	\$46,163	\$47,000	\$47,000	\$32,000	\$45,000	\$56,881	\$47,000	\$56,000	\$32,250
Number of Faculty		169	182	121	7	29	166	199	109	20	45	192	210	124	26	70	171	185	109	19	91
Number of Institutions		24	23	23	6	7	24	23	23	9	9	28	28	28	13	13	25	25	23	11	15
Research Universities / High Research Activity																					
Average Salary		\$92,426	\$72,099	\$56,508	\$58,502	\$43,758	\$93,057	\$71,004	\$57,020	\$57,569	\$44,929	\$96,037	\$70,601	\$58,713	\$68,000	\$40,983	\$100,197	\$70,649	\$60,412	\$56,504	\$45,802
High Salary		\$156,193	\$108,813	\$77,344	\$72,000	\$76,484	\$156,193	\$109,901	\$77,314	\$70,000	\$76,484	\$135,353	\$102,051	\$77,314	\$75,000	\$57,876	\$136,453	\$102,051	\$78,225	\$65,000	\$65,000
Low Salary		\$49,875	\$50,563	\$35,681	\$50,000	\$28,560	\$60,000	\$40,819	\$35,681	\$45,000	\$29,435	\$65,508	\$51,977	\$44,759	\$61,000	\$29,435	\$69,769	\$50,369	\$32,000	\$50,000	\$24,008
Number of Faculty		58	67	60	10	30	54	74	57	9	32	29	52	42	2	22	29	52	42	2	35
Number of Institutions		16	17	18	7	9	16	19	17	8	10	13	17	14	2	8	14	18	17	6	11
RU/H and RUH Combined																					
Average Salary		\$103,976	\$74,171	\$59,635	\$59,062	\$54,962	\$104,286	\$73,690	\$59,590	\$59,977	\$57,956	\$106,205	\$76,594	\$62,839	\$63,682	\$58,591	\$108,215	\$77,849	\$63,636	\$62,815	\$52,891
High Salary		\$188,726	\$118,717	\$88,940	\$72,000	\$103,274	\$165,500	\$119,230	\$85,000	\$75,000	\$110,465	\$165,500	\$125,000	\$96,472	\$75,000	\$114,292	\$212,732	\$127,864	\$97,020	\$75,000	\$114,292
Low Salary		\$49,875	\$43,633	\$33,608	\$50,000	\$28,560	\$60,000	\$40,819	\$35,608	\$44,182	\$29,435	\$36,262	\$46,163	\$47,000	\$47,000	\$32,000	\$45,000	\$50,369	\$32,000	\$50,000	\$24,008
UofA salary as % of Research Univs Combined																					
Average Salary		79.0%	111.4%	94.7%	N/A	60.3%	82.4%	113.5%	98.0%	N/A	58.2%	83.8%	111.7%	95.1%	N/A	59.5%	85.2%	107.6%	97.1%	N/A	69.3%
High Salary		46.1%	88.8%	65.2%	N/A	32.8%	53.9%	88.1%	70.6%	N/A	32.7%	55.9%	85.0%	71.1%	N/A	32.4%	45.1%	83.9%	72.9%	N/A	34.0%
Low Salary		158.4%	142.7%	163.7%	N/A	100.0%	135.5%	155.6%	166.9%	N/A	101.9%	230.9%	139.1%	129.7%	N/A	108.7%	191.6%	129.5%	187.7%	N/A	139.8%

¹ Instructional Faculty is defined as faculty who spend at least 50% of their time in instruction and/or research. Faculty who are identified in BASIS as research, adjunct, executive or visiting are not included in these data.
² Oklahoma State University Faculty Salary Survey by Discipline is an annual survey of "flagship" institutions from each state. Please note that not all institutions contacted participate every year.
³ New Assistant Professor is subset of Assistant Professor
⁴ Clinical faculty were reported under Instructor for this survey.
⁵ Source: National data compiled from OSU Faculty Salary Survey by Discipline; UA data compiled from OSU survey submission completed every December

2017 - 18 Program Review: Average Salary of Instructional Faculty ¹ at the University of Arkansas and Nationally ²														
Department of Journalism														
Fall 2013				Fall 2014				Fall 2015						
University of Arkansas				University of Arkansas				University of Arkansas						
Professor	Assoc. Professor	Asst. Professor	New Asst. Professor ³	Instructor ⁴	Professor	Assoc. Professor	Asst. Professor	New Asst. Professor ³	Instructor ⁴	Professor	Assoc. Professor	Asst. Professor	New Asst. Professor ³	Instructor ⁴
Average Salary	\$95,887	\$85,293	\$63,252	N/A	\$44,036	\$101,718	\$86,805	\$66,214	N/A	\$42,998	\$104,354	\$84,477	\$60,000	\$45,234
High Salary	\$102,065	\$108,256	\$63,440	N/A	\$60,000	\$105,094	\$108,256	\$66,214	N/A	\$60,800	\$107,446	\$109,188	\$60,000	\$61,100
Low Salary	\$88,740	\$66,223	\$63,064	N/A	\$36,811	\$97,916	\$66,223	\$66,214	N/A	\$35,500	\$102,098	\$69,811	\$60,000	\$35,500
Number of Faculty	4	6	2	N/A	8	4	6	1	N/A	11	4	5	2	2
Research Universities / Very High Research Activity														
Professor	\$111,004	\$78,350	\$65,228	\$64,280	\$58,951	\$115,222	\$81,576	\$67,129	\$68,428	\$61,147	\$114,506	\$81,475	\$67,626	\$56,344
High Salary	\$221,242	\$126,076	\$96,500	\$94,000	\$120,000	\$227,436	\$140,575	\$91,584	\$86,000	\$123,198	\$227,436	\$131,488	\$88,925	\$113,809
Low Salary	\$47,306	\$44,402	\$40,893	\$45,000	\$23,400	\$65,790	\$49,430	\$41,711	\$50,000	\$33,579	\$53,482	\$49,826	\$44,014	\$22,976
Number of Faculty	204	235	156	24	110	197	220	152	33	125	206	227	190	34
Number of Institutions	29	29	27	13	16	28	28	26	18	17	29	30	29	16
Research Universities / High Research Activity														
Professor	\$100,707	\$73,522	\$61,604	\$60,968	\$51,271	\$102,278	\$75,553	\$61,948	\$65,000	\$53,673	\$99,865	\$76,862	\$62,464	\$52,813
High Salary	\$141,623	\$102,303	\$88,298	\$66,500	\$94,165	\$145,380	\$105,296	\$88,865	\$75,000	\$85,000	\$148,609	\$106,349	\$75,285	\$71,009
Low Salary	\$71,028	\$51,369	\$48,960	\$53,019	\$24,008	\$69,021	\$54,600	\$49,647	\$56,000	\$32,136	\$71,050	\$55,708	\$50,750	\$35,000
Number of Faculty	24	49	50	9	48	31	58	66	7	45	25	45	35	5
Number of Institutions	10	14	14	7	10	11	16	16	6	10	8	13	12	3
RU/VH and RU/H Combined														
Professor	\$109,920	\$77,517	\$64,348	\$63,377	\$56,618	\$113,462	\$80,319	\$65,560	\$67,828	\$59,169	\$112,921	\$80,712	\$66,823	\$55,658
High Salary	\$221,242	\$126,076	\$96,500	\$94,000	\$120,000	\$227,436	\$140,575	\$91,584	\$86,000	\$123,198	\$227,436	\$131,488	\$88,925	\$113,809
Low Salary	\$47,306	\$44,402	\$40,893	\$45,000	\$23,400	\$65,790	\$49,430	\$41,711	\$50,000	\$32,136	\$53,482	\$49,826	\$44,014	\$22,976
UofA salary as % of Research Univs Combined														
Professor	87.2%	110.0%	98.3%	N/A	77.8%	89.6%	108.1%	101.0%	N/A	72.7%	92.4%	104.7%	89.8%	81.3%
High Salary	46.1%	85.9%	65.7%	N/A	50.0%	46.2%	77.0%	72.3%	N/A	49.4%	47.2%	83.0%	67.5%	53.7%
Low Salary	187.6%	149.1%	154.2%	N/A	157.3%	148.8%	134.0%	158.7%	N/A	110.5%	190.9%	140.1%	136.3%	154.5%
UofA salary as % of Research Univs Combined														
Professor	87.2%	110.0%	98.3%	N/A	77.8%	89.6%	108.1%	101.0%	N/A	72.7%	92.4%	104.7%	89.8%	81.3%
High Salary	46.1%	85.9%	65.7%	N/A	50.0%	46.2%	77.0%	72.3%	N/A	49.4%	47.2%	83.0%	67.5%	53.7%
Low Salary	187.6%	149.1%	154.2%	N/A	157.3%	148.8%	134.0%	158.7%	N/A	110.5%	190.9%	140.1%	136.3%	154.5%

JOUR – Instructor Load

Notes:

All semesters include both on and off schedule and on and off campus classes
 In July 2004, some CIP codes were changed, so there might be differences in the CIP code for the same course.
 Some spreadsheets are empty because there were no classes taught during that semester.

Program Review: Class Data - Instructor Load								
Department of Journalism								
Summer II 2009								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	3723	001	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	15	45
09.0401	JOUR	4463	001	CAMPAIGNS	Organized	FOSU, IGNATIUS K.	4	12
						TOTAL FOR THIS INSTRUCTOR	19	57
09.0401	JOUR	401V	012	ADV JOURNALISTIC PRACTICE	Individualized	WATKINS, PATSY G.	9	25
						TOTAL FOR THIS INSTRUCTOR	9	25
						TOTAL FOR THIS ALPHA CODE	28	82
						TOTAL FOR THIS DEPARTMENT	28	82

Department of Journalism								
Fall 2009								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	4863	001	TV NEWS REP I	Organized	ABDENOUR, JESSE H.	15	45
						TOTAL FOR THIS INSTRUCTOR	15	45
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	FOLEY, LARRY D.	15	45
09.0401	JOUR	5323	001	DOCUMENTARY PRODUCTION I	Organized	FOLEY, LARRY D.	9	27
09.0401	JOUR	600V	008	MASTER'S THESIS	Individualized	FOLEY, LARRY D.	3	12
						TOTAL FOR THIS INSTRUCTOR	27	84
09.0401	JOUR	3723	001	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	50	150
09.0401	JOUR	4463	001	CAMPAIGNS	Organized	FOSU, IGNATIUS K.	12	36
						TOTAL FOR THIS INSTRUCTOR	62	186
09.0401	JOUR	2331L	001	PHOTOJOURNALISM I LAB	Organized	GORDER, ERIC R.	21	21
09.0401	JOUR	2332	001	PHOTO JOURNALISM I	Organized	GORDER, ERIC R.	21	42
						TOTAL FOR THIS INSTRUCTOR	42	63
09.0401	JOUR	2013	001	NEWS REPORTING I	Organized	JORDAN, GERALD B.	16	48
09.0401	JOUR	2013	002	NEWS REPORTING I	Organized	JORDAN, GERALD B.	15	45
09.0401	JOUR	2013	003	NEWS REPORTING I	Organized	JORDAN, GERALD B.	14	42
						TOTAL FOR THIS INSTRUCTOR	45	135
09.0401	JOUR	2063	001	MEDIA TECHNOLOGY	Organized	MARTIN, KIM I.	17	51
09.0401	JOUR	402V	001	INTERNSHIP JOURNALISM	Individualized	MARTIN, KIM I.	31	87
09.0401	JOUR	4423	001	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	18	54
09.0401	JOUR	4423	002	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	16	48
						TOTAL FOR THIS INSTRUCTOR	82	240
09.0401	JOUR	1023	800	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	1023I	800	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	2	6
09.0401	JOUR	1023I	805	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	4	12
09.0401	JOUR	1033I	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	1033I	805	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	3	9
09.0401	JOUR	3743	001	PR PRINCIPLES	Organized	MILLER, PHYLLIS E.	48	144
09.0401	JOUR	401V	002	ADV JOURNALISTIC PRACTICE	Organized	MILLER, PHYLLIS E.	4	12
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	MILLER, PHYLLIS E.	10	28
09.0401	JOUR	4143	001	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	14	42
09.0401	JOUR	4143	002	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	14	42
						TOTAL FOR THIS INSTRUCTOR	101	301
09.0401	JOUR	1023	001	MEDIA AND SOCIETY	Organized	PURVIS, HOYT H.	129	387
09.0401	JOUR	3923H	001	HONORS COLLOQUIUM	Organized	PURVIS, HOYT H.	9	27
09.0401	JOUR	4043	001	GOVERNMENT AND THE MEDIA	Organized	PURVIS, HOYT H.	14	42
09.0401	JOUR	600V	001	MASTER'S THESIS	Individualized	PURVIS, HOYT H.	1	3
						TOTAL FOR THIS INSTRUCTOR	153	459
09.0401	JOUR	1033	001	FUNDAMENTALS OF JOUR	Organized	RACHAL, CAROL E.	63	189
09.0401	JOUR	1033	002	FUNDAMENTALS OF JOUR	Organized	RACHAL, CAROL E.	61	183
09.0401	JOUR	1033	003	FUNDAMENTALS OF JOUR	Organized	RACHAL, CAROL E.	49	147
						TOTAL FOR THIS INSTRUCTOR	173	519
09.0401	JOUR	3123	001	FEATURE WRITING	Organized	SCHULTE, BRET J.	14	42
09.0401	JOUR	4503	001	ADVANCED FEATURE WRITING	Organized	SCHULTE, BRET J.	7	21
						TOTAL FOR THIS INSTRUCTOR	21	63
09.0401	JOUR	3013	001	EDITING	Organized	SHURLDS, KATHERINE	15	45
09.0401	JOUR	3633	001	MEDIA LAW	Organized	SHURLDS, KATHERINE	53	159
09.0401	JOUR	405V	004	SPECIAL JOURNAL SEMINAR	Organized	SHURLDS, KATHERINE	13	39
						TOTAL FOR THIS INSTRUCTOR	81	243
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	STARLING-LEDBETTER, ROBYN M.	30	30
09.0401	JOUR	2032	001	BROADCAST NEWS REP I	Organized	STARLING-LEDBETTER, ROBYN M.	16	32
09.0401	JOUR	2032	002	BROADCAST NEWS REP I	Organized	STARLING-LEDBETTER, ROBYN M.	14	28
09.0401	JOUR	3071L	001	BROADCAST NEWS REP II LAB	Organized	STARLING-LEDBETTER, ROBYN M.	17	17
09.0401	JOUR	3072	001	BROADCAST NEW REP II	Organized	STARLING-LEDBETTER, ROBYN M.	17	34
						TOTAL FOR THIS INSTRUCTOR	94	141
09.0401	JOUR	405V	003	SPECIAL JOURNAL SEMINAR	Organized	STOCKDELL, RICHARD P.	5	15
						TOTAL FOR THIS INSTRUCTOR	5	15
09.0401	JOUR	401V	001	ADV JOURNALISTIC PRACTICE	Organized	WATKINS, PATSY G.	2	6
09.0401	JOUR	4333	001	ETHICS IN JOURNALISM	Organized	WATKINS, PATSY G.	34	102
09.0401	JOUR	498V	001	JOUR WRITING REQUIREMENTS	Individualized	WATKINS, PATSY G.	12	12
09.0401	JOUR	498VH	001	HON JOUR WRITING REQUIRE	Individualized	WATKINS, PATSY G.	10	11
						TOTAL FOR THIS INSTRUCTOR	58	131
09.0401	JOUR	3923H	003	HONORS COLLOQUIUM	Organized	WICKS, JAN L.	4	12
09.0401	JOUR	4453	001	MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	15	45
09.0401	JOUR	5063	001	ISSUES IN ADV & PR	Organized	WICKS, JAN L.	4	12
						TOTAL FOR THIS INSTRUCTOR	23	69
						TOTAL FOR THIS ALPHA CODE	982	2,694
						TOTAL FOR THIS DEPARTMENT	982	2,694

Department of Journalism								
Spring 2010								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	4453	003	MEDIA PLANNING & STRATEGY	Organized	CAMPBELL, ERIN M.	16	48
						TOTAL FOR THIS INSTRUCTOR	16	48
09.0401	JOUR	4863	001	TV NEWS REP I	Organized	CARPENTER, GERALD D.	15	45
09.0401	JOUR	498VH	001	HON JOUR WRITING REQUIRE	Individualized	CARPENTER, GERALD D.	9	9
09.0401	JOUR	5333	001	DOCUMENTARY PRODUCTION II	Organized	CARPENTER, GERALD D.	6	18
						TOTAL FOR THIS INSTRUCTOR	30	72
09.0401	JOUR	405V	004	SPECIAL JOURNAL SEMINAR	Organized	COUSTAUT, CARMEN	16	48
09.0401	JOUR	405V	006	SPECIAL JOURNAL SEMINAR	Organized	COUSTAUT, CARMEN	9	27
						TOTAL FOR THIS INSTRUCTOR	25	75
09.0401	JOUR	3071L	001	BROADCAST NEWS REP II LAB	Organized	FOLEY, LARRY D.	13	13
09.0401	JOUR	3072	001	BROADCAST NEW REP II	Organized	FOLEY, LARRY D.	13	26
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	FOLEY, LARRY D.	12	36
09.0401	JOUR	4883	001	ADVANCED TV NEWS PROD	Organized	FOLEY, LARRY D.	11	33
09.0401	JOUR	600V	003	MASTER`S THESIS	Individualized	FOLEY, LARRY D.	3	9
						TOTAL FOR THIS INSTRUCTOR	52	117
09.0401	JOUR	3723	001	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	44	132
09.0401	JOUR	4463	001	CAMPAIGNS	Organized	FOSU, IGNATIUS K.	15	45
						TOTAL FOR THIS INSTRUCTOR	59	177
09.0401	JOUR	3083	001	PHOTOJOURNALISM II	Organized	GORDER, ERIC R.	5	15
						TOTAL FOR THIS INSTRUCTOR	5	15
09.0401	JOUR	405V	007	SPECIAL JOURNAL SEMINAR	Organized	HAPGOOD, THOMAS L. JR.	4	12
						TOTAL FOR THIS INSTRUCTOR	4	12
09.0401	JOUR	2013	001	NEWS REPORTING I	Organized	HENLEY, JOHN R. JR.	17	51
09.0401	JOUR	2013	002	NEWS REPORTING I	Organized	HENLEY, JOHN R. JR.	17	51
						TOTAL FOR THIS INSTRUCTOR	34	102
09.0401	JOUR	3013	001	EDITING	Organized	JORDAN, GERALD B.	19	57
09.0401	JOUR	3023	001	NEWS REPORTING II	Organized	JORDAN, GERALD B.	17	51
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	JORDAN, GERALD B.	16	48
						TOTAL FOR THIS INSTRUCTOR	52	156
09.0401	JOUR	3093	001	WEB DESIGN	Organized	MARTIN, KIM I.	15	45
09.0401	JOUR	402V	001	INTERNSHIP JOURNALISM	Individualized	MARTIN, KIM I.	16	47
09.0401	JOUR	405V	005	SPECIAL JOURNAL SEMINAR	Organized	MARTIN, KIM I.	16	48
09.0401	JOUR	4423	001	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	18	54
						TOTAL FOR THIS INSTRUCTOR	65	194
09.0401	JOUR	1023	800	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	2	6
09.0401	JOUR	1023I	800	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	2	6
09.0401	JOUR	1023I	815	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	5	15
09.0401	JOUR	1033	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	1033I	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	4	12
09.0401	JOUR	1033I	805	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	3743	001	PR PRINCIPLES	Organized	MILLER, PHYLLIS E.	50	150
09.0401	JOUR	401V	002	ADV JOURNALISTIC PRACTICE	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	4143	001	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	14	42
09.0401	JOUR	4143	002	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	14	42
						TOTAL FOR THIS INSTRUCTOR	94	282
09.0401	JOUR	1023	001	MEDIA AND SOCIETY	Organized	PURVIS, HOYT H.	122	366
09.0401	JOUR	5183	001	INTERNATIONAL MASS COMMUN	Organized	PURVIS, HOYT H.	5	15
09.0401	JOUR	600V	007	MASTER`S THESIS	Individualized	PURVIS, HOYT H.	1	1
						TOTAL FOR THIS INSTRUCTOR	128	382
09.0401	JOUR	1033	001	FUNDAMENTALS OF JOUR	Organized	RACHAL, CAROL E.	64	192
09.0401	JOUR	1033	002	FUNDAMENTALS OF JOUR	Organized	RACHAL, CAROL E.	65	195
						TOTAL FOR THIS INSTRUCTOR	129	387
09.0401	JOUR	3123	001	FEATURE WRITING	Organized	SCHULTE, BRET J.	16	48
09.0401	JOUR	405V	007	SPECIAL JOURNAL SEMINAR	Organized	SCHULTE, BRET J.	4	12
						TOTAL FOR THIS INSTRUCTOR	20	60
09.0401	JOUR	3633	001	MEDIA LAW	Organized	SHURLDS, KATHERINE	53	159
09.0401	JOUR	405V	003	SPECIAL JOURNAL SEMINAR	Organized	SHURLDS, KATHERINE	12	36
						TOTAL FOR THIS INSTRUCTOR	65	195
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	STARLING-LEDBETTER, ROBYN M.	28	28
09.0401	JOUR	2032	001	BROADCAST NEWS REP I	Organized	STARLING-LEDBETTER, ROBYN M.	15	30
09.0401	JOUR	2032	002	BROADCAST NEWS REP I	Organized	STARLING-LEDBETTER, ROBYN M.	13	26
09.0401	JOUR	3071L	001	BROADCAST NEWS REP II LAB	Organized	STARLING-LEDBETTER, ROBYN M.	13	13
09.0401	JOUR	3072	001	BROADCAST NEW REP II	Organized	STARLING-LEDBETTER, ROBYN M.	13	26
						TOTAL FOR THIS INSTRUCTOR	82	123
09.0401	JOUR	405V	002	SPECIAL JOURNAL SEMINAR	Organized	STOCKDELL, RICHARD P.	6	18
						TOTAL FOR THIS INSTRUCTOR	6	18
09.0401	JOUR	401V	001	ADV JOURNALISTIC PRACTICE	Individualized	WATKINS, PATSY G.	12	37
09.0401	JOUR	4553	001	MAGAZINE EDIT/PRODUCTN I	Organized	WATKINS, PATSY G.	18	54
09.0401	JOUR	498V	001	JOUR WRITING REQUIREMENTS	Individualized	WATKINS, PATSY G.	26	26
						TOTAL FOR THIS INSTRUCTOR	56	117
09.0401	JOUR	4453	001	MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	18	54
09.0401	JOUR	4453	002	MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	16	48
09.0401	JOUR	5043	001	RESEARCH METHODS	Organized	WICKS, JAN L.	6	18
09.0401	JOUR	5043H	001	HNRS RESEARCH METHODS IN	Organized	WICKS, JAN L.	4	12
						TOTAL FOR THIS INSTRUCTOR	44	132
						TOTAL FOR THIS ALPHA CODE	966	2,664
						TOTAL FOR THIS DEPARTMENT	966	2,664

Department of Journalism								
Summer I 2010								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	3633	011	MEDIA LAW	Organized	KENT, SARAH B	26	78
09.0401	JOUR	3633I	010	MEDIA LAW	Individualized	KENT, SARAH B	7	21
09.0401	JOUR	3633I	015	MEDIA LAW	Individualized	KENT, SARAH B	6	18
						TOTAL FOR THIS INSTRUCTOR	39	117
09.0401	JOUR	2063	001	MEDIA TECHNOLOGY	Organized	MARTIN, KIM I.	14	42
09.0401	JOUR	402V	013	INTERNSHIP JOURNALISM	Individualized	MARTIN, KIM I.	9	24
09.0401	JOUR	4423	011	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	19	57
						TOTAL FOR THIS INSTRUCTOR	42	123
09.0401	JOUR	1023	010	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	1023I	010	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	7	21
09.0401	JOUR	1023I	015	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	11	33
09.0401	JOUR	1033I	000	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	3	9
09.0401	JOUR	1033I	005	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	3743	011	PR PRINCIPLES	Organized	MILLER, PHYLLIS E.	11	33
09.0401	JOUR	401V	011	ADV JOURNALISTIC PRACTICE	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	4143	011	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	15	45
						TOTAL FOR THIS INSTRUCTOR	50	150
09.0401	JOUR	405V	021	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	8	24
						TOTAL FOR THIS INSTRUCTOR	8	24
09.0401	JOUR	498V	011	JOUR WRITING REQUIREMENTS	Individualized	WATKINS, PATSY G.	3	3
						TOTAL FOR THIS INSTRUCTOR	3	3
						TOTAL FOR THIS ALPHA CODE	142	417
						TOTAL FOR THIS DEPARTMENT	142	417

Department of Journalism								
Summer II 2010								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	3723	001	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	13	39
09.0401	JOUR	4463	001	CAMPAIGNS	Organized	FOSU, IGNATIUS K.	8	24
						TOTAL FOR THIS INSTRUCTOR	21	63
09.0401	JOUR	1033	022	FUNDAMENTALS OF JOUR	Organized	KENT, SARAH B	17	51
						TOTAL FOR THIS INSTRUCTOR	17	51
09.0401	JOUR	405V	032	SPECIAL JOURNAL SEMINAR	Organized	KIRKPATRICK, DENNIS A.	9	27
						TOTAL FOR THIS INSTRUCTOR	9	27
09.0401	JOUR	600V	022	MASTER'S THESIS	Individualized	PURVIS, HOYT H.	2	9
						TOTAL FOR THIS INSTRUCTOR	2	9
09.0401	JOUR	405V	022	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	10	30
						TOTAL FOR THIS INSTRUCTOR	10	30
09.0401	JOUR	401V	012	ADV JOURNALISTIC PRACTICE	Individualized	WATKINS, PATSY G.	5	13
						TOTAL FOR THIS INSTRUCTOR	5	13
						TOTAL FOR THIS ALPHA CODE	64	193
						TOTAL FOR THIS DEPARTMENT	64	193

Department of Journalism								
Fall 2010								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	401V	001	ADV JOURNALISTIC PRACTICE	Individualized	CARPENTER, GERALD D.	3	9
09.0401	JOUR	4863	001	TV NEWS REP I	Organized	CARPENTER, GERALD D.	18	54
						TOTAL FOR THIS INSTRUCTOR	21	63
09.0401	JOUR	405V	002	SPECIAL JOURNAL SEMINAR	Organized	COUSTAUT, CARMEN	14	42
09.0401	JOUR	405V	005	SPECIAL JOURNAL SEMINAR	Organized	COUSTAUT, CARMEN	10	30
						TOTAL FOR THIS INSTRUCTOR	24	72
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	FOLEY, LARRY D.	15	45
09.0401	JOUR	5323	001	DOCUMENTARY PRODUCTION I	Organized	FOLEY, LARRY D.	12	36
09.0401	JOUR	600V	008	MASTER'S THESIS	Individualized	FOLEY, LARRY D.	1	3
						TOTAL FOR THIS INSTRUCTOR	28	84
09.0401	JOUR	3723	001	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	48	144
09.0401	JOUR	4463	001	CAMPAIGNS	Organized	FOSU, IGNATIUS K.	11	33
						TOTAL FOR THIS INSTRUCTOR	59	177
09.0401	JOUR	2331L	001	PHOTOJOURNALISM I LAB	Organized	GORDER, ERIC R.	20	20
09.0401	JOUR	2332	001	PHOTO JOURNALISM I	Organized	GORDER, ERIC R.	20	40
						TOTAL FOR THIS INSTRUCTOR	40	60
09.0401	JOUR	2013	002	NEWS REPORTING I	Organized	HENLEY, JOHN R. JR.	17	51
						TOTAL FOR THIS INSTRUCTOR	17	51
09.0401	JOUR	3013	001	EDITING	Organized	JORDAN, GERALD B.	12	36
09.0401	JOUR	3023	001	NEWS REPORTING II	Organized	JORDAN, GERALD B.	12	36
						TOTAL FOR THIS INSTRUCTOR	24	72
09.0401	JOUR	3633	810	MEDIA LAW	Individualized	KENT, SARAH B	2	6
09.0401	JOUR	3633I	810	MEDIA LAW	Individualized	KENT, SARAH B	4	12
09.0401	JOUR	3633I	815	MEDIA LAW	Individualized	KENT, SARAH B	7	21
						TOTAL FOR THIS INSTRUCTOR	13	39
09.0401	JOUR	405V	003	SPECIAL JOURNAL SEMINAR	Organized	KIRKPATRICK, DENNIS A.	23	66
09.0401	JOUR	405V	006	SPECIAL JOURNAL SEMINAR	Organized	KIRKPATRICK, DENNIS A.	20	60
						TOTAL FOR THIS INSTRUCTOR	43	126
09.0401	JOUR	2063	001	MEDIA TECHNOLOGY	Organized	MARTIN, KIM I.	18	54
09.0401	JOUR	402V	001	INTERNSHIP JOURNALISM	Individualized	MARTIN, KIM I.	35	102
09.0401	JOUR	402VF	001	INTERNSHIP JOURNALISM	Individualized	MARTIN, KIM I.	1	3
09.0401	JOUR	4423	001	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	20	60
09.0401	JOUR	4423	002	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	12	36
						TOTAL FOR THIS INSTRUCTOR	86	255
09.0401	JOUR	1023	810	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	2	6
09.0401	JOUR	1023I	800	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	1023I	805	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	1023I	810	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	7	21
09.0401	JOUR	1023I	815	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	8	24
09.0401	JOUR	1033	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	1033I	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	1033I	805	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	3	9
09.0401	JOUR	3743	001	PR PRINCIPLES	Organized	MILLER, PHYLLIS E.	53	159
09.0401	JOUR	401V	002	ADV JOURNALISTIC PRACTICE	Individualized	MILLER, PHYLLIS E.	3	9
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	MILLER, PHYLLIS E.	11	32
09.0401	JOUR	4143	001	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	10	30
09.0401	JOUR	4143	002	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	11	33
						TOTAL FOR THIS INSTRUCTOR	112	335
09.0401	JOUR	1023	001	MEDIA AND SOCIETY	Organized	PURVIS, HOYT H.	129	387
09.0401	JOUR	3923H	001	HONORS COLLOQUIUM	Organized	PURVIS, HOYT H.	15	45
09.0401	JOUR	4043	001	GOVERNMENT AND THE MEDIA	Organized	PURVIS, HOYT H.	15	45
						TOTAL FOR THIS INSTRUCTOR	159	477
09.0401	JOUR	1033	001	FUNDAMENTALS OF JOUR	Organized	RACHAL, CAROL E.	65	195
09.0401	JOUR	1033	002	FUNDAMENTALS OF JOUR	Organized	RACHAL, CAROL E.	61	183
						TOTAL FOR THIS INSTRUCTOR	126	378
09.0401	JOUR	2013	001	NEWS REPORTING I	Organized	SCHULTE, BRET J.	16	48
09.0401	JOUR	4503	001	ADVANCED FEATURE WRITING	Organized	SCHULTE, BRET J.	7	21
						TOTAL FOR THIS INSTRUCTOR	23	69
09.0401	JOUR	2331L	002	PHOTOJOURNALISM I LAB	Organized	SHURLDS, KATHERINE	12	12
09.0401	JOUR	2332	002	PHOTO JOURNALISM I	Organized	SHURLDS, KATHERINE	12	24
09.0401	JOUR	3633	001	MEDIA LAW	Organized	SHURLDS, KATHERINE	50	150
09.0401	JOUR	405V	004	SPECIAL JOURNAL SEMINAR	Organized	SHURLDS, KATHERINE	12	36

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Fall 2010								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	2031L	002	BROADCAST NEWS REP I LAB	Organized	STARLING-LEDBETTER, ROBYN M.	12	12
09.0401	JOUR	2032	002	BROADCAST NEWS REP I	Organized	STARLING-LEDBETTER, ROBYN M.	12	24
09.0401	JOUR	3071L	001	BROADCAST NEWS REP II LAB	Organized	STARLING-LEDBETTER, ROBYN M.	7	7
09.0401	JOUR	3071L	002	BROADCAST NEWS REP II LAB	Organized	STARLING-LEDBETTER, ROBYN M.	11	11
09.0401	JOUR	3072	001	BROADCAST NEW REP II	Organized	STARLING-LEDBETTER, ROBYN M.	14	28
09.0401	JOUR	3072	002	BROADCAST NEW REP II	Organized	STARLING-LEDBETTER, ROBYN M.	10	20
						TOTAL FOR THIS INSTRUCTOR	66	102
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	STOCKDELL, RICHARD P.	8	8
09.0401	JOUR	2032	001	BROADCAST NEWS REP I	Organized	STOCKDELL, RICHARD P.	16	32
						TOTAL FOR THIS INSTRUCTOR	24	40
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	TUYCHIEV, HAYOT A.	8	8
09.0401	JOUR	3071L	001	BROADCAST NEWS REP II LAB	Organized	TUYCHIEV, HAYOT A.	6	6
						TOTAL FOR THIS INSTRUCTOR	14	14
09.0401	JOUR	4333	001	ETHICS IN JOURNALISM	Organized	WATKINS, PATSY G.	36	108
09.0401	JOUR	4553	001	MAGAZINE EDIT/PRODUCTN I	Organized	WATKINS, PATSY G.	18	54
09.0401	JOUR	498V	001	JOUR WRITING REQUIREMENTS	Individualized	WATKINS, PATSY G.	18	18
09.0401	JOUR	498VH	001	HON JOUR WRITING REQUIRE	Individualized	WATKINS, PATSY G.	11	11
09.0401	JOUR	600V	003	MASTER`S THESIS	Individualized	WATKINS, PATSY G.	2	9
						TOTAL FOR THIS INSTRUCTOR	85	200
09.0401	JOUR	3923H	003	HONORS COLLOQUIUM	Organized	WICKS, JAN L.	3	9
09.0401	JOUR	4453	001	MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	20	60
09.0401	JOUR	5063	001	ISSUES IN ADV & PR	Organized	WICKS, JAN L.	5	15
09.0401	JOUR	600V	002	MASTER`S THESIS	Individualized	WICKS, JAN L.	2	9
						TOTAL FOR THIS INSTRUCTOR	30	93
09.0401	JOUR	3123	001	FEATURE WRITING	Organized	YINGLING, LESLIE M.	17	51
						TOTAL FOR THIS INSTRUCTOR	17	51
						TOTAL FOR THIS ALPHA CODE	1,097	2,980
						TOTAL FOR THIS DEPARTMENT	1,097	2,980

Department of Journalism								
Spring 2011								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	4453	003	MEDIA PLANNING & STRATEGY	Organized	CAMPBELL, ERIN M.	15	45
						TOTAL FOR THIS INSTRUCTOR	15	45
09.0401	JOUR	401V	001	ADV JOURNALISTIC PRACTICE	Individualized	CARPENTER, GERALD D.	13	39
09.0401	JOUR	4863	001	TV NEWS REP I	Organized	CARPENTER, GERALD D.	22	66
						TOTAL FOR THIS INSTRUCTOR	35	105
09.0401	JOUR	405V	004	SPECIAL JOURNAL SEMINAR	Organized	COUSTAUT, CARMEN	21	63
09.0401	JOUR	5333	001	DOCUMENTARY PRODUCTION II	Organized	COUSTAUT, CARMEN	4	12
						TOTAL FOR THIS INSTRUCTOR	25	75
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	FOLEY, LARRY D.	10	30
09.0401	JOUR	5333	001	DOCUMENTARY PRODUCTION II	Organized	FOLEY, LARRY D.	5	15
09.0401	JOUR	600V	003	MASTER'S THESIS	Individualized	FOLEY, LARRY D.	1	6
						TOTAL FOR THIS INSTRUCTOR	16	51
09.0401	JOUR	3723	001	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	50	150
09.0401	JOUR	4463	001	CAMPAIGNS	Organized	FOSU, IGNATIUS K.	15	45
						TOTAL FOR THIS INSTRUCTOR	65	195
09.0401	JOUR	3083	001	PHOTOJOURNALISM II	Organized	GORDER, ERIC R.	5	15
						TOTAL FOR THIS INSTRUCTOR	5	15
09.0401	JOUR	405V	007	SPECIAL JOURNAL SEMINAR	Organized	HAPGOOD, THOMAS L. JR.	3	9
						TOTAL FOR THIS INSTRUCTOR	3	9
09.0401	JOUR	2013	002	NEWS REPORTING I	Organized	HENLEY, JOHN R. JR.	18	54
						TOTAL FOR THIS INSTRUCTOR	18	54
09.0401	JOUR	2013	001	NEWS REPORTING I	Organized	JORDAN, GERALD B.	16	48
09.0401	JOUR	3013	001	EDITING	Organized	JORDAN, GERALD B.	16	48
09.0401	JOUR	3023	001	NEWS REPORTING II	Organized	JORDAN, GERALD B.	18	54
						TOTAL FOR THIS INSTRUCTOR	50	150
09.0401	JOUR	3633	810	MEDIA LAW	Individualized	KENT, SARAH B	9	27
09.0401	JOUR	3633I	810	MEDIA LAW	Individualized	KENT, SARAH B	7	21
09.0401	JOUR	3633I	815	MEDIA LAW	Individualized	KENT, SARAH B	3	9
						TOTAL FOR THIS INSTRUCTOR	19	57
09.0401	JOUR	3163	001	SPORTS JOURNALISM	Organized	KIRKPATRICK, DENNIS A.	26	78
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	KIRKPATRICK, DENNIS A.	25	75
						TOTAL FOR THIS INSTRUCTOR	51	153
09.0401	JOUR	3093	001	PRESENTATION DESIGN	Organized	MARTIN, KIM I.	16	48
09.0401	JOUR	402V	001	INTERNSHIP JOURNALISM	Individualized	MARTIN, KIM I.	23	63
09.0401	JOUR	405V	005	SPECIAL JOURNAL SEMINAR	Organized	MARTIN, KIM I.	8	24
09.0401	JOUR	4423	001	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	20	60
						TOTAL FOR THIS INSTRUCTOR	67	195
09.0401	JOUR	1023	810	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	4	12
09.0401	JOUR	1023I	810	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	4	12
09.0401	JOUR	1023I	815	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	9	27
09.0401	JOUR	1033	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	6	18
09.0401	JOUR	1033I	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	3	9
09.0401	JOUR	1033I	805	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	3	9
09.0401	JOUR	3743	001	PR PRINCIPLES	Organized	MILLER, PHYLLIS E.	51	153
09.0401	JOUR	401V	002	ADV JOURNALISTIC PRACTICE	Individualized	MILLER, PHYLLIS E.	6	18
09.0401	JOUR	4143	001	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	15	45
09.0401	JOUR	4143	002	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	13	39
09.0401	JOUR	600V	006	MASTER'S THESIS	Individualized	MILLER, PHYLLIS E.	1	3
						TOTAL FOR THIS INSTRUCTOR	115	345
09.0401	JOUR	1023	001	MEDIA AND SOCIETY	Organized	PURVIS, HOYT H.	134	402
09.0401	JOUR	5183	001	INTERNATIONAL MASS COMMUN	Organized	PURVIS, HOYT H.	5	15
						TOTAL FOR THIS INSTRUCTOR	139	417
09.0401	JOUR	1033	001	FUNDAMENTALS OF JOUR	Organized	RACHAL, CAROL E.	66	198
09.0401	JOUR	1033	002	FUNDAMENTALS OF JOUR	Organized	RACHAL, CAROL E.	66	198
						TOTAL FOR THIS INSTRUCTOR	132	396
09.0401	JOUR	3123	001	FEATURE WRITING	Organized	SCHULTE, BRET J.	18	54
09.0401	JOUR	405V	007	SPECIAL JOURNAL SEMINAR	Organized	SCHULTE, BRET J.	4	12
						TOTAL FOR THIS INSTRUCTOR	22	66
09.0401	JOUR	5193	001	PROFESSIONAL JOUR SEMINAR	Organized	SCHULTE, STEPHANIE R.	2	6
						TOTAL FOR THIS INSTRUCTOR	2	6

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Spring 2011								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	3633	001	MEDIA LAW	Organized	SHURLDS, KATHERINE	49	147
09.0401	JOUR	405V	003	SPECIAL JOURNAL SEMINAR	Organized	SHURLDS, KATHERINE	10	30
						TOTAL FOR THIS INSTRUCTOR	59	177
09.0401	JOUR	3072	001	BROADCAST NEW REP II	Organized	STARLING-LEDBETTER, ROBYN M.	14	28
09.0401	JOUR	405V	005	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	8	24
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	STARLING-LEDBETTER, ROBYN M.	9	27
						TOTAL FOR THIS INSTRUCTOR	31	79
09.0401	JOUR	2032	001	BROADCAST NEWS REP I	Organized	STOCKDELL, RICHARD P.	16	32
						TOTAL FOR THIS INSTRUCTOR	16	32
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	TUYCHIEV, HAYOT A.	16	16
09.0401	JOUR	3071L	001	BROADCAST NEWS REP II LAB	Organized	TUYCHIEV, HAYOT A.	14	14
						TOTAL FOR THIS INSTRUCTOR	30	30
09.0401	JOUR	4063	001	COMPUTER ASSISTED PUBL	Organized	WATKINS, PATSY G.	17	51
09.0401	JOUR	4903	001	COMMUNITY JOURNALISM	Organized	WATKINS, PATSY G.	14	42
09.0401	JOUR	498V	001	JOUR WRITING REQUIREMENTS	Individualized	WATKINS, PATSY G.	30	30
09.0401	JOUR	498VH	001	HON JOUR WRITING REQUIRE	Individualized	WATKINS, PATSY G.	9	9
						TOTAL FOR THIS INSTRUCTOR	70	132
09.0401	JOUR	4453	001	MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	15	45
09.0401	JOUR	4453	002	MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	17	51
09.0401	JOUR	5043	001	RESEARCH METHODS	Organized	WICKS, JAN L.	8	24
09.0401	JOUR	5043H	001	HNRS RESEARCH METHODS IN	Organized	WICKS, JAN L.	6	18
09.0401	JOUR	600V	001	MASTER`S THESIS	Individualized	WICKS, JAN L.	2	4
						TOTAL FOR THIS INSTRUCTOR	48	142
						TOTAL FOR THIS ALPHA CODE	1,033	2,926
						TOTAL FOR THIS DEPARTMENT	1,033	2,926

Department of Journalism								
Summer I 2011								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	401V	901	ADV JOURNALISTIC PRACTICE	Individualized	CARPENTER, GERALD D.	1	3
09.0401	JOUR	405V	901	SPECIAL JOURNAL SEMINAR	Organized	CARPENTER, GERALD D.	7	21
09.0401	JOUR	600V	013	MASTER'S THESIS	Individualized	CARPENTER, GERALD D.	3	12
						TOTAL FOR THIS INSTRUCTOR	11	36
09.0401	JOUR	2013	011	NEWS REPORTING I	Organized	JORDAN, GERALD B.	12	36
						TOTAL FOR THIS INSTRUCTOR	12	36
09.0401	JOUR	3633	011	MEDIA LAW	Organized	KENT, SARAH B	27	81
09.0401	JOUR	3633I	010	MEDIA LAW	Individualized	KENT, SARAH B	15	45
09.0401	JOUR	3633I	015	MEDIA LAW	Individualized	KENT, SARAH B	6	18
						TOTAL FOR THIS INSTRUCTOR	48	144
09.0401	JOUR	2063	011	MEDIA TECHNOLOGY	Organized	MARTIN, KIM I.	11	33
09.0401	JOUR	402V	013	INTERNSHIP JOURNALISM	Individualized	MARTIN, KIM I.	7	18
09.0401	JOUR	4423	011	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	8	24
						TOTAL FOR THIS INSTRUCTOR	26	75
09.0401	JOUR	1023I	010	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	12	36
09.0401	JOUR	1023I	015	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	4	12
09.0401	JOUR	1033I	000	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	2	6
09.0401	JOUR	1033I	005	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	5	15
09.0401	JOUR	3633	010	MEDIA LAW	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	3743	011	PR PRINCIPLES	Organized	MILLER, PHYLLIS E.	22	66
09.0401	JOUR	4143	011	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	7	21
						TOTAL FOR THIS INSTRUCTOR	53	159
09.0401	JOUR	600V	021	MASTER'S THESIS	Individualized	PURVIS, HOYT H.	1	3
						TOTAL FOR THIS INSTRUCTOR	1	3
09.0401	JOUR	4873	011	TV NEWS REPORTING II	Organized	STARLING-LEDBETTER, ROBYN M.	9	27
						TOTAL FOR THIS INSTRUCTOR	9	27
09.0401	JOUR	405V	011	SPECIAL JOURNAL SEMINAR	Organized	TUYCHIEV, HAYOT A.	4	12
						TOTAL FOR THIS INSTRUCTOR	4	12
09.0401	JOUR	1023	011	MEDIA AND SOCIETY	Organized	WATKINS, PATSY G.	13	39
09.0401	JOUR	498V	013	JOUR WRITING REQUIREMENTS	Individualized	WATKINS, PATSY G.	8	8
						TOTAL FOR THIS INSTRUCTOR	21	47
						TOTAL FOR THIS ALPHA CODE	185	539
						TOTAL FOR THIS DEPARTMENT	185	539

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Summer II 2011								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	401V	012	ADV JOURNALISTIC PRACTICE	Individualized	CARPENTER, GERALD D.	9	22
						TOTAL FOR THIS INSTRUCTOR	9	22
09.0401	JOUR	3723	001	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	9	27
						TOTAL FOR THIS INSTRUCTOR	9	27
09.0401	JOUR	1033	022	FUNDAMENTALS OF JOUR	Organized	KENT, SARAH B	16	48
						TOTAL FOR THIS INSTRUCTOR	16	48
09.0401	JOUR	405V	012	SPECIAL JOURNAL SEMINAR	Organized	KIRKPATRICK, DENNIS A.	6	18
						TOTAL FOR THIS INSTRUCTOR	6	18
09.0401	JOUR	405V	022	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	7	21
						TOTAL FOR THIS INSTRUCTOR	7	21
						TOTAL FOR THIS ALPHA CODE	47	136
						TOTAL FOR THIS DEPARTMENT	47	136

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Fall 2011								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	3072	001	BROADCAST NEW REP II	Organized	CARPENTER, GERALD D.	16	32
09.0401	JOUR	401V	001	ADV JOURNALISTIC PRACTICE	Individualized	CARPENTER, GERALD D.	7	18
09.0401	JOUR	401VF	001	ADV JOURNALISTIC PRACTICE	Individualized	CARPENTER, GERALD D.	1	3
						TOTAL FOR THIS INSTRUCTOR	24	53
09.0401	JOUR	405V	002	SPECIAL JOURNAL SEMINAR	Organized	COUSTAUT, CARMEN	14	42
09.0401	JOUR	405V	005	SPECIAL JOURNAL SEMINAR	Organized	COUSTAUT, CARMEN	11	33
						TOTAL FOR THIS INSTRUCTOR	25	75
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	FOLEY, LARRY D.	13	39
09.0401	JOUR	5323	001	DOCUMENTARY PRODUCTION I	Organized	FOLEY, LARRY D.	12	36
09.0401	JOUR	600V	008	MASTER`S THESIS	Individualized	FOLEY, LARRY D.	2	9
						TOTAL FOR THIS INSTRUCTOR	27	84
09.0401	JOUR	3723	001	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	53	159
09.0401	JOUR	4463	001	CAMPAIGNS	Organized	FOSU, IGNATIUS K.	14	42
						TOTAL FOR THIS INSTRUCTOR	67	201
09.0401	JOUR	2331L	001	PHOTOJOURNALISM I LAB	Organized	GORDER, ERIC R.	18	18
09.0401	JOUR	2332	001	PHOTO JOURNALISM I	Organized	GORDER, ERIC R.	18	36
						TOTAL FOR THIS INSTRUCTOR	36	54
09.0401	JOUR	3013	001	EDITING	Organized	JORDAN, GERALD B.	13	39
09.0401	JOUR	3023	001	NEWS REPORTING II	Organized	JORDAN, GERALD B.	13	39
						TOTAL FOR THIS INSTRUCTOR	26	78
09.0401	JOUR	3633	810	MEDIA LAW	Individualized	KENT, SARAH B	5	15
09.0401	JOUR	3633I	810	MEDIA LAW	Individualized	KENT, SARAH B	7	21
09.0401	JOUR	3633I	815	MEDIA LAW	Individualized	KENT, SARAH B	9	27
09.0401	JOUR	405V	008	SPECIAL JOURNAL SEMINAR	Organized	KENT, SARAH B	18	54
						TOTAL FOR THIS INSTRUCTOR	39	117
09.0401	JOUR	3163	001	SPORTS JOURNALISM	Organized	KIRKPATRICK, DENNIS A.	22	66
09.0401	JOUR	405V	003	SPECIAL JOURNAL SEMINAR	Organized	KIRKPATRICK, DENNIS A.	20	60
						TOTAL FOR THIS INSTRUCTOR	42	126
09.0401	JOUR	2013	002	NEWS REPORTING I	Organized	LOPEZ, JOSE	18	54
						TOTAL FOR THIS INSTRUCTOR	18	54
09.0401	JOUR	2063	001	MEDIA TECHNOLOGY	Organized	MARTIN, KIM I.	15	45
09.0401	JOUR	402V	001	INTERNSHIP JOURNALISM	Individualized	MARTIN, KIM I.	34	102
09.0401	JOUR	4423	001	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	15	45
09.0401	JOUR	4423	002	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	10	30
						TOTAL FOR THIS INSTRUCTOR	74	222
09.0401	JOUR	1023	810	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	2	6
09.0401	JOUR	1023I	810	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	6	18
09.0401	JOUR	1023I	815	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	4	12
09.0401	JOUR	1033	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	4	12
09.0401	JOUR	1033I	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	8	24
09.0401	JOUR	1033I	805	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	4	12
09.0401	JOUR	3743	001	PR PRINCIPLES	Organized	MILLER, PHYLLIS E.	50	150
09.0401	JOUR	401V	002	ADV JOURNALISTIC PRACTICE	Individualized	MILLER, PHYLLIS E.	5	15
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	MILLER, PHYLLIS E.	12	34
09.0401	JOUR	4143	001	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	12	36
09.0401	JOUR	4143	002	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	11	33
						TOTAL FOR THIS INSTRUCTOR	118	352
09.0401	JOUR	1023	001	MEDIA AND SOCIETY	Organized	PURVIS, HOYT H.	124	372
09.0401	JOUR	3923H	001	HONORS COLLOQUIUM	Organized	PURVIS, HOYT H.	12	36
09.0401	JOUR	4043	001	GOVERNMENT AND THE MEDIA	Organized	PURVIS, HOYT H.	16	48
09.0401	JOUR	600V	001	MASTER`S THESIS	Individualized	PURVIS, HOYT H.	1	3
						TOTAL FOR THIS INSTRUCTOR	153	459
09.0401	JOUR	1033	001	FUNDAMENTALS OF JOUR	Organized	RACHAL, CAROL E.	63	189
09.0401	JOUR	1033	002	FUNDAMENTALS OF JOUR	Organized	RACHAL, CAROL E.	63	189
						TOTAL FOR THIS INSTRUCTOR	126	378
09.0401	JOUR	3123	001	FEATURE WRITING	Organized	SCHULTE, BRET J.	19	57
09.0401	JOUR	3923H	002	HONORS COLLOQUIUM	Organized	SCHULTE, BRET J.	9	27
09.0401	JOUR	5313	001	LITERATURE OF JOURNALISM	Organized	SCHULTE, BRET J.	7	21
						TOTAL FOR THIS INSTRUCTOR	35	105
09.0401	JOUR	2013	001	NEWS REPORTING I	Organized	SHURLDS, KATHERINE	16	48
09.0401	JOUR	3013	002	EDITING	Organized	SHURLDS, KATHERINE	16	48
09.0401	JOUR	3633	001	MEDIA LAW	Organized	SHURLDS, KATHERINE	50	150
						TOTAL FOR THIS INSTRUCTOR	82	246
09.0401	JOUR	405V	006	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	13	39
09.0401	JOUR	405V	007	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	13	39
09.0401	JOUR	4863	001	TV NEWS REP I	Organized	STARLING-LEDBETTER, ROBYN M.	8	24
						TOTAL FOR THIS INSTRUCTOR	34	102
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	STOCKDELL, RICHARD P.	12	12
09.0401	JOUR	2032	001	BROADCAST NEWS REP I	Organized	STOCKDELL, RICHARD P.	24	48
						TOTAL FOR THIS INSTRUCTOR	36	60

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Fall 2011								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	TUYCHIEV, HAYOT A.	12	12
09.0401	JOUR	3071L	001	BROADCAST NEWS REP II LAB	Organized	TUYCHIEV, HAYOT A.	16	16
09.0401	JOUR	4863	001	TV NEWS REP I	Organized	TUYCHIEV, HAYOT A.	7	21
						TOTAL FOR THIS INSTRUCTOR	35	49
09.0401	JOUR	4453	002	MEDIA PLANNING & STRATEGY	Organized	VO, MAILENA M.	8	24
						TOTAL FOR THIS INSTRUCTOR	8	24
09.0401	JOUR	405V	004	SPECIAL JOURNAL SEMINAR	Organized	WATKINS, PATSY G.	13	39
09.0401	JOUR	4333	001	ETHICS IN JOURNALISM	Organized	WATKINS, PATSY G.	39	117
09.0401	JOUR	498V	001	JOUR WRITING REQUIREMENTS	Individualized	WATKINS, PATSY G.	33	33
09.0401	JOUR	498VH	001	HON JOUR WRITING REQUIRE	Individualized	WATKINS, PATSY G.	10	10
						TOTAL FOR THIS INSTRUCTOR	95	199
09.0401	JOUR	4453	001	MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	12	36
09.0401	JOUR	4453	002	MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	8	24
09.0401	JOUR	600V	002	MASTER'S THESIS	Individualized	WICKS, JAN L.	1	3
						TOTAL FOR THIS INSTRUCTOR	21	63
						TOTAL FOR THIS ALPHA CODE	1,121	3,101
						TOTAL FOR THIS DEPARTMENT	1,121	3,101

Department of Journalism								
Spring 2012								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	3071L	001	BROADCAST NEWS REP II LAB	Organized	CARPENTER, GERALD D.	20	20
09.0401	JOUR	3072	001	BROADCAST NEW REP II	Organized	CARPENTER, GERALD D.	20	40
09.0401	JOUR	401V	001	ADV JOURNALISTIC PRACTICE	Individualized	CARPENTER, GERALD D.	10	28
						TOTAL FOR THIS INSTRUCTOR	50	88
09.0401	JOUR	405V	901	SPECIAL JOURNAL SEMINAR	Organized	COUSTAUT, CARMEN	12	36
09.0401	JOUR	5333	001	DOCUMENTARY PRODUCTION II	Organized	COUSTAUT, CARMEN	4	12
						TOTAL FOR THIS INSTRUCTOR	16	48
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	FOLEY, LARRY D.	7	21
09.0401	JOUR	4883	001	ADVANCED TV NEWS PROD	Organized	FOLEY, LARRY D.	9	27
09.0401	JOUR	5333	001	DOCUMENTARY PRODUCTION II	Organized	FOLEY, LARRY D.	5	15
09.0401	JOUR	600V	003	MASTER'S THESIS	Individualized	FOLEY, LARRY D.	4	18
						TOTAL FOR THIS INSTRUCTOR	25	81
09.0401	JOUR	3723	001	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	50	150
09.0401	JOUR	4463	001	CAMPAIGNS	Organized	FOSU, IGNATIUS K.	15	45
						TOTAL FOR THIS INSTRUCTOR	65	195
09.0401	JOUR	3083	001	PHOTOJOURNALISM II	Organized	GORDER, ERIC R.	8	24
						TOTAL FOR THIS INSTRUCTOR	8	24
09.0401	JOUR	405V	007	SPECIAL JOURNAL SEMINAR	Organized	HAPGOOD, THOMAS L. JR.	3	9
						TOTAL FOR THIS INSTRUCTOR	3	9
09.0401	JOUR	3013	001	EDITING	Organized	JORDAN, GERALD B.	16	48
09.0401	JOUR	3023	001	NEWS REPORTING II	Organized	JORDAN, GERALD B.	15	45
09.0401	JOUR	405V	002	SPECIAL JOURNAL SEMINAR	Organized	JORDAN, GERALD B.	23	69
						TOTAL FOR THIS INSTRUCTOR	54	162
09.0401	JOUR	3633	810	MEDIA LAW	Individualized	KENT, SARAH B	18	54
09.0401	JOUR	3633I	810	MEDIA LAW	Individualized	KENT, SARAH B	14	42
09.0401	JOUR	3633I	815	MEDIA LAW	Individualized	KENT, SARAH B	7	21
						TOTAL FOR THIS INSTRUCTOR	39	117
09.0401	JOUR	3163	001	SPORTS JOURNALISM	Organized	KIRKPATRICK, DENNIS A.	25	75
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	KIRKPATRICK, DENNIS A.	19	57
						TOTAL FOR THIS INSTRUCTOR	44	132
09.0401	JOUR	2013	001	NEWS REPORTING I	Organized	LOPEZ, JOSE	17	51
						TOTAL FOR THIS INSTRUCTOR	17	51
09.0401	JOUR	3093	001	PRESENTATION DESIGN	Organized	MARTIN, KIM I.	19	57
09.0401	JOUR	402V	001	INTERNSHIP JOURNALISM	Individualized	MARTIN, KIM I.	18	54
09.0401	JOUR	4423	001	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	20	60
09.0401	JOUR	4423	002	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	20	60
						TOTAL FOR THIS INSTRUCTOR	77	231
09.0401	JOUR	1023	800	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	1023	810	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	7	21
09.0401	JOUR	1023I	810	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	14	42
09.0401	JOUR	1023I	815	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	4	12
09.0401	JOUR	1033	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	8	24
09.0401	JOUR	1033I	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	3	9
09.0401	JOUR	1033I	805	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	3	9
09.0401	JOUR	3743	001	PR PRINCIPLES	Organized	MILLER, PHYLLIS E.	50	150
09.0401	JOUR	401V	002	ADV JOURNALISTIC PRACTICE	Individualized	MILLER, PHYLLIS E.	6	19
09.0401	JOUR	4143	001	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	20	60
09.0401	JOUR	4143	002	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	17	51
						TOTAL FOR THIS INSTRUCTOR	133	400
09.0401	JOUR	1023	001	MEDIA AND SOCIETY	Organized	PURVIS, HOYT H.	134	402
09.0401	JOUR	5183	001	INTERNATIONAL MASS COMMUN	Organized	PURVIS, HOYT H.	6	18
						TOTAL FOR THIS INSTRUCTOR	140	420
09.0401	JOUR	1033	001	FUNDAMENTALS OF JOUR	Organized	RACHAL, CAROL E.	64	192
09.0401	JOUR	1033	002	FUNDAMENTALS OF JOUR	Organized	RACHAL, CAROL E.	64	192
						TOTAL FOR THIS INSTRUCTOR	128	384
09.0401	JOUR	405V	007	SPECIAL JOURNAL SEMINAR	Organized	SCHULTE, BRET J.	3	9
09.0401	JOUR	4503	001	ADVANCED FEATURE WRITING	Organized	SCHULTE, BRET J.	8	24
						TOTAL FOR THIS INSTRUCTOR	11	33
09.0401	JOUR	5193	001	PROFESSIONAL JOUR SEMINAR	Organized	SCHULTE, STEPHANIE R.	2	6
						TOTAL FOR THIS INSTRUCTOR	2	6

Spring 2012 cont.

Department of Journalism

Spring 2012								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	2013	002	NEWS REPORTING I	Organized	SHURLDS, KATHERINE	14	42
09.0401	JOUR	3633	001	MEDIA LAW	Organized	SHURLDS, KATHERINE	50	150
09.0401	JOUR	443V	001	EVENT PROMO AND EXECUTION	Organized	SHURLDS, KATHERINE	18	54
						TOTAL FOR THIS INSTRUCTOR	82	246
09.0401	JOUR	405V	008	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	12	36
09.0401	JOUR	405VF	008	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	1	3
09.0401	JOUR	4863	001	TV NEWS REP I	Organized	STARLING-LEDBETTER, ROBYN M.	16	48
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	STARLING-LEDBETTER, ROBYN M.	7	21
						TOTAL FOR THIS INSTRUCTOR	36	108
09.0401	JOUR	2032	001	BROADCAST NEWS REP I	Organized	STOCKDELL, RICHARD P.	24	48
						TOTAL FOR THIS INSTRUCTOR	24	48
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	TUYCHIEV, HAYOT A.	24	24
09.0401	JOUR	405V	008	SPECIAL JOURNAL SEMINAR	Organized	TUYCHIEV, HAYOT A.	12	36
						TOTAL FOR THIS INSTRUCTOR	36	60
09.0401	JOUR	3123	001	FEATURE WRITING	Organized	WATKINS, PATSY G.	21	63
09.0401	JOUR	4553	001	MAGAZINE EDIT/PRODUCTN I	Organized	WATKINS, PATSY G.	20	60
09.0401	JOUR	498V	001	JOUR WRITING REQUIREMENTS	Individualized	WATKINS, PATSY G.	49	49
09.0401	JOUR	498VF	001	JOUR WRITING REQUIREMENTS	Individualized	WATKINS, PATSY G.	1	1
09.0401	JOUR	498VH	002	HON JOUR WRITING REQUIRE	Individualized	WATKINS, PATSY G.	6	6
09.0401	JOUR	498VHF	002	HON JOUR WRITING REQUIRE	Individualized	WATKINS, PATSY G.	1	1
						TOTAL FOR THIS INSTRUCTOR	98	180
09.0401	JOUR	4453	001	MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	20	60
09.0401	JOUR	4453	002	MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	20	60
09.0401	JOUR	5043	001	RESEARCH METHODS	Organized	WICKS, JAN L.	5	15
09.0401	JOUR	5043H	001	HNRS RESEARCH METHODS IN	Organized	WICKS, JAN L.	4	12
09.0401	JOUR	600V	001	MASTER' S THESIS	Individualized	WICKS, JAN L.	1	3
						TOTAL FOR THIS INSTRUCTOR	50	150
						TOTAL FOR THIS ALPHA CODE	1,138	3,173
						TOTAL FOR THIS DEPARTMENT	1,138	3,173

Department of Journalism								
Summer I 2012								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	600V	013	MASTER'S THESIS	Individualized	CARPENTER, GERALD D.	3	12
						TOTAL FOR THIS INSTRUCTOR	3	12
09.0401	JOUR	3723	011	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	17	51
						TOTAL FOR THIS INSTRUCTOR	17	51
09.0401	JOUR	3633	011	MEDIA LAW	Organized	KENT, SARAH B	24	72
09.0401	JOUR	3633	010	MEDIA LAW	Individualized	KENT, SARAH B	1	3
09.0401	JOUR	3633I	010	MEDIA LAW	Individualized	KENT, SARAH B	9	27
09.0401	JOUR	3633I	015	MEDIA LAW	Individualized	KENT, SARAH B	1	3
						TOTAL FOR THIS INSTRUCTOR	35	105
09.0401	JOUR	1023	011	MEDIA AND SOCIETY	Organized	KIRKPATRICK, DENNIS A.	15	45
09.0401	JOUR	405V	011	SPECIAL JOURNAL SEMINAR	Organized	KIRKPATRICK, DENNIS A.	11	33
						TOTAL FOR THIS INSTRUCTOR	26	78
09.0401	JOUR	1033	011	FUNDAMENTALS OF JOUR	Organized	LOPEZ, JOSE	15	45
						TOTAL FOR THIS INSTRUCTOR	15	45
09.0401	JOUR	2063	011	MEDIA TECHNOLOGY	Organized	MARTIN, KIM I.	15	45
09.0401	JOUR	402V	013	INTERNSHIP JOURNALISM	Individualized	MARTIN, KIM I.	25	75
09.0401	JOUR	4423	011	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	14	42
						TOTAL FOR THIS INSTRUCTOR	54	162
09.0401	JOUR	1023	010	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	2	6
09.0401	JOUR	1023I	010	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	13	39
09.0401	JOUR	1023I	015	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	8	24
09.0401	JOUR	1033I	000	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	5	15
09.0401	JOUR	1033I	005	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	4	12
09.0401	JOUR	3743	011	PR PRINCIPLES	Organized	MILLER, PHYLLIS E.	20	60
09.0401	JOUR	401V	011	ADV JOURNALISTIC PRACTICE	Individualized	MILLER, PHYLLIS E.	2	4
09.0401	JOUR	4143	011	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	15	45
						TOTAL FOR THIS INSTRUCTOR	69	205
09.0401	JOUR	4873	011	TV NEWS REPORTING II	Organized	STARLING-LEDBETTER, ROBYN M.	3	9
						TOTAL FOR THIS INSTRUCTOR	3	9
09.0401	JOUR	498V	013	JOUR WRITING REQUIREMENTS	Individualized	WATKINS, PATSY G.	16	26
09.0401	JOUR	498VF	013	JOUR WRITING REQUIREMENTS	Individualized	WATKINS, PATSY G.	1	1
09.0401	JOUR	498VH	011	HON JOUR WRITING REQUIRE	Individualized	WATKINS, PATSY G.	1	1
						TOTAL FOR THIS INSTRUCTOR	18	28
						TOTAL FOR THIS ALPHA CODE	240	695
						TOTAL FOR THIS DEPARTMENT	240	695

Department of Journalism								
Summer II 2012								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	401V	012	ADV JOURNALISTIC PRACTICE	Individualized	CARPENTER, GERALD D.	5	13
						TOTAL FOR THIS INSTRUCTOR	5	13
09.0401	JOUR	2013	012	NEWS REPORTING I	Organized	LOPEZ, JOSE	13	39
						TOTAL FOR THIS INSTRUCTOR	13	39
09.0401	JOUR	405V	012	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	10	30
						TOTAL FOR THIS INSTRUCTOR	10	30
						TOTAL FOR THIS ALPHA CODE	28	82
44.0501	PUBP	612VF	003	RESEARCH PROBLEM	Individualized	PURVIS, HOYT H.	1	3
						TOTAL FOR THIS INSTRUCTOR	1	3
						TOTAL FOR THIS ALPHA CODE	1	3
						TOTAL FOR THIS DEPARTMENT	29	85

Department of Journalism								
Fall 2012								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	401V	001	ADV JOURNALISTIC PRACTICE	Individualized	CARPENTER, GERALD D.	7	17
09.0401	JOUR	401VF	001	ADV JOURNALISTIC PRACTICE	Individualized	CARPENTER, GERALD D.	3	5
09.0401	JOUR	5323	001	DOCUMENTARY PRODUCTION I	Organized	CARPENTER, GERALD D.	3	9
						TOTAL FOR THIS INSTRUCTOR	13	31
09.0401	JOUR	405V	005	SPECIAL JOURNAL SEMINAR	Organized	COUSTAUT, CARMEN	14	42
09.0401	JOUR	4981	001	JOUR WRITING REQUIREMENT	Individualized	COUSTAUT, CARMEN	35	35
09.0401	JOUR	5323	001	DOCUMENTARY PRODUCTION I	Organized	COUSTAUT, CARMEN	3	9
						TOTAL FOR THIS INSTRUCTOR	52	86
09.0401	JOUR	3071L	001	BROADCAST NEWS REP II LAB	Organized	FOLEY, LARRY D.	11	11
09.0401	JOUR	3072	001	BROADCAST NEW REP II	Organized	FOLEY, LARRY D.	22	44
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	FOLEY, LARRY D.	6	18
09.0401	JOUR	600V	008	MASTER'S THESIS	Individualized	FOLEY, LARRY D.	1	3
						TOTAL FOR THIS INSTRUCTOR	40	76
09.0401	JOUR	3723	001	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	50	150
09.0401	JOUR	4463	001	CAMPAIGNS	Organized	FOSU, IGNATIUS K.	15	45
						TOTAL FOR THIS INSTRUCTOR	65	195
09.0401	JOUR	2331L	001	PHOTOJOURNALISM I LAB	Organized	GORDER, ERIC R.	18	18
09.0401	JOUR	2332	001	PHOTO JOURNALISM I	Organized	GORDER, ERIC R.	18	36
						TOTAL FOR THIS INSTRUCTOR	36	54
09.0401	JOUR	3013	001	EDITING	Organized	JORDAN, GERALD B.	12	36
09.0401	JOUR	3023	001	NEWS REPORTING II	Organized	JORDAN, GERALD B.	12	36
						TOTAL FOR THIS INSTRUCTOR	24	72
09.0401	JOUR	3633	810	MEDIA LAW	Individualized	KENT, SARAH B	7	21
09.0401	JOUR	3633I	810	MEDIA LAW	Individualized	KENT, SARAH B	12	36
09.0401	JOUR	3633I	815	MEDIA LAW	Individualized	KENT, SARAH B	6	18
						TOTAL FOR THIS INSTRUCTOR	25	75
09.0401	JOUR	2453	001	SPORTS TV PRODUCTION I	Organized	KIRKPATRICK, DENNIS A.	23	69
09.0401	JOUR	3163	001	SPORTS JOURNALISM	Organized	KIRKPATRICK, DENNIS A.	22	66
						TOTAL FOR THIS INSTRUCTOR	45	135
09.0401	JOUR	2063	001	MEDIA TECHNOLOGY	Organized	MARTIN, KIM I.	17	51
09.0401	JOUR	402V	001	INTERNSHIP JOURNALISM	Individualized	MARTIN, KIM I.	32	87
09.0401	JOUR	4423	001	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	17	51
09.0401	JOUR	4423	002	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	15	45
						TOTAL FOR THIS INSTRUCTOR	81	234
09.0401	JOUR	1023	810	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	2	6
09.0401	JOUR	1023I	810	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	4	12
09.0401	JOUR	1023I	815	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	12	36
09.0401	JOUR	1033I	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	2	6
09.0401	JOUR	1033I	805	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	4	12
09.0401	JOUR	3743	001	PR PRINCIPLES	Organized	MILLER, PHYLLIS E.	50	150
09.0401	JOUR	401V	002	ADV JOURNALISTIC PRACTICE	Individualized	MILLER, PHYLLIS E.	3	9
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	MILLER, PHYLLIS E.	11	33
09.0401	JOUR	4143	001	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	15	45
09.0401	JOUR	4143	002	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	14	42
						TOTAL FOR THIS INSTRUCTOR	117	351
09.0401	JOUR	1033	003	FUNDAMENTALS OF JOUR	Organized	MINOR, RAYMOND E.	43	129
09.0401	JOUR	1033	004	FUNDAMENTALS OF JOUR	Organized	MINOR, RAYMOND E.	39	117
09.0401	JOUR	2013	001	NEWS REPORTING I	Organized	MINOR, RAYMOND E.	8	24
						TOTAL FOR THIS INSTRUCTOR	90	270
09.0401	JOUR	1023	001	MEDIA AND SOCIETY	Organized	PURVIS, HOYT H.	191	573
09.0401	JOUR	3923H	001	HONORS COLLOQUIUM	Organized	PURVIS, HOYT H.	13	39
09.0401	JOUR	4043	001	GOVERNMENT AND THE MEDIA	Organized	PURVIS, HOYT H.	17	51
						TOTAL FOR THIS INSTRUCTOR	221	663
09.0401	JOUR	1033	001	FUNDAMENTALS OF JOUR	Organized	RACHAL, CAROL E.	47	141
09.0401	JOUR	1033	002	FUNDAMENTALS OF JOUR	Organized	RACHAL, CAROL E.	40	120
						TOTAL FOR THIS INSTRUCTOR	87	261
09.0401	JOUR	3123	001	FEATURE WRITING	Organized	SCHULTE, BRET J.	15	45
09.0401	JOUR	3923H	002	HONORS COLLOQUIUM	Organized	SCHULTE, BRET J.	8	24
09.0401	JOUR	5313	001	LITERATURE OF JOURNALISM	Organized	SCHULTE, BRET J.	5	15
						TOTAL FOR THIS INSTRUCTOR	28	84
09.0401	JOUR	2013	002	NEWS REPORTING I	Organized	SHELTON, GINA H	15	45
						TOTAL FOR THIS INSTRUCTOR	15	45
09.0401	JOUR	2013	001	NEWS REPORTING I	Organized	SHURLDS, KATHERINE	9	27
09.0401	JOUR	3013	002	EDITING	Organized	SHURLDS, KATHERINE	14	42
09.0401	JOUR	3633	001	MEDIA LAW	Organized	SHURLDS, KATHERINE	52	156
						TOTAL FOR THIS INSTRUCTOR	75	225

Fall 2012 cont.

Department of Journalism

Fall 2012								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	405V	006	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	12	36
09.0401	JOUR	405V	007	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	12	36
09.0401	JOUR	4863	001	TV NEWS REP I	Organized	STARLING-LEDBETTER, ROBYN M.	18	54
						TOTAL FOR THIS INSTRUCTOR	42	126
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	STOCKDELL, RICHARD P.	14	14
09.0401	JOUR	2032	001	BROADCAST NEWS REP I	Organized	STOCKDELL, RICHARD P.	26	52
						TOTAL FOR THIS INSTRUCTOR	40	66
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	TUYCHIEV, HAYOT A.	13	13
09.0401	JOUR	3071L	001	BROADCAST NEWS REP II LAB	Organized	TUYCHIEV, HAYOT A.	11	11
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	TUYCHIEV, HAYOT A.	5	15
						TOTAL FOR THIS INSTRUCTOR	29	39
09.0401	JOUR	4453	002	MEDIA PLANNING & STRATEGY	Organized	VO, MAILENA M	17	51
						TOTAL FOR THIS INSTRUCTOR	17	51
09.0401	JOUR	405V	004	SPECIAL JOURNAL SEMINAR	Organized	WATKINS, PATSY G.	12	36
09.0401	JOUR	4333	001	ETHICS IN JOURNALISM	Organized	WATKINS, PATSY G.	37	111
09.0401	JOUR	498VH	001	HON JOUR WRITING REQUIRE	Individualized	WATKINS, PATSY G.	11	11
						TOTAL FOR THIS INSTRUCTOR	60	158
09.0401	JOUR	3923H	003	HONORS COLLOQUIUM	Organized	WICKS, JAN L.	14	42
09.0401	JOUR	4453	001	MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	13	39
09.0401	JOUR	5063	001	ISSUES IN ADV & PR	Organized	WICKS, JAN L.	2	6
09.0401	JOUR	600V	002	MASTER'S THESIS	Individualized	WICKS, JAN L.	2	6
						TOTAL FOR THIS INSTRUCTOR	31	93
						TOTAL FOR THIS ALPHA CODE	1,233	3,390
						TOTAL FOR THIS DEPARTMENT	1,233	3,390

Department of Journalism								
Spring 2013								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	401V	001	ADV JOURNALISTIC PRACTICE	Individualized	CARPENTER, GERALD D.	7	18
09.0401	JOUR	5333	001	DOCUMENTARY PRODUCTION II	Organized	CARPENTER, GERALD D.	4	12
						TOTAL FOR THIS INSTRUCTOR	11	30
09.0401	JOUR	3263	901	AFRICAN AMERICANS IN FILM	Organized	COUSTAUT, CARMEN	12	36
09.0401	JOUR	5333	001	DOCUMENTARY PRODUCTION II	Organized	COUSTAUT, CARMEN	3	9
						TOTAL FOR THIS INSTRUCTOR	15	45
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	FOLEY, LARRY D.	18	54
09.0401	JOUR	4883	001	ADVANCED TV NEWS PROD	Organized	FOLEY, LARRY D.	5	15
09.0401	JOUR	600V	003	MASTER'S THESIS	Individualized	FOLEY, LARRY D.	3	15
09.0401	JOUR	600VF	003	MASTER'S THESIS	Individualized	FOLEY, LARRY D.	1	1
						TOTAL FOR THIS INSTRUCTOR	27	85
09.0401	JOUR	3723	001	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	51	153
09.0401	JOUR	4463	001	CAMPAIGNS	Organized	FOSU, IGNATIUS K.	15	45
						TOTAL FOR THIS INSTRUCTOR	66	198
09.0401	JOUR	3083	001	PHOTOJOURNALISM II	Organized	GORDER, ERIC R.	6	18
						TOTAL FOR THIS INSTRUCTOR	6	18
09.0401	JOUR	2013	001	NEWS REPORTING I	Organized	JORDAN, GERALD B.	19	57
09.0401	JOUR	3013	001	EDITING	Organized	JORDAN, GERALD B.	15	45
09.0401	JOUR	3023	001	NEWS REPORTING II	Organized	JORDAN, GERALD B.	13	39
						TOTAL FOR THIS INSTRUCTOR	47	141
09.0401	JOUR	3633	810	MEDIA LAW	Individualized	KENT, SARAH B	9	27
09.0401	JOUR	3633I	810	MEDIA LAW	Individualized	KENT, SARAH B	10	30
09.0401	JOUR	3633I	815	MEDIA LAW	Individualized	KENT, SARAH B	4	12
						TOTAL FOR THIS INSTRUCTOR	23	69
09.0401	JOUR	3163	001	SPORTS JOURNALISM	Organized	KIRKPATRICK, DENNIS A.	25	75
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	KIRKPATRICK, DENNIS A.	16	48
						TOTAL FOR THIS INSTRUCTOR	41	123
09.0401	JOUR	3093	001	PRESENTATION DESIGN	Organized	MARTIN, KIM I.	20	60
09.0401	JOUR	402V	001	INTERNSHIP IN JOURNALISM	Individualized	MARTIN, KIM I.	40	116
09.0401	JOUR	4423	001	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	16	48
09.0401	JOUR	4423	002	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	16	48
						TOTAL FOR THIS INSTRUCTOR	92	272
09.0401	JOUR	1023	810	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	5	15
09.0401	JOUR	1023I	810	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	7	21
09.0401	JOUR	1023I	815	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	4	12
09.0401	JOUR	1033	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	9	27
09.0401	JOUR	1033I	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	7	21
09.0401	JOUR	1033I	805	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	2	6
09.0401	JOUR	3743	001	PR PRINCIPLES	Organized	MILLER, PHYLLIS E.	50	150
09.0401	JOUR	401V	002	ADV JOURNALISTIC PRACTICE	Individualized	MILLER, PHYLLIS E.	3	9
09.0401	JOUR	4143	001	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	18	54
09.0401	JOUR	4143	002	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	17	51
						TOTAL FOR THIS INSTRUCTOR	122	366
09.0401	JOUR	1033	003	FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	43	129
09.0401	JOUR	1033	004	FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	40	120
09.0401	JOUR	2013	002	NEWS REPORTING I	Organized	MINOR, RAYMOND E.	19	57
						TOTAL FOR THIS INSTRUCTOR	102	306
09.0401	JOUR	4453	003	MEDIA PLANNING & STRATEGY	Organized	POWVIRIYA, JESSICA M	12	36
						TOTAL FOR THIS INSTRUCTOR	12	36
09.0401	JOUR	1023	001	MEDIA AND SOCIETY	Organized	PURVIS, HOYT H.	190	570
09.0401	JOUR	600V	007	MASTER'S THESIS	Individualized	PURVIS, HOYT H.	1	6
						TOTAL FOR THIS INSTRUCTOR	191	576
09.0401	JOUR	1033	001	FUNDAMENTALS OF JOURNALIS	Organized	RACHAL, CAROL E.	44	132
09.0401	JOUR	1033	002	FUNDAMENTALS OF JOURNALIS	Organized	RACHAL, CAROL E.	45	135
						TOTAL FOR THIS INSTRUCTOR	89	267
09.0401	JOUR	405V	005	SPECIAL JOURNAL SEMINAR	Organized	SCHULTE, BRET J.	15	45
09.0401	JOUR	4503	001	MAGAZINE WRITING	Organized	SCHULTE, BRET J.	12	36
						TOTAL FOR THIS INSTRUCTOR	27	81
09.0401	JOUR	3633	001	MEDIA LAW	Organized	SHURLDS, KATHERINE	52	156
09.0401	JOUR	3633	901	MEDIA LAW	Organized	SHURLDS, KATHERINE	15	45
09.0401	JOUR	443V	001	EVENT PROMO AND EXECUTION	Organized	SHURLDS, KATHERINE	19	57
						TOTAL FOR THIS INSTRUCTOR	86	258

Spring 2013 cont.

Department of Journalism

Spring 2013								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	3071L	001	BROADCAST NEWS REPT II LA	Organized	STARLING-LEDBETTER, ROBYN M.	13	13
09.0401	JOUR	3072	001	BROADCAST NEWS REPT II	Organized	STARLING-LEDBETTER, ROBYN M.	13	26
09.0401	JOUR	405V	008	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	12	36
09.0401	JOUR	4863	001	TV NEWS REPORTING I	Organized	STARLING-LEDBETTER, ROBYN M.	20	60
						TOTAL FOR THIS INSTRUCTOR	58	135
09.0401	JOUR	2032	001	BROADCAST NEWS REP I	Organized	STOCKDELL, RICHARD P.	24	48
						TOTAL FOR THIS INSTRUCTOR	24	48
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	TUYCHIEV, HAYOT A.	24	24
09.0401	JOUR	3071L	001	BROADCAST NEWS REPT II LA	Organized	TUYCHIEV, HAYOT A.	13	13
09.0401	JOUR	3072	001	BROADCAST NEWS REPT II	Organized	TUYCHIEV, HAYOT A.	13	26
09.0401	JOUR	405V	008	SPECIAL JOURNAL SEMINAR	Organized	TUYCHIEV, HAYOT A.	12	36
						TOTAL FOR THIS INSTRUCTOR	62	99
09.0401	JOUR	4453	001	MEDIA PLANNING & STRATEGY	Organized	VO, MAILENA M	16	48
						TOTAL FOR THIS INSTRUCTOR	16	48
09.0401	JOUR	4063	001	COMPUTER ASSISTED PUBL	Organized	WATKINS, PATSY G.	16	48
09.0401	JOUR	4553	001	MAGAZINE EDIT/PRODUCTION	Organized	WATKINS, PATSY G.	19	57
09.0401	JOUR	498VH	001	HNRS JOURNALISM WRITING R	Individualized	WATKINS, PATSY G.	15	18
						TOTAL FOR THIS INSTRUCTOR	50	123
09.0401	JOUR	4453	002	MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	16	48
09.0401	JOUR	4981	001	JOUR WRITING REQUIREMENT	Individualized	WICKS, JAN L.	53	53
09.0401	JOUR	5043	001	RESEARCH METHODS IN JOURN	Organized	WICKS, JAN L.	14	42
09.0401	JOUR	600V	001	MASTER'S THESIS	Individualized	WICKS, JAN L.	2	9
						TOTAL FOR THIS INSTRUCTOR	85	152
						TOTAL FOR THIS ALPHA CODE	1,252	3,476
						TOTAL FOR THIS DEPARTMENT	1,252	3,476

Department of Journalism								
Summer I 2013								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	405V	601	SPECIAL JOURNAL SEMINAR	Organized	BURRIS, SIDNEY J.	6	18
						TOTAL FOR THIS INSTRUCTOR	6	18
09.0401	JOUR	1023	011	MEDIA AND SOCIETY	Organized	FOSU, IGNATIUS K.	15	45
09.0401	JOUR	3723	011	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	16	48
						TOTAL FOR THIS INSTRUCTOR	31	93
09.0401	JOUR	3633I	810	MEDIA LAW	Individualized	KENT, SARAH B	18	54
09.0401	JOUR	3633I	815	MEDIA LAW	Individualized	KENT, SARAH B	3	9
						TOTAL FOR THIS INSTRUCTOR	21	63
09.0401	JOUR	2063	011	MEDIA TECHNOLOGY	Organized	MARTIN, KIM I.	13	39
09.0401	JOUR	402V	013	INTERNSHIP IN JOURNALISM	Individualized	MARTIN, KIM I.	16	44
09.0401	JOUR	4423	011	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	7	21
						TOTAL FOR THIS INSTRUCTOR	36	104
09.0401	JOUR	1023I	810	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	9	27
09.0401	JOUR	1023I	815	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	8	24
09.0401	JOUR	1033	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	1033I	800	FUNDAMENTALS OF JOUR	Individualized	MILLER, PHYLLIS E.	8	24
09.0401	JOUR	3743	011	PR PRINCIPLES	Organized	MILLER, PHYLLIS E.	13	39
09.0401	JOUR	401V	011	ADV JOURNALISTIC PRACTICE	Individualized	MILLER, PHYLLIS E.	3	5
09.0401	JOUR	4143	011	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	15	45
						TOTAL FOR THIS INSTRUCTOR	57	167
09.0401	JOUR	1033	011	FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	12	36
						TOTAL FOR THIS INSTRUCTOR	12	36
09.0401	JOUR	2013	011	NEWS REPORTING I	Organized	SHELTON, GINA H	8	24
						TOTAL FOR THIS INSTRUCTOR	8	24
09.0401	JOUR	401V	021	ADV JOURNALISTIC PRACTICE	Individualized	STARLING-LEDBETTER, ROBYN M.	2	6
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	20	60
09.0401	JOUR	4863	011	TV NEWS REPORTING I	Organized	STARLING-LEDBETTER, ROBYN M.	9	27
						TOTAL FOR THIS INSTRUCTOR	31	93
09.0401	JOUR	3633	011	MEDIA LAW	Organized	WATKINS, PATSY G.	23	69
09.0401	JOUR	4981	013	JOUR WRITING REQUIREMENT	Individualized	WATKINS, PATSY G.	13	13
09.0401	JOUR	498VH	011	HNRS JOURNALISM WRITING R	Individualized	WATKINS, PATSY G.	1	1
						TOTAL FOR THIS INSTRUCTOR	37	83
						TOTAL FOR THIS ALPHA CODE	239	681
						TOTAL FOR THIS DEPARTMENT	239	681

Department of Journalism								
Summer II 2013								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	401V	012	ADV JOURNALISTIC PRACTICE	Individualized	CARPENTER, GERALD D.	2	2
						TOTAL FOR THIS INSTRUCTOR	2	2
09.0401	JOUR	405V	012	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	10	29
						TOTAL FOR THIS INSTRUCTOR	10	29
						TOTAL FOR THIS ALPHA CODE	12	31
						TOTAL FOR THIS DEPARTMENT	12	31

Department of Journalism								
Fall 2013								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	4423	003	CREATIVE STRATEGY	Organized	BROWN, LUCY M.	10	30
09.0401	JOUR	4453	002	MEDIA PLANNING & STRATEGY	Organized	BROWN, LUCY M.	17	51
						TOTAL FOR THIS INSTRUCTOR	27	81
09.0401	JOUR	401V	001	ADV JOURNALISTIC PRACTICE	Individualized	CARPENTER, GERALD D.	2	6
09.0401	JOUR	5323	001	DOCUMENTARY PRODUCTION I	Organized	CARPENTER, GERALD D.	5	15
						TOTAL FOR THIS INSTRUCTOR	7	21
09.0401	JOUR	3263	001	AFRICAN AMERICANS IN FILM	Organized	COUSTAUT, CARMEN	15	45
09.0401	JOUR	4981	001	JOUR WRITING REQUIREMENT	Individualized	COUSTAUT, CARMEN	51	51
						TOTAL FOR THIS INSTRUCTOR	66	96
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	FOLEY, LARRY D.	21	63
09.0401	JOUR	5323	001	DOCUMENTARY PRODUCTION I	Organized	FOLEY, LARRY D.	5	15
09.0401	JOUR	600V	008	MASTER'S THESIS	Individualized	FOLEY, LARRY D.	3	11
						TOTAL FOR THIS INSTRUCTOR	29	89
09.0401	JOUR	3723	001	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	51	153
09.0401	JOUR	4463	001	CAMPAIGNS	Organized	FOSU, IGNATIUS K.	17	51
						TOTAL FOR THIS INSTRUCTOR	68	204
09.0401	JOUR	2331L	001	PHOTOJOURNALISM I LAB	Organized	GORDER, ERIC R.	16	16
09.0401	JOUR	2332	001	PHOTO JOURNALISM I	Organized	GORDER, ERIC R.	16	32
						TOTAL FOR THIS INSTRUCTOR	32	48
09.0401	JOUR	3013	001	EDITING	Organized	JORDAN, GERALD B.	11	33
09.0401	JOUR	3023	001	NEWS REPORTING II	Organized	JORDAN, GERALD B.	11	33
						TOTAL FOR THIS INSTRUCTOR	22	66
09.0401	JOUR	3071L	001	BROADCAST NEWS REPT II LA	Organized	KING, TIFFANY S.	7	7
09.0401	JOUR	3072	001	BROADCAST NEWS REPT II	Organized	KING, TIFFANY S.	7	14
						TOTAL FOR THIS INSTRUCTOR	14	21
09.0401	JOUR	2063	001	MEDIA TECHNOLOGY	Organized	MARTIN, KIM I.	19	57
09.0401	JOUR	402V	001	INTERNSHIP IN JOURNALISM	Individualized	MARTIN, KIM I.	40	117
09.0401	JOUR	402VF	001	INTERNSHIP IN JOURNALISM	Individualized	MARTIN, KIM I.	1	1
09.0401	JOUR	4423	001	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	20	60
09.0401	JOUR	4423	002	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	19	57
						TOTAL FOR THIS INSTRUCTOR	99	292
09.0401	JOUR	1023I	820	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	4	12
09.0401	JOUR	1023I	830	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	3	9
09.0401	JOUR	1023I	850	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	1023I	860	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	1023I	870	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	2	6
09.0401	JOUR	3743	001	PR PRINCIPLES	Organized	MILLER, PHYLLIS E.	50	150
09.0401	JOUR	401V	002	ADV JOURNALISTIC PRACTICE	Individualized	MILLER, PHYLLIS E.	2	6
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	MILLER, PHYLLIS E.	11	33
09.0401	JOUR	4143	001	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	18	54
09.0401	JOUR	4143	002	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	18	54
						TOTAL FOR THIS INSTRUCTOR	110	330
09.0401	JOUR	1033	003	FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	41	123
09.0401	JOUR	1033	004	FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	37	111
09.0401	JOUR	2013	001	NEWS REPORTING I	Organized	MINOR, RAYMOND E.	14	42
09.0401	JOUR	405V	002	SPECIAL JOURNAL SEMINAR	Organized	MINOR, RAYMOND E.	17	51
						TOTAL FOR THIS INSTRUCTOR	109	327
09.0401	JOUR	1023	001	MEDIA AND SOCIETY	Organized	PURVIS, HOYT H.	189	567
09.0401	JOUR	3923H	001	HONORS COLLOQUIUM	Organized	PURVIS, HOYT H.	16	48
09.0401	JOUR	4043	001	GOVERNMENT AND THE MEDIA	Organized	PURVIS, HOYT H.	14	42
						TOTAL FOR THIS INSTRUCTOR	219	657
09.0401	JOUR	3123	001	FEATURE WRITING	Organized	SCHULTE, BRET J.	18	54
09.0401	JOUR	3923H	002	HONORS COLLOQUIUM	Organized	SCHULTE, BRET J.	10	30
						TOTAL FOR THIS INSTRUCTOR	28	84
09.0401	JOUR	1033	001	FUNDAMENTALS OF JOURNALIS	Organized	SHELTON, GINA H.	40	120
09.0401	JOUR	1033	002	FUNDAMENTALS OF JOURNALIS	Organized	SHELTON, GINA H.	41	123
09.0401	JOUR	2013	002	NEWS REPORTING I	Organized	SHELTON, GINA H.	17	51
09.0401	JOUR	3633	001	MEDIA LAW	Organized	SHELTON, GINA H.	25	75
						TOTAL FOR THIS INSTRUCTOR	123	369

Fall 2013 cont.

Department of Journalism

Fall 2013								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	1033	001	FUNDAMENTALS OF JOURNALISM	Organized	SHURLDS, KATHERINE	22	66
09.0401	JOUR	3013	002	EDITING	Organized	SHURLDS, KATHERINE	18	54
09.0401	JOUR	3633	001	MEDIA LAW	Organized	SHURLDS, KATHERINE	50	150
						TOTAL FOR THIS INSTRUCTOR	90	270
09.0401	JOUR	405V	006	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	11	33
09.0401	JOUR	405V	007	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	11	33
09.0401	JOUR	4863	001	TV NEWS REPORTING I	Organized	STARLING-LEDBETTER, ROBYN M.	21	63
						TOTAL FOR THIS INSTRUCTOR	43	129
09.0401	JOUR	2031L	002	BROADCAST NEWS REP I LAB	Organized	STOCKDELL, RICHARD P.	16	16
09.0401	JOUR	2032	001	BROADCAST NEWS REP I	Organized	STOCKDELL, RICHARD P.	17	34
						TOTAL FOR THIS INSTRUCTOR	33	50
09.0401	JOUR	2453	001	SPORTS TV PRODUCTION I	Organized	THEIN, RICHARD P.	15	45
09.0401	JOUR	3163	001	SPORTS JOURNALISM	Organized	THEIN, RICHARD P.	20	60
						TOTAL FOR THIS INSTRUCTOR	35	105
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	TUYCHIEV, HAYOT A.	17	17
09.0401	JOUR	2032	002	BROADCAST NEWS REP I	Organized	TUYCHIEV, HAYOT A.	16	32
09.0401	JOUR	3071L	001	BROADCAST NEWS REPT II LA	Organized	TUYCHIEV, HAYOT A.	7	7
09.0401	JOUR	3072	001	BROADCAST NEWS REPT II	Organized	TUYCHIEV, HAYOT A.	7	14
						TOTAL FOR THIS INSTRUCTOR	47	70
09.0401	JOUR	405V	004	SPECIAL JOURNAL SEMINAR	Organized	WATKINS, PATSY G.	11	33
09.0401	JOUR	4333	001	ETHICS IN JOURNALISM	Organized	WATKINS, PATSY G.	40	120
09.0401	JOUR	498VH	001	HNRS JOURNALISM WRITING R	Individualized	WATKINS, PATSY G.	18	20
						TOTAL FOR THIS INSTRUCTOR	69	173
09.0401	JOUR	3923H	003	HONORS COLLOQUIUM	Organized	WICKS, JAN L.	9	27
09.0401	JOUR	4453	001	MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	13	39
09.0401	JOUR	5063	001	ISSUES IN ADV & PR	Organized	WICKS, JAN L.	4	12
09.0401	JOUR	600V	002	MASTER'S THESIS	Individualized	WICKS, JAN L.	3	14
						TOTAL FOR THIS INSTRUCTOR	29	92
						TOTAL FOR THIS ALPHA CODE	1,299	3,574
24.0102	UNIV	1001	041	UNIVERSITY PERSPECTIVES	Organized	PURVIS, HOYT H.	18	18
						TOTAL FOR THIS INSTRUCTOR	18	18
24.0102	UNIV	1001	007	UNIVERSITY PERSPECTIVES	Organized	STOCKDELL, RICHARD P.	18	18
						TOTAL FOR THIS INSTRUCTOR	18	18
						TOTAL FOR THIS ALPHA CODE	36	36
						TOTAL FOR THIS DEPARTMENT	1,335	3,610

Department of Journalism								
Spring 2014								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	4423	003	CREATIVE STRATEGY	Organized	BROWN, LUCY M.	11	33
09.0401	JOUR	4453	001	MEDIA PLANNING & STRATEGY	Organized	BROWN, LUCY M.	19	57
09.0401	JOUR	4453	003	MEDIA PLANNING & STRATEGY	Organized	BROWN, LUCY M.	20	60
						TOTAL FOR THIS INSTRUCTOR	50	150
09.0401	JOUR	401V	001	ADV JOURNALISTIC PRACTICE	Individualized	CARPENTER, GERALD D.	3	10
09.0401	JOUR	5333	001	DOCUMENTARY PRODUCTION II	Organized	CARPENTER, GERALD D.	4	12
09.0401	JOUR	600V	002	MASTER'S THESIS	Individualized	CARPENTER, GERALD D.	1	6
						TOTAL FOR THIS INSTRUCTOR	8	28
09.0401	JOUR	3263	901	AFRICAN AMERICANS IN FILM	Organized	COUSTAUT, CARMEN	12	36
09.0401	JOUR	3263	902	AFRICAN AMERICANS IN FILM	Organized	COUSTAUT, CARMEN	11	33
						TOTAL FOR THIS INSTRUCTOR	23	69
09.0401	JOUR	2031L	002	BROADCAST NEWS REP I LAB	Organized	FOLEY, LARRY D.	16	16
09.0401	JOUR	2032	001	BROADCAST NEWS REP I	Organized	FOLEY, LARRY D.	15	30
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	FOLEY, LARRY D.	16	48
09.0401	JOUR	4883	001	ADVANCED TV NEWS PROD	Organized	FOLEY, LARRY D.	12	36
09.0401	JOUR	5333	001	DOCUMENTARY PRODUCTION II	Organized	FOLEY, LARRY D.	4	12
09.0401	JOUR	600V	003	MASTER'S THESIS	Individualized	FOLEY, LARRY D.	5	23
						TOTAL FOR THIS INSTRUCTOR	68	165
09.0401	JOUR	1023I	830	MEDIA AND SOCIETY	Individualized	FOSU, IGNATIUS K.	2	6
09.0401	JOUR	3723	001	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	54	162
09.0401	JOUR	4463	001	CAMPAIGNS	Organized	FOSU, IGNATIUS K.	14	42
						TOTAL FOR THIS INSTRUCTOR	70	210
09.0401	JOUR	3083	001	PHOTOJOURNALISM II	Organized	GORDER, ERIC R.	9	27
						TOTAL FOR THIS INSTRUCTOR	9	27
09.0401	JOUR	3013	001	EDITING	Organized	JORDAN, GERALD B.	18	54
09.0401	JOUR	3023	001	NEWS REPORTING II	Organized	JORDAN, GERALD B.	16	48
09.0401	JOUR	4923	001	HIST OF THE BLACK PRESS	Organized	JORDAN, GERALD B.	21	63
09.0401	JOUR	5923	001	HIST OF THE BLACK PRESS	Organized	JORDAN, GERALD B.	3	9
						TOTAL FOR THIS INSTRUCTOR	58	174
09.0401	JOUR	3071L	002	BROADCAST NEWS REPT II LA	Organized	KING, TIFFANY S.	14	14
09.0401	JOUR	3072	002	BROADCAST NEWS REPT II	Organized	KING, TIFFANY S.	15	30
						TOTAL FOR THIS INSTRUCTOR	29	44
09.0401	JOUR	3093	001	PRESENTATION DESIGN	Organized	MARTIN, KIM I.	17	51
09.0401	JOUR	402V	001	INTERNSHIP IN JOURNALISM	Individualized	MARTIN, KIM I.	42	123
09.0401	JOUR	4423	001	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	18	54
09.0401	JOUR	4423	002	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	16	48
						TOTAL FOR THIS INSTRUCTOR	93	276
09.0401	JOUR	1023	810	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	3	9
09.0401	JOUR	1023I	810	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	1	3
09.0401	JOUR	1023I	820	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	2	6
09.0401	JOUR	1023I	830	MEDIA AND SOCIETY	Individualized	MILLER, PHYLLIS E.	3	9
09.0401	JOUR	3743	001	PR PRINCIPLES	Organized	MILLER, PHYLLIS E.	50	150
09.0401	JOUR	401V	002	ADV JOURNALISTIC PRACTICE	Individualized	MILLER, PHYLLIS E.	2	6
09.0401	JOUR	4143	001	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	19	57
09.0401	JOUR	4143	002	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	18	54
						TOTAL FOR THIS INSTRUCTOR	98	294
09.0401	JOUR	1033	003	FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	42	126
09.0401	JOUR	1033	004	FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	43	129
09.0401	JOUR	2013	002	NEWS REPORTING I	Organized	MINOR, RAYMOND E.	17	51
09.0401	JOUR	4981	002	JOUR WRITING REQUIREMENT	Individualized	MINOR, RAYMOND E.	95	95
						TOTAL FOR THIS INSTRUCTOR	197	401
09.0401	JOUR	1023	001	MEDIA AND SOCIETY	Organized	PURVIS, HOYT H.	152	456
						TOTAL FOR THIS INSTRUCTOR	152	456
09.0401	JOUR	3123	001	FEATURE WRITING	Organized	SCHULTE, BRET J.	19	57
09.0401	JOUR	4503	001	MAGAZINE WRITING	Organized	SCHULTE, BRET J.	7	21
						TOTAL FOR THIS INSTRUCTOR	26	78
09.0401	JOUR	1033	001	FUNDAMENTALS OF JOURNALIS	Organized	SHELTON, GINA H.	42	126
09.0401	JOUR	1033	002	FUNDAMENTALS OF JOURNALIS	Organized	SHELTON, GINA H.	40	120
09.0401	JOUR	1033	901	FUNDAMENTALS OF JOURNALIS	Organized	SHELTON, GINA H.	23	69
09.0401	JOUR	2013	001	NEWS REPORTING I	Organized	SHELTON, GINA H.	16	48
						TOTAL FOR THIS INSTRUCTOR	121	363

Spring 2014 cont.

Department of Journalism

Spring 2014

CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	3633	001	MEDIA LAW	Organized	SHURLDS, KATHERINE	50	150
09.0401	JOUR	3633	901	MEDIA LAW	Organized	SHURLDS, KATHERINE	23	69
09.0401	JOUR	443V	001	EVENT PROMO AND EXECUTION	Organized	SHURLDS, KATHERINE	19	57
						TOTAL FOR THIS INSTRUCTOR	92	276
09.0401	JOUR	405V	002	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	12	36
09.0401	JOUR	405V	003	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	25	75
09.0401	JOUR	4863	001	TV NEWS REPORTING I	Organized	STARLING-LEDBETTER, ROBYN M.	13	39
						TOTAL FOR THIS INSTRUCTOR	50	150
09.0401	JOUR	2453	001	SPORTS TV PRODUCTION I	Organized	THEIN, RICHARD P.	17	51
09.0401	JOUR	3163	001	SPORTS JOURNALISM	Organized	THEIN, RICHARD P.	20	60
						TOTAL FOR THIS INSTRUCTOR	37	111
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	TUYCHIEV, HAYOT A.	15	15
09.0401	JOUR	2032	002	BROADCAST NEWS REP I	Organized	TUYCHIEV, HAYOT A.	16	32
09.0401	JOUR	3071L	001	BROADCAST NEWS REPT II LA	Organized	TUYCHIEV, HAYOT A.	12	12
09.0401	JOUR	3072	001	BROADCAST NEWS REPT II	Organized	TUYCHIEV, HAYOT A.	11	22
09.0401	JOUR	405V	002	SPECIAL JOURNAL SEMINAR	Organized	TUYCHIEV, HAYOT A.	12	36
						TOTAL FOR THIS INSTRUCTOR	66	117
09.0401	JOUR	401V	001	ADV JOURNALISTIC PRACTICE	Individualized	WATKINS, PATSY G.	1	4
09.0401	JOUR	4553	001	MAGAZINE EDIT/PRODUCTION	Organized	WATKINS, PATSY G.	18	54
09.0401	JOUR	498VH	001	HNRS JOURNALISM WRITING R	Individualized	WATKINS, PATSY G.	13	14
						TOTAL FOR THIS INSTRUCTOR	32	72
09.0401	JOUR	4453	002	MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	20	60
09.0401	JOUR	5043	001	RESEARCH METHODS IN JOURN	Organized	WICKS, JAN L.	14	42
09.0401	JOUR	600V	001	MASTER'S THESIS	Individualized	WICKS, JAN L.	3	18
						TOTAL FOR THIS INSTRUCTOR	37	120
						TOTAL FOR THIS ALPHA CODE	1,316	3,581
						TOTAL FOR THIS DEPARTMENT	1,316	3,581

Department of Journalism								
Summer I 2014								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	401V	013	ADV JOURNALISTIC PRACTICE	Individualized	CARPENTER, GERALD D.	1	1
09.0401	JOUR	600V	013	MASTER'S THESIS	Individualized	CARPENTER, GERALD D.	1	1
						TOTAL FOR THIS INSTRUCTOR	2	2
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	FOLEY, LARRY D.	9	27
						TOTAL FOR THIS INSTRUCTOR	9	27
09.0401	JOUR	3723	011	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	17	51
						TOTAL FOR THIS INSTRUCTOR	17	51
09.0401	JOUR	3133	001	EDITORIAL WRITING	Organized	JORDAN, GERALD B.	7	21
						TOTAL FOR THIS INSTRUCTOR	7	21
09.0401	JOUR	2063	011	MEDIA TECHNOLOGY	Organized	MARTIN, KIM I.	9	27
09.0401	JOUR	402V	013	INTERNSHIP IN JOURNALISM	Individualized	MARTIN, KIM I.	20	60
09.0401	JOUR	4423	011	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	11	33
						TOTAL FOR THIS INSTRUCTOR	40	120
09.0401	JOUR	3743	011	PR PRINCIPLES	Organized	MILLER, PHYLLIS E.	13	39
09.0401	JOUR	4143	011	PUBLIC RELATIONS WRITING	Organized	MILLER, PHYLLIS E.	11	33
						TOTAL FOR THIS INSTRUCTOR	24	72
09.0401	JOUR	405V	601	SPECIAL JOURNAL SEMINAR	Organized	MINOR, RAYMOND E.	6	18
09.0401	JOUR	405V	602	SPECIAL JOURNAL SEMINAR	Organized	MINOR, RAYMOND E.	6	18
						TOTAL FOR THIS INSTRUCTOR	12	36
09.0401	JOUR	3733	001	COVERING THE COURTS	Organized	SHELTON, GINA H.	4	12
						TOTAL FOR THIS INSTRUCTOR	4	12
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	10	30
						TOTAL FOR THIS INSTRUCTOR	10	30
09.0401	JOUR	3163	011	SPORTS JOURNALISM	Organized	THEIN, RICHARD P.	9	27
09.0401	JOUR	405V	002	SPECIAL JOURNAL SEMINAR	Organized	THEIN, RICHARD P.	10	30
						TOTAL FOR THIS INSTRUCTOR	19	57
09.0401	JOUR	3923H	601	HONORS COLLOQUIUM	Organized	TUYCHIEV, HAYOT A.	1	3
09.0401	JOUR	3923H	602	HONORS COLLOQUIUM	Organized	TUYCHIEV, HAYOT A.	1	3
09.0401	JOUR	405V	601	SPECIAL JOURNAL SEMINAR	Organized	TUYCHIEV, HAYOT A.	7	21
09.0401	JOUR	405V	602	SPECIAL JOURNAL SEMINAR	Organized	TUYCHIEV, HAYOT A.	7	21
						TOTAL FOR THIS INSTRUCTOR	16	48
09.0401	JOUR	3633	011	MEDIA LAW	Organized	WATKINS, PATSY G.	28	84
09.0401	JOUR	4981	013	JOUR WRITING REQUIREMENT	Individualized	WATKINS, PATSY G.	9	9
						TOTAL FOR THIS INSTRUCTOR	37	93
						TOTAL FOR THIS ALPHA CODE	197	569
						TOTAL FOR THIS DEPARTMENT	197	569

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Summer II 2014								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	405V	022	SPECIAL JOURNAL SEMINAR	Organized	BROWN, LUCY M.	4	12
09.0401	JOUR	4453	012	MEDIA PLANNING & STRATEGY	Organized	BROWN, LUCY M.	13	39
09.0401	JOUR	5193	012	PROFESSIONAL JOUR SEMINAR	Organized	BROWN, LUCY M.	3	9
						TOTAL FOR THIS INSTRUCTOR	20	60
09.0401	JOUR	1033	011	FUNDAMENTALS OF JOURNALISM	Organized	MINOR, RAYMOND E.	14	42
09.0401	JOUR	2013	011	NEWS REPORTING I	Organized	MINOR, RAYMOND E.	10	30
						TOTAL FOR THIS INSTRUCTOR	24	72
09.0401	JOUR	4863	012	TV NEWS REPORTING I	Organized	STARLING-LEDBETTER, ROBYN M.	7	21
						TOTAL FOR THIS INSTRUCTOR	7	21
09.0401	JOUR	401V	012	ADV JOURNALISTIC PRACTICE	Individualized	WATKINS, PATSY G.	3	6
						TOTAL FOR THIS INSTRUCTOR	3	6
						TOTAL FOR THIS ALPHA CODE	54	159
						TOTAL FOR THIS DEPARTMENT	54	159

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Fall 2014								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	4143	001	PUBLIC RELATIONS WRITING	Organized	ALISON, CHARLES Y.	18	54
						TOTAL FOR THIS INSTRUCTOR	18	54
09.0401	JOUR	4423	003	CREATIVE STRATEGY	Organized	BROWN, LUCY M.	10	30
09.0401	JOUR	4453	002	MEDIA PLANNING & STRATEGY	Organized	BROWN, LUCY M.	14	42
09.0401	JOUR	4453	003	MEDIA PLANNING & STRATEGY	Organized	BROWN, LUCY M.	10	30
						TOTAL FOR THIS INSTRUCTOR	34	102
09.0401	JOUR	405V	008	SPECIAL JOURNAL SEMINAR	Organized	CARPENTER, GERALD D.	16	48
09.0401	JOUR	5323	001	DOCUMENTARY PRODUCTION I	Organized	CARPENTER, GERALD D.	7	21
						TOTAL FOR THIS INSTRUCTOR	23	69
09.0401	JOUR	401V	001	ADV JOURNALISTIC PRACTICE	Individualized	FOLEY, LARRY D.	7	21
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	FOLEY, LARRY D.	9	27
09.0401	JOUR	600V	008	MASTER'S THESIS	Individualized	FOLEY, LARRY D.	1	1
						TOTAL FOR THIS INSTRUCTOR	17	49
09.0401	JOUR	1023	901	MEDIA AND SOCIETY	Organized	FOSU, IGNATIUS K.	24	72
09.0401	JOUR	3723	001	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	50	150
09.0401	JOUR	4463	001	CAMPAIGNS	Organized	FOSU, IGNATIUS K.	16	48
						TOTAL FOR THIS INSTRUCTOR	90	270
09.0401	JOUR	2331L	001	PHOTOJOURNALISM I LAB	Organized	GORDER, ERIC R.	11	11
09.0401	JOUR	2332	001	PHOTO JOURNALISM I	Organized	GORDER, ERIC R.	11	22
						TOTAL FOR THIS INSTRUCTOR	22	33
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	JACOBS, LAURA A.	12	36
						TOTAL FOR THIS INSTRUCTOR	12	36
09.0401	JOUR	3013	001	EDITING	Organized	JORDAN, GERALD B.	9	27
09.0401	JOUR	3023	001	NEWS REPORTING II	Organized	JORDAN, GERALD B.	9	27
09.0401	JOUR	600V	006	MASTER'S THESIS	Individualized	JORDAN, GERALD B.	1	6
						TOTAL FOR THIS INSTRUCTOR	19	60
09.0401	JOUR	3071L	001	BROADCAST NEWS REPT II LA	Organized	KING, TIFFANY S.	8	8
09.0401	JOUR	3071L	002	BROADCAST NEWS REPT II LA	Organized	KING, TIFFANY S.	7	7
09.0401	JOUR	3072	001	BROADCAST NEWS REPT II	Organized	KING, TIFFANY S.	8	16
09.0401	JOUR	3072	002	BROADCAST NEWS REPT II	Organized	KING, TIFFANY S.	7	14
09.0401	JOUR	4883	001	ADVANCED TV NEWS PROD	Organized	KING, TIFFANY S.	11	33
						TOTAL FOR THIS INSTRUCTOR	41	78
09.0401	JOUR	2063	001	MEDIA TECHNOLOGY	Organized	MARTIN, KIM I.	18	54
09.0401	JOUR	402V	001	INTERNSHIP IN JOURNALISM	Individualized	MARTIN, KIM I.	41	116
09.0401	JOUR	4423	001	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	18	54
09.0401	JOUR	4423	002	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	17	51
						TOTAL FOR THIS INSTRUCTOR	94	275
09.0401	JOUR	1033	901	FUNDAMENTALS OF JOURNALIS	Organized	MCCAFFREY, RAYMOND M.	25	75
09.0401	JOUR	4333	002	ETHICS IN JOURNALISM	Organized	MCCAFFREY, RAYMOND M.	23	69
						TOTAL FOR THIS INSTRUCTOR	48	144
09.0401	JOUR	1033	003	FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	40	120
09.0401	JOUR	1033	004	FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	27	81
09.0401	JOUR	2013	001	NEWS REPORTING I	Organized	MINOR, RAYMOND E.	16	48
09.0401	JOUR	405V	002	SPECIAL JOURNAL SEMINAR	Organized	MINOR, RAYMOND E.	15	45
						TOTAL FOR THIS INSTRUCTOR	98	294
09.0401	JOUR	1023	001	MEDIA AND SOCIETY	Organized	PURVIS, HOYT H.	156	468
09.0401	JOUR	3923H	001	HONORS COLLOQUIUM	Organized	PURVIS, HOYT H.	9	27
09.0401	JOUR	4043	001	GOVERNMENT AND THE MEDIA	Organized	PURVIS, HOYT H.	22	66
						TOTAL FOR THIS INSTRUCTOR	187	561
09.0401	JOUR	4981	001	JOUR WRITING REQUIREMENT	Individualized	RACHAL, CAROL E.	71	71
						TOTAL FOR THIS INSTRUCTOR	71	71
09.0401	JOUR	405V	007	SPECIAL JOURNAL SEMINAR	Organized	RUSHING, MARK S.	18	54
						TOTAL FOR THIS INSTRUCTOR	18	54
09.0401	JOUR	3123	001	FEATURE WRITING	Organized	SCHULTE, BRET J.	15	45
09.0401	JOUR	3923H	002	HONORS COLLOQUIUM	Organized	SCHULTE, BRET J.	9	27
09.0401	JOUR	5313	001	LITERATURE OF JOURNALISM	Organized	SCHULTE, BRET J.	2	6
						TOTAL FOR THIS INSTRUCTOR	26	78
09.0401	JOUR	1033	001	FUNDAMENTALS OF JOURNALIS	Organized	SHELTON, GINA H.	39	117
09.0401	JOUR	1033	002	FUNDAMENTALS OF JOURNALIS	Organized	SHELTON, GINA H.	41	123
09.0401	JOUR	2013	002	NEWS REPORTING I	Organized	SHELTON, GINA H.	17	51
09.0401	JOUR	3633	991	MEDIA LAW	Organized	SHELTON, GINA H.	22	66
						TOTAL FOR THIS INSTRUCTOR	119	357

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Fall 2014								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	1033	830	FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	2	6
09.0401	JOUR	10331	840	FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	1	3
09.0401	JOUR	10331	860	FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	1	3
09.0401	JOUR	10331	880	FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	3	9
09.0401	JOUR	3013	002	EDITING	Organized	SHURLDS, KATHERINE	16	48
09.0401	JOUR	3633	001	MEDIA LAW	Organized	SHURLDS, KATHERINE	53	159
09.0401	JOUR	3633	830	MEDIA LAW	Individualized	SHURLDS, KATHERINE	3	9
09.0401	JOUR	3633	901	MEDIA LAW	Organized	SHURLDS, KATHERINE	21	63
09.0401	JOUR	36331	830	MEDIA LAW	Individualized	SHURLDS, KATHERINE	1	3
09.0401	JOUR	36331	840	MEDIA LAW	Individualized	SHURLDS, KATHERINE	1	3
09.0401	JOUR	36331	850	MEDIA LAW	Individualized	SHURLDS, KATHERINE	3	9
09.0401	JOUR	36331	860	MEDIA LAW	Individualized	SHURLDS, KATHERINE	2	6
09.0401	JOUR	36331	880	MEDIA LAW	Individualized	SHURLDS, KATHERINE	1	3
09.0401	JOUR	36331	890	MEDIA LAW	Individualized	SHURLDS, KATHERINE	2	6
						TOTAL FOR THIS INSTRUCTOR	110	330
09.0401	JOUR	3743	001	PR PRINCIPLES	Organized	STAMBUCK, HEIDI S.	54	162
						TOTAL FOR THIS INSTRUCTOR	54	162
09.0401	JOUR	405V	004	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	9	27
09.0401	JOUR	405V	005	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	9	27
09.0401	JOUR	4863	001	TV NEWS REPORTING I	Organized	STARLING-LEDBETTER, ROBYN M.	20	60
						TOTAL FOR THIS INSTRUCTOR	38	114
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	STOCKDELL, RICHARD P.	7	7
09.0401	JOUR	2031L	002	BROADCAST NEWS REP I LAB	Organized	STOCKDELL, RICHARD P.	7	7
09.0401	JOUR	2032	001	BROADCAST NEWS REP I	Organized	STOCKDELL, RICHARD P.	7	14
09.0401	JOUR	2032	002	BROADCAST NEWS REP I	Organized	STOCKDELL, RICHARD P.	7	14
						TOTAL FOR THIS INSTRUCTOR	28	42
09.0401	JOUR	2453	001	SPORTS TV PRODUCTION I	Organized	THEIN, RICHARD P.	16	48
09.0401	JOUR	3163	001	SPORTS JOURNALISM	Organized	THEIN, RICHARD P.	15	45
						TOTAL FOR THIS INSTRUCTOR	31	93
09.0401	JOUR	4143	002	PUBLIC RELATIONS WRITING	Organized	TUCKER, TAMMY W.	16	48
						TOTAL FOR THIS INSTRUCTOR	16	48
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	TUYCHIEV, HAYOT A.	6	6
09.0401	JOUR	2031L	002	BROADCAST NEWS REP I LAB	Organized	TUYCHIEV, HAYOT A.	6	6
09.0401	JOUR	2032	001	BROADCAST NEWS REP I	Organized	TUYCHIEV, HAYOT A.	6	12
09.0401	JOUR	2032	002	BROADCAST NEWS REP I	Organized	TUYCHIEV, HAYOT A.	6	12
09.0401	JOUR	3071L	001	BROADCAST NEWS REPT II LA	Organized	TUYCHIEV, HAYOT A.	8	8
09.0401	JOUR	3071L	002	BROADCAST NEWS REPT II LA	Organized	TUYCHIEV, HAYOT A.	8	8
09.0401	JOUR	3072	001	BROADCAST NEWS REPT II	Organized	TUYCHIEV, HAYOT A.	8	16
09.0401	JOUR	3072	002	BROADCAST NEWS REPT II	Organized	TUYCHIEV, HAYOT A.	8	16
						TOTAL FOR THIS INSTRUCTOR	56	84
09.0401	JOUR	405V	003	SPECIAL JOURNAL SEMINAR	Organized	WATKINS, PATSY G.	9	27
09.0401	JOUR	4333	001	ETHICS IN JOURNALISM	Organized	WATKINS, PATSY G.	37	111
09.0401	JOUR	498VH	001	HNRS JOURNALISM WRITING R	Individualized	WATKINS, PATSY G.	12	17
09.0401	JOUR	600V	003	MASTER' S THESIS	Individualized	WATKINS, PATSY G.	1	6
						TOTAL FOR THIS INSTRUCTOR	59	161
09.0401	JOUR	3923H	003	HONORS COLLOQUIUM	Organized	WICKS, JAN L.	7	21
09.0401	JOUR	4453	001	MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	16	48
09.0401	JOUR	5063	001	ISSUES IN ADV & PR	Organized	WICKS, JAN L.	3	9
09.0401	JOUR	600V	002	MASTER' S THESIS	Individualized	WICKS, JAN L.	2	7
						TOTAL FOR THIS INSTRUCTOR	28	85
						TOTAL FOR THIS ALPHA CODE	1,357	3,704
24.0102	UNIV	1001	026	UNIVERSITY PERSPECTIVES	Organized	PURVIS, HOYT H.	19	19
						TOTAL FOR THIS INSTRUCTOR	19	19
						TOTAL FOR THIS ALPHA CODE	19	19
						TOTAL FOR THIS DEPARTMENT	1,376	3,723

Department of Journalism								
Spring 2015								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	4423	003	CREATIVE STRATEGY	Organized	BROWN, LUCY M.	15	45
09.0401	JOUR	4453	001	MEDIA PLANNING & STRATEGY	Organized	BROWN, LUCY M.	17	51
09.0401	JOUR	4453	003	MEDIA PLANNING & STRATEGY	Organized	BROWN, LUCY M.	17	51
						TOTAL FOR THIS INSTRUCTOR	49	147
09.0401	JOUR	405V	003	SPECIAL JOURNAL SEMINAR	Organized	CARPENTER, GERALD D.	15	45
09.0401	JOUR	5333	001	DOCUMENTARY PRODUCTION II	Organized	CARPENTER, GERALD D.	7	21
09.0401	JOUR	600V	002	MASTER'S THESIS	Individualized	CARPENTER, GERALD D.	1	1
						TOTAL FOR THIS INSTRUCTOR	23	67
09.0401	JOUR	3263	901	AFRICAN AMERICANS IN FILM	Organized	COUSTAUT, CARMEN	14	42
						TOTAL FOR THIS INSTRUCTOR	14	42
09.0401	JOUR	401V	001	ADV JOURNALISTIC PRACTICE	Individualized	FOLEY, LARRY D.	7	19
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	FOLEY, LARRY D.	9	27
09.0401	JOUR	600V	003	MASTER'S THESIS	Individualized	FOLEY, LARRY D.	1	1
						TOTAL FOR THIS INSTRUCTOR	17	47
09.0401	JOUR	1023	901	MEDIA AND SOCIETY	Organized	FOSU, IGNATIUS K.	22	66
09.0401	JOUR	3723	001	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	51	153
09.0401	JOUR	4463	001	CAMPAIGNS	Organized	FOSU, IGNATIUS K.	15	45
09.0401	JOUR	498VH	001	HNRS JOURNALISM WRITING R	Individualized	FOSU, IGNATIUS K.	7	8
						TOTAL FOR THIS INSTRUCTOR	95	272
09.0401	JOUR	3083	001	PHOTOJOURNALISM II	Organized	GORDER, ERIC R.	4	12
						TOTAL FOR THIS INSTRUCTOR	4	12
09.0401	JOUR	4453	002	MEDIA PLANNING & STRATEGY	Organized	HARRISON, GREGORY L.	16	48
						TOTAL FOR THIS INSTRUCTOR	16	48
09.0401	JOUR	4143	001	PUBLIC RELATIONS WRITING	Organized	JACOBS, LAURA A.	21	63
						TOTAL FOR THIS INSTRUCTOR	21	63
09.0401	JOUR	2013	001	NEWS REPORTING I	Organized	JORDAN, GERALD B.	16	48
09.0401	JOUR	2013	002	NEWS REPORTING I	Organized	JORDAN, GERALD B.	14	42
09.0401	JOUR	3013	001	EDITING	Organized	JORDAN, GERALD B.	17	51
09.0401	JOUR	3123	001	FEATURE WRITING	Organized	JORDAN, GERALD B.	21	63
09.0401	JOUR	600V	005	MASTER'S THESIS	Individualized	JORDAN, GERALD B.	1	1
						TOTAL FOR THIS INSTRUCTOR	69	205
09.0401	JOUR	3071L	001	BROADCAST NEWS REPT II LA	Organized	KING, TIFFANY S.	5	5
09.0401	JOUR	3071L	002	BROADCAST NEWS REPT II LA	Organized	KING, TIFFANY S.	4	4
09.0401	JOUR	3072	001	BROADCAST NEWS REPT II	Organized	KING, TIFFANY S.	5	10
09.0401	JOUR	3072	002	BROADCAST NEWS REPT II	Organized	KING, TIFFANY S.	4	8
09.0401	JOUR	4883	001	ADVANCED TV NEWS PROD	Organized	KING, TIFFANY S.	12	36
						TOTAL FOR THIS INSTRUCTOR	30	63
09.0401	JOUR	3093	001	PRESENTATION DESIGN	Organized	MARTIN, KIM I.	18	54
09.0401	JOUR	402V	001	INTERNSHIP IN JOURNALISM	Individualized	MARTIN, KIM I.	34	97
09.0401	JOUR	4423	001	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	15	45
09.0401	JOUR	4423	002	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	12	36
						TOTAL FOR THIS INSTRUCTOR	79	232
09.0401	JOUR	4333	001	ETHICS IN JOURNALISM	Organized	MCCAFFREY, RAYMOND M.	35	105
09.0401	JOUR	5193	001	PROFESSIONAL JOUR SEMINAR	Organized	MCCAFFREY, RAYMOND M.	3	9
						TOTAL FOR THIS INSTRUCTOR	38	114
09.0401	JOUR	1033	003	FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	41	123
09.0401	JOUR	1033	004	FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	32	96
09.0401	JOUR	1033	901	FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	23	69
09.0401	JOUR	405V	006	SPECIAL JOURNAL SEMINAR	Organized	MINOR, RAYMOND E.	16	48
						TOTAL FOR THIS INSTRUCTOR	112	336
09.0401	JOUR	4143	003	PUBLIC RELATIONS WRITING	Organized	MURPHY, MEGAN E.	18	54
						TOTAL FOR THIS INSTRUCTOR	18	54
09.0401	JOUR	405V	005	SPECIAL JOURNAL SEMINAR	Organized	POLLOCK, BEN S. JR.	15	45
						TOTAL FOR THIS INSTRUCTOR	15	45
09.0401	JOUR	1023	001	MEDIA AND SOCIETY	Organized	PURVIS, HOYT H.	140	420
						TOTAL FOR THIS INSTRUCTOR	140	420
09.0401	JOUR	1033	001	FUNDAMENTALS OF JOURNALIS	Organized	RACHAL, CAROL E.	41	123
09.0401	JOUR	4981	002	JOUR WRITING REQUIREMENT	Individualized	RACHAL, CAROL E.	93	93
						TOTAL FOR THIS INSTRUCTOR	134	216
09.0401	JOUR	4143	002	PUBLIC RELATIONS WRITING	Organized	RUSHING, MARK S.	20	60
						TOTAL FOR THIS INSTRUCTOR	20	60
09.0401	JOUR	4503	001	MAGAZINE WRITING	Organized	SCHULTE, BRET J.	10	30
09.0401	JOUR	5003	001	ADVANCED REPORTING	Organized	SCHULTE, BRET J.	7	21
						TOTAL FOR THIS INSTRUCTOR	17	51

Spring 2015 cont.

Department of Journalism

Spring 2015								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	1033	002	FUNDAMENTALS OF JOURNALISM	Organized	SHELTON, GINA H.	41	123
09.0401	JOUR	3023	001	NEWS REPORTING II	Organized	SHELTON, GINA H.	17	51
09.0401	JOUR	443V	001	EVENT PROMO AND EXECUTION	Organized	SHELTON, GINA H.	19	56
						TOTAL FOR THIS INSTRUCTOR	77	230
09.0401	JOUR	1003	901	JOURNALISTIC WRITING SKIL	Organized	SHURLDS, KATHERINE	21	63
09.0401	JOUR	1033	810	FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	2	6
09.0401	JOUR	1033I	820	FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	1	3
09.0401	JOUR	1033I	830	FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	2	6
09.0401	JOUR	1033I	850	FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	1	3
09.0401	JOUR	1033I	860	FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	1	3
09.0401	JOUR	1033I	870	FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	1	3
09.0401	JOUR	3633	001	MEDIA LAW	Organized	SHURLDS, KATHERINE	46	138
09.0401	JOUR	3633	810	MEDIA LAW	Individualized	SHURLDS, KATHERINE	3	9
09.0401	JOUR	3633	901	MEDIA LAW	Organized	SHURLDS, KATHERINE	24	72
09.0401	JOUR	3633I	810	MEDIA LAW	Individualized	SHURLDS, KATHERINE	1	3
09.0401	JOUR	3633I	820	MEDIA LAW	Individualized	SHURLDS, KATHERINE	7	21
09.0401	JOUR	3633I	830	MEDIA LAW	Individualized	SHURLDS, KATHERINE	1	3
09.0401	JOUR	3633I	870	MEDIA LAW	Individualized	SHURLDS, KATHERINE	1	3
						TOTAL FOR THIS INSTRUCTOR	112	336
09.0401	JOUR	3743	001	PR PRINCIPLES	Organized	STAMBUCK, HEIDI S.	50	150
						TOTAL FOR THIS INSTRUCTOR	50	150
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	10	30
09.0401	JOUR	405V	002	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	23	69
09.0401	JOUR	4863	001	TV NEWS REPORTING I	Organized	STARLING-LEDBETTER, ROBYN M.	20	60
						TOTAL FOR THIS INSTRUCTOR	53	159
09.0401	JOUR	2032	001	BROADCAST NEWS REP I	Organized	STOCKDELL, RICHARD P.	15	30
09.0401	JOUR	2032	002	BROADCAST NEWS REP I	Organized	STOCKDELL, RICHARD P.	14	28
						TOTAL FOR THIS INSTRUCTOR	29	58
09.0401	JOUR	2453	001	SPORTS TV PRODUCTION I	Organized	THEIN, RICHARD P.	19	57
09.0401	JOUR	3163	001	SPORTS JOURNALISM	Organized	THEIN, RICHARD P.	18	54
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	THEIN, RICHARD P.	14	42
						TOTAL FOR THIS INSTRUCTOR	51	153
09.0401	JOUR	2031L	001	BROADCAST NEWS REP I LAB	Organized	TUYCHIEV, HAYOT A.	15	15
09.0401	JOUR	2031L	002	BROADCAST NEWS REP I LAB	Organized	TUYCHIEV, HAYOT A.	14	14
09.0401	JOUR	3071L	001	BROADCAST NEWS REPT II LA	Organized	TUYCHIEV, HAYOT A.	6	6
09.0401	JOUR	3071L	002	BROADCAST NEWS REPT II LA	Organized	TUYCHIEV, HAYOT A.	5	5
09.0401	JOUR	3072	001	BROADCAST NEWS REPT II	Organized	TUYCHIEV, HAYOT A.	6	12
09.0401	JOUR	3072	002	BROADCAST NEWS REPT II	Organized	TUYCHIEV, HAYOT A.	5	10
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	TUYCHIEV, HAYOT A.	9	27
						TOTAL FOR THIS INSTRUCTOR	60	89
09.0401	JOUR	4553	001	MAGAZINE EDIT/PRODUCTION	Organized	WATKINS, PATSY G.	16	48
09.0401	JOUR	5193	002	PROFESSIONAL JOUR SEMINAR	Organized	WATKINS, PATSY G.	2	6
						TOTAL FOR THIS INSTRUCTOR	18	54
09.0401	JOUR	4943H	001	HONORS RESEARCH METHODS	Organized	WICKS, JAN L.	3	9
09.0401	JOUR	5043	001	RESEARCH METHODS IN JOURN	Organized	WICKS, JAN L.	5	15
09.0401	JOUR	600V	001	MASTER'S THESIS	Individualized	WICKS, JAN L.	4	21
						TOTAL FOR THIS INSTRUCTOR	12	45
						TOTAL FOR THIS ALPHA CODE	1,373	3,768
						TOTAL FOR THIS DEPARTMENT	1,373	3,768

Department of Journalism								
Summer I 2015								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	405V	011	SPECIAL JOURNAL SEMINAR	Organized	BROWN, LUCY M.	8	24
09.0401	JOUR	5193	011	PROFESSIONAL JOUR SEMINAR	Organized	BROWN, LUCY M.	3	9
						TOTAL FOR THIS INSTRUCTOR	11	33
09.0401	JOUR	405V	603	SPECIAL JOURNAL SEMINAR	Organized	BURRIS, SIDNEY J.	4	12
						TOTAL FOR THIS INSTRUCTOR	4	12
09.0401	JOUR	1023	901	MEDIA AND SOCIETY	Organized	FOSU, IGNATIUS K.	14	42
09.0401	JOUR	3723	011	ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	19	57
09.0401	JOUR	498VH	011	HNRS JOURNALISM WRITING R	Individualized	FOSU, IGNATIUS K.	1	1
						TOTAL FOR THIS INSTRUCTOR	34	100
09.0401	JOUR	4873	001	TV NEWS REPORTING II	Organized	KING, TIFFANY S.	3	9
						TOTAL FOR THIS INSTRUCTOR	3	9
09.0401	JOUR	402V		INTERNSHIP IN JOURNALISM	Individualized	MARTIN, KIM I.	1	3
09.0401	JOUR	402V	013	INTERNSHIP IN JOURNALISM	Individualized	MARTIN, KIM I.	22	61
09.0401	JOUR	4423	011	CREATIVE STRATEGY	Organized	MARTIN, KIM I.	10	30
						TOTAL FOR THIS INSTRUCTOR	33	94
09.0401	JOUR	3923H	601	HONORS COLLOQUIUM	Organized	MINOR, RAYMOND E.	3	9
09.0401	JOUR	405V	601	SPECIAL JOURNAL SEMINAR	Organized	MINOR, RAYMOND E.	6	18
						TOTAL FOR THIS INSTRUCTOR	9	27
09.0401	JOUR	1033	901	FUNDAMENTALS OF JOURNALIS	Organized	SCHULTE, BRET J.	21	63
						TOTAL FOR THIS INSTRUCTOR	21	63
09.0401	JOUR	3733	001	COVERING THE COURTS	Organized	SHELTON, GINA H.	13	39
						TOTAL FOR THIS INSTRUCTOR	13	39
09.0401	JOUR	1033I		FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	3	9
09.0401	JOUR	1033I	820	FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	2	6
09.0401	JOUR	3633I	810	MEDIA LAW	Individualized	SHURLDS, KATHERINE	11	33
						TOTAL FOR THIS INSTRUCTOR	16	48
09.0401	JOUR	405V	001	SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	9	26
09.0401	JOUR	4863	011	TV NEWS REPORTING I	Organized	STARLING-LEDBETTER, ROBYN M.	4	12
						TOTAL FOR THIS INSTRUCTOR	13	38
09.0401	JOUR	3923H	602	HONORS COLLOQUIUM	Organized	THEIN, RICHARD P.	3	9
09.0401	JOUR	405V	602	SPECIAL JOURNAL SEMINAR	Organized	THEIN, RICHARD P.	6	18
						TOTAL FOR THIS INSTRUCTOR	9	27
09.0401	JOUR	600V	013	MASTER'S THESIS	Individualized	WATKINS, PATSY G.	2	9
						TOTAL FOR THIS INSTRUCTOR	2	9
09.0401	JOUR	401V	011	ADV JOURNALISTIC PRACTICE	Individualized	WICKS, JAN L.	2	4
09.0401	JOUR	4981	013	JOUR WRITING REQUIREMENT	Individualized	WICKS, JAN L.	10	10
						TOTAL FOR THIS INSTRUCTOR	12	14
						TOTAL FOR THIS ALPHA CODE	180	513
						TOTAL FOR THIS DEPARTMENT	180	513

Department of Journalism								
Summer II 2015								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	401V		ADV JOURNALISTIC PRACTICE	Individualized	FOLEY, LARRY D.	1	3
						TOTAL FOR THIS INSTRUCTOR	1	3
09.0401	JOUR	3743		PR PRINCIPLES	Organized	MILLER, DEBORAH M.	15	45
09.0401	JOUR	4143		PUBLIC RELATIONS WRITING	Organized	MILLER, DEBORAH M.	6	18
						TOTAL FOR THIS INSTRUCTOR	21	63
09.0401	JOUR	1033		FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	8	24
						TOTAL FOR THIS INSTRUCTOR	8	24
09.0401	JOUR	1033I		FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	1	3
						TOTAL FOR THIS INSTRUCTOR	1	3
						TOTAL FOR THIS ALPHA CODE	31	93
						TOTAL FOR THIS DEPARTMENT	31	93

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Fall 2015

CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	4423		CREATIVE STRATEGY	Organized	BROWN, LUCY M.	11	33
09.0401	JOUR	4453		MEDIA PLANNING & STRATEGY	Organized	BROWN, LUCY M.	31	93
						TOTAL FOR THIS INSTRUCTOR	42	126
09.0401	JOUR	405V		SPECIAL JOURNAL SEMINAR	Organized	CARPENTER, GERALD D.	16	48
09.0401	JOUR	5323		DOCUMENTARY PRODUCTION I	Organized	CARPENTER, GERALD D.	7	21
09.0401	JOUR	600V		MASTER`S THESIS	Individualized	CARPENTER, GERALD D.	3	12
						TOTAL FOR THIS INSTRUCTOR	26	81
09.0401	JOUR	3743		PR PRINCIPLES	Organized	CHUNG, JEE YOUNG	78	234
						TOTAL FOR THIS INSTRUCTOR	78	234
09.0401	JOUR	3263		AFRICAN AMERICANS IN FILM	Organized	COUSTAUT, CARMEN	20	60
						TOTAL FOR THIS INSTRUCTOR	20	60
09.0401	JOUR	401V		ADV JOURNALISTIC PRACTICE	Individualized	FOLEY, LARRY D.	3	9
09.0401	JOUR	4873		TV NEWS REPORTING II	Organized	FOLEY, LARRY D.	9	27
09.0401	JOUR	600V		MASTER`S THESIS	Individualized	FOLEY, LARRY D.	1	1
						TOTAL FOR THIS INSTRUCTOR	13	37
09.0401	JOUR	1023		MEDIA AND SOCIETY	Organized	FOSU, IGNATIUS K.	22	66
						TOTAL FOR THIS INSTRUCTOR	22	66
09.0401	JOUR	2331L		PHOTOJOURNALISM I LAB	Organized	GORDER, ERIC R.	15	15
09.0401	JOUR	2332		PHOTO JOURNALISM I	Organized	GORDER, ERIC R.	15	30
						TOTAL FOR THIS INSTRUCTOR	30	45
09.0401	JOUR	3013		EDITING	Organized	JORDAN, GERALD B.	9	27
09.0401	JOUR	3023		NEWS REPORTING II	Organized	JORDAN, GERALD B.	10	30
						TOTAL FOR THIS INSTRUCTOR	19	57
09.0401	JOUR	3071L		BROADCAST NEWS REPT II LA	Organized	KING, TIFFANY S.	13	13
09.0401	JOUR	3072		BROADCAST NEWS REPT II	Organized	KING, TIFFANY S.	13	26
09.0401	JOUR	4883		ADVANCED TV NEWS PROD	Organized	KING, TIFFANY S.	12	36
						TOTAL FOR THIS INSTRUCTOR	38	75
09.0401	JOUR	2063		MEDIA TECHNOLOGY	Organized	MARTIN, KIM I.	18	54
09.0401	JOUR	402V		INTERNSHIP IN JOURNALISM	Individualized	MARTIN, KIM I.	30	87
09.0401	JOUR	4423		CREATIVE STRATEGY	Organized	MARTIN, KIM I.	33	99
						TOTAL FOR THIS INSTRUCTOR	81	240
09.0401	JOUR	3633		MEDIA LAW	Organized	MCCAFFREY, RAYMOND M.	52	156
09.0401	JOUR	4333		ETHICS IN JOURNALISM	Organized	MCCAFFREY, RAYMOND M.	28	84
09.0401	JOUR	5193		PROFESSIONAL JOUR SEMINAR	Organized	MCCAFFREY, RAYMOND M.	7	21
						TOTAL FOR THIS INSTRUCTOR	87	261
09.0401	JOUR	4143		PUBLIC RELATIONS WRITING	Organized	MILLER, DEBORAH M.	45	135
						TOTAL FOR THIS INSTRUCTOR	45	135
09.0401	JOUR	1033		FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	36	108
09.0401	JOUR	2003		WRITING FOR TODAY`S MEDIA	Organized	MINOR, RAYMOND E.	22	66
09.0401	JOUR	3013		EDITING	Organized	MINOR, RAYMOND E.	6	18
09.0401	JOUR	405V		SPECIAL JOURNAL SEMINAR	Organized	MINOR, RAYMOND E.	15	45
						TOTAL FOR THIS INSTRUCTOR	79	237
09.0401	JOUR	1023		MEDIA AND SOCIETY	Organized	PURVIS, HOYT H.	190	570
09.0401	JOUR	3923H		HONORS COLLOQUIUM	Organized	PURVIS, HOYT H.	15	45
09.0401	JOUR	4043		GOVERNMENT AND THE MEDIA	Organized	PURVIS, HOYT H.	15	45
						TOTAL FOR THIS INSTRUCTOR	220	660
09.0401	JOUR	2013		NEWS REPORTING I	Organized	SCHULTE, BRET J.	15	45
09.0401	JOUR	3123		FEATURE WRITING	Organized	SCHULTE, BRET J.	12	36
						TOTAL FOR THIS INSTRUCTOR	27	81
09.0401	JOUR	1033		FUNDAMENTALS OF JOURNALIS	Organized	SHELTON, GINA H.	93	279
09.0401	JOUR	2013		NEWS REPORTING I	Organized	SHELTON, GINA H.	16	48
						TOTAL FOR THIS INSTRUCTOR	109	327
09.0401	JOUR	1003		JOURNALISTIC WRITING SKIL	Organized	SHURLDS, KATHERINE	22	66
09.0401	JOUR	1033		FUNDAMENTALS OF JOURNALIS	Organized	SHURLDS, KATHERINE	24	72
09.0401	JOUR	10331		FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	1	3
09.0401	JOUR	10331		FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	5	15
09.0401	JOUR	3633		MEDIA LAW	Individualized	SHURLDS, KATHERINE	26	78
09.0401	JOUR	3633		MEDIA LAW	Organized	SHURLDS, KATHERINE	26	78
09.0401	JOUR	36331		MEDIA LAW	Individualized	SHURLDS, KATHERINE	18	54
						TOTAL FOR THIS INSTRUCTOR	122	366

Fall 2015 cont.

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Fall 2015								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	405V		SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	20	60
09.0401	JOUR	4863		TV NEWS REPORTING I	Organized	STARLING-LEDBETTER, ROBYN M.	20	60
						TOTAL FOR THIS INSTRUCTOR	40	120
09.0401	JOUR	2031L		BROADCAST NEWS REP I LAB	Organized	STOCKDELL, RICHARD P.	14	14
09.0401	JOUR	2032		BROADCAST NEWS REP I	Organized	STOCKDELL, RICHARD P.	14	28
						TOTAL FOR THIS INSTRUCTOR	28	42
09.0401	JOUR	2453		SPORTS TV PRODUCTION I	Organized	THEIN, RICHARD P.	15	45
09.0401	JOUR	3163		SPORTS JOURNALISM	Organized	THEIN, RICHARD P.	16	48
09.0401	JOUR	405V		SPECIAL JOURNAL SEMINAR	Organized	THEIN, RICHARD P.	11	33
						TOTAL FOR THIS INSTRUCTOR	42	126
09.0401	JOUR	2031L		BROADCAST NEWS REP I LAB	Organized	TUYCHIEV, HAYOT A.	14	14
09.0401	JOUR	2032		BROADCAST NEWS REP I	Organized	TUYCHIEV, HAYOT A.	14	28
09.0401	JOUR	3071L		BROADCAST NEWS REPT II LA	Organized	TUYCHIEV, HAYOT A.	14	14
09.0401	JOUR	3072		BROADCAST NEWS REPT II	Organized	TUYCHIEV, HAYOT A.	14	28
09.0401	JOUR	405V		SPECIAL JOURNAL SEMINAR	Organized	TUYCHIEV, HAYOT A.	22	66
						TOTAL FOR THIS INSTRUCTOR	78	150
09.0401	JOUR	405V		SPECIAL JOURNAL SEMINAR	Organized	WATKINS, PATSY G.	10	30
09.0401	JOUR	4333		ETHICS IN JOURNALISM	Organized	WATKINS, PATSY G.	29	87
09.0401	JOUR	600V		MASTER`S THESIS	Individualized	WATKINS, PATSY G.	2	9
						TOTAL FOR THIS INSTRUCTOR	41	126
09.0401	JOUR	3723		ADVERTISING PRINCIPLES	Organized	WICKS, JAN L.	43	129
09.0401	JOUR	401V		ADV JOURNALISTIC PRACTICE	Individualized	WICKS, JAN L.	1	3
09.0401	JOUR	4981		JOUR WRITING REQUIREMENT	Individualized	WICKS, JAN L.	77	77
09.0401	JOUR	498VH		HNRS JOURNALISM WRITING R	Individualized	WICKS, JAN L.	7	9
09.0401	JOUR	600V		MASTER`S THESIS	Individualized	WICKS, JAN L.	1	6
						TOTAL FOR THIS INSTRUCTOR	129	224
						TOTAL FOR THIS ALPHA CODE	1,416	3,876
						TOTAL FOR THIS DEPARTMENT	1,416	3,876

Department of Journalism								
Spring 2016								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
05.0201	AAST	4923		HIST OF THE BLACK PRESS	Organized	JORDAN, GERALD B.	5	15
						TOTAL FOR THIS INSTRUCTOR	5	15
						TOTAL FOR THIS ALPHA CODE	5	15
45.0901	INST	4003		INTL STUDIES SEMINAR	Organized	PURVIS, HOYT H.	14	42
						TOTAL FOR THIS INSTRUCTOR	14	42
						TOTAL FOR THIS ALPHA CODE	14	42
09.0401	JOUR	4423		CREATIVE STRATEGY	Organized	BROWN, LUCY M.	19	57
09.0401	JOUR	4453		MEDIA PLANNING & STRATEGY	Organized	BROWN, LUCY M.	36	108
						TOTAL FOR THIS INSTRUCTOR	55	165
09.0401	JOUR	405V		SPECIAL JOURNAL SEMINAR	Organized	CARPENTER, GERALD D.	17	51
09.0401	JOUR	5333		DOCUMENTARY PRODUCTION II	Organized	CARPENTER, GERALD D.	6	18
09.0401	JOUR	600V		MASTER' S THESIS	Individualized	CARPENTER, GERALD D.	5	18
						TOTAL FOR THIS INSTRUCTOR	28	87
09.0401	JOUR	3743		PR PRINCIPLES	Organized	CHUNG, JEE YOUNG	49	147
09.0401	JOUR	4943H		HONORS RESEARCH METHODS	Organized	CHUNG, JEE YOUNG	3	9
09.0401	JOUR	5043		RESEARCH METHODS IN JOURN	Organized	CHUNG, JEE YOUNG	7	21
						TOTAL FOR THIS INSTRUCTOR	59	177
09.0401	JOUR	401V		ADV JOURNALISTIC PRACTICE	Individualized	FOLEY, LARRY D.	7	21
09.0401	JOUR	4873		TV NEWS REPORTING II	Organized	FOLEY, LARRY D.	11	33
09.0401	JOUR	600V		MASTER' S THESIS	Individualized	FOLEY, LARRY D.	1	1
						TOTAL FOR THIS INSTRUCTOR	19	55
09.0401	JOUR	3723		ADVERTISING PRINCIPLES	Organized	FOSU, IGNATIUS K.	51	153
09.0401	JOUR	4463		CAMPAIGNS	Organized	FOSU, IGNATIUS K.	14	42
09.0401	JOUR	498VH		HNRS JOURNALISM WRITING R	Individualized	FOSU, IGNATIUS K.	7	8
						TOTAL FOR THIS INSTRUCTOR	72	203
09.0401	JOUR	3633		MEDIA LAW	Organized	GOULD, KARA A.	66	198
						TOTAL FOR THIS INSTRUCTOR	66	198
09.0401	JOUR	4503		MAGAZINE WRITING	Organized	JENNINGS, EARP F.	15	45
						TOTAL FOR THIS INSTRUCTOR	15	45
09.0401	JOUR	2013		NEWS REPORTING I	Organized	JORDAN, GERALD B.	16	48
09.0401	JOUR	3013		EDITING	Organized	JORDAN, GERALD B.	11	33
09.0401	JOUR	4923		HIST OF THE BLACK PRESS	Organized	JORDAN, GERALD B.	21	63
09.0401	JOUR	600V		MASTER' S THESIS	Individualized	JORDAN, GERALD B.	1	3
						TOTAL FOR THIS INSTRUCTOR	49	147
09.0401	JOUR	1033		FUNDAMENTALS OF JOURNALIS	Organized	KINCAID, DELCIE A.	23	69
						TOTAL FOR THIS INSTRUCTOR	23	69
09.0401	JOUR	3071L		BROADCAST NEWS REPT II LA	Organized	KING, TIFFANY S.	14	14
09.0401	JOUR	3072		BROADCAST NEWS REPT II	Organized	KING, TIFFANY S.	14	28
09.0401	JOUR	4883		ADVANCED TV NEWS PROD	Organized	KING, TIFFANY S.	10	30
						TOTAL FOR THIS INSTRUCTOR	38	72
09.0401	JOUR	4453		MEDIA PLANNING & STRATEGY	Organized	KRATKIEWICZ, ELIZABETH A.	15	45
						TOTAL FOR THIS INSTRUCTOR	15	45
09.0401	JOUR	2063		MEDIA TECHNOLOGY	Organized	MARTIN, KIM I.	18	54
09.0401	JOUR	402V		INTERNSHIP IN JOURNALISM	Individualized	MARTIN, KIM I.	30	90
09.0401	JOUR	4423		CREATIVE STRATEGY	Organized	MARTIN, KIM I.	32	96
						TOTAL FOR THIS INSTRUCTOR	80	240
09.0401	JOUR	4333		ETHICS IN JOURNALISM	Organized	MCCAFFREY, RAYMOND M.	33	99
						TOTAL FOR THIS INSTRUCTOR	33	99
09.0401	JOUR	4143		PUBLIC RELATIONS WRITING	Organized	MILLER, DEBORAH M.	59	177
						TOTAL FOR THIS INSTRUCTOR	59	177
09.0401	JOUR	1033		FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	80	240
09.0401	JOUR	2013		NEWS REPORTING I	Organized	MINOR, RAYMOND E.	16	48
09.0401	JOUR	405V		SPECIAL JOURNAL SEMINAR	Organized	MINOR, RAYMOND E.	14	42
						TOTAL FOR THIS INSTRUCTOR	110	330
09.0401	JOUR	3123		FEATURE WRITING	Organized	PARKS, BELINDA M.	12	36
						TOTAL FOR THIS INSTRUCTOR	12	36
09.0401	JOUR	1023		MEDIA AND SOCIETY	Organized	PURVIS, HOYT H.	108	324
						TOTAL FOR THIS INSTRUCTOR	108	324
09.0401	JOUR	1003		JOURNALISTIC WRITING SKIL	Organized	RACHAL, CAROL E.	23	69
						TOTAL FOR THIS INSTRUCTOR	23	69
09.0401	JOUR	1033		FUNDAMENTALS OF JOURNALIS	Organized	SHELTON, GINA H.	84	252
09.0401	JOUR	3023		NEWS REPORTING II	Organized	SHELTON, GINA H.	15	45
						TOTAL FOR THIS INSTRUCTOR	99	297

Spring 2016 cont.

Department of Journalism								
Spring 2016								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	3633						
09.0401	JOUR	1023		MEDIA AND SOCIETY	Organized	SHURLDS, KATHERINE	23	69
09.0401	JOUR	1033I		FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	2	6
09.0401	JOUR	1033I		FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	3	9
09.0401	JOUR	2003		WRITING FOR TODAY'S MEDIA	Organized	SHURLDS, KATHERINE	22	66
09.0401	JOUR	3633		MEDIA LAW	Individualized	SHURLDS, KATHERINE	27	81
09.0401	JOUR	3633		MEDIA LAW	Organized	SHURLDS, KATHERINE	27	81
09.0401	JOUR	3633I		MEDIA LAW	Individualized	SHURLDS, KATHERINE	3	9
09.0401	JOUR	3633I		MEDIA LAW	Individualized	SHURLDS, KATHERINE	4	12
						TOTAL FOR THIS INSTRUCTOR	111	333
09.0401	JOUR	405V		SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	27	81
09.0401	JOUR	4863		TV NEWS REPORTING I	Organized	STARLING-LEDBETTER, ROBYN M.	18	54
						TOTAL FOR THIS INSTRUCTOR	45	135
09.0401	JOUR	2031L		BROADCAST NEWS REP I LAB	Organized	STOCKDELL, RICHARD P.	14	14
09.0401	JOUR	2032		BROADCAST NEWS REP I	Organized	STOCKDELL, RICHARD P.	14	28
						TOTAL FOR THIS INSTRUCTOR	28	42
09.0401	JOUR	2453		SPORTS TV PRODUCTION I	Organized	THEIN, RICHARD P.	18	54
09.0401	JOUR	405V		SPECIAL JOURNAL SEMINAR	Organized	THEIN, RICHARD P.	28	84
09.0401	JOUR	4981		JOUR WRITING REQUIREMENT	Individualized	THEIN, RICHARD P.	84	84
						TOTAL FOR THIS INSTRUCTOR	130	222
09.0401	JOUR	2031L		BROADCAST NEWS REP I LAB	Organized	TUYCHIEV, HAYOT A.	14	14
09.0401	JOUR	2032		BROADCAST NEWS REP I	Organized	TUYCHIEV, HAYOT A.	14	28
09.0401	JOUR	2053		MULTIMEDIA JOURNALISM	Individualized	TUYCHIEV, HAYOT A.	22	66
09.0401	JOUR	3071L		BROADCAST NEWS REPT II LA	Organized	TUYCHIEV, HAYOT A.	15	15
09.0401	JOUR	3072		BROADCAST NEWS REPT II	Organized	TUYCHIEV, HAYOT A.	15	30
09.0401	JOUR	405V		SPECIAL JOURNAL SEMINAR	Organized	TUYCHIEV, HAYOT A.	8	24
						TOTAL FOR THIS INSTRUCTOR	88	177
09.0401	JOUR	4553		MAGAZINE EDIT/PRODUCTION	Organized	WATKINS, PATSY G.	17	51
09.0401	JOUR	5193		PROFESSIONAL JOUR SEMINAR	Organized	WATKINS, PATSY G.	1	3
09.0401	JOUR	600V		MASTER'S THESIS	Individualized	WATKINS, PATSY G.	1	1
						TOTAL FOR THIS INSTRUCTOR	19	55
09.0401	JOUR	401V		ADV JOURNALISTIC PRACTICE	Individualized	WICKS, JAN L.	2	6
09.0401	JOUR	4453		MEDIA PLANNING & STRATEGY	Organized	WICKS, JAN L.	18	54
09.0401	JOUR	600V		MASTER'S THESIS	Individualized	WICKS, JAN L.	4	18
						TOTAL FOR THIS INSTRUCTOR	24	78
						TOTAL FOR THIS ALPHA CODE	1,408	3,877
						TOTAL FOR THIS DEPARTMENT	1,427	3,934

Department of Journalism								
Summer I 2016								
CIP Code	Course Alpha Code	Course Number	Section	Course Name	Instruction Type	Instructor Name	Enrollment (Headcount)	Enrollment (SSCH)
09.0401	JOUR	3633		MEDIA LAW	Organized	GOULD, KARA A.	23	69
						TOTAL FOR THIS INSTRUCTOR	23	69
09.0401	JOUR	4873		TV NEWS REPORTING II	Organized	KING, TIFFANY S.	8	24
						TOTAL FOR THIS INSTRUCTOR	8	24
09.0401	JOUR	4981		JOUR WRITING REQUIREMENT	Individualized	MILLER, DEBORAH M.	8	8
						TOTAL FOR THIS INSTRUCTOR	8	8
09.0401	JOUR	1033		FUNDAMENTALS OF JOURNALIS	Organized	MINOR, RAYMOND E.	15	45
						TOTAL FOR THIS INSTRUCTOR	15	45
09.0401	JOUR	402V		INTERNSHIP IN JOURNALISM	Individualized	SHELTON, GINA H.	14	40
						TOTAL FOR THIS INSTRUCTOR	14	40
09.0401	JOUR	1033I		FUNDAMENTALS OF JOUR	Individualized	SHURLDS, KATHERINE	1	3
09.0401	JOUR	3633I		MEDIA LAW	Individualized	SHURLDS, KATHERINE	1	3
09.0401	JOUR	3633I		MEDIA LAW	Individualized	SHURLDS, KATHERINE	5	15
						TOTAL FOR THIS INSTRUCTOR	8	24
09.0401	JOUR	405V		SPECIAL JOURNAL SEMINAR	Organized	STARLING-LEDBETTER, ROBYN M.	12	36
09.0401	JOUR	4863		TV NEWS REPORTING I	Organized	STARLING-LEDBETTER, ROBYN M.	7	21
						TOTAL FOR THIS INSTRUCTOR	19	57
09.0401	JOUR	600V		MASTER`S THESIS	Individualized	WATKINS, PATSY G.	1	1
						TOTAL FOR THIS INSTRUCTOR	1	1
09.0401	JOUR	600V		MASTER`S THESIS	Individualized	WICKS, JAN L.	2	6
						TOTAL FOR THIS INSTRUCTOR	2	6
						TOTAL FOR THIS ALPHA CODE	98	274
						TOTAL FOR THIS DEPARTMENT	98	274

JOUR Awards

Sum of Amount	Column Labels	2007	2008	2009	2010	2011	2012	2015	2016	2017 Grand Total
Journalism		\$224,373	\$208,329	\$167,677	\$214,491	\$348,449	\$223,105	\$125,000	\$142,111	\$1,798,869
Grand Total		\$224,373	\$208,329	\$167,677	\$214,491	\$348,449	\$223,105	\$125,000	\$142,111	\$1,798,869

Department Name	Fiscal Year	AWARD_NUMBER	Source	SPONSOR_NAME	TITLE	Sum of Amount
Journalism	2007	PT05-00039	Other	Corporation for Public Broadcasting	FY2006 Radio Community Service Grant	\$20,191
Journalism	2007	PT06-000513	State	Arkansas Humanities Council (AHC)	The Buffalo Flows: Documentary Film	\$24,642
Journalism	2007	PT06-000614	Other	Corporation for Public Broadcasting	FY2007 Radio Community Service Grant	\$154,540
Journalism	2007	PT07-000716	State	Arkansas Historic Preservation Program	Sacred Spaces - The Architecture of E. Fay Jones	\$25,000
Journalism	2008	PT06-000513	State	Arkansas Humanities Council (AHC)	The Buffalo Flows: Documentary Film	\$0
Journalism	2008	PT06-000614	Other	Corporation for Public Broadcasting	FY2007 Radio Community Service Grant	\$19,500
Journalism	2008	PT07-000716	State	Arkansas Historic Preservation Program	Sacred Spaces - The Architecture of E. Fay Jones	\$0
Journalism	2008	PT07-000504	State	Arkansas Natural Heritage Commission	The Buffalo Flows (Supplemental Request AR Natural Heritage Commission)	\$5,000
Journalism	2008	PT07-000505	State	Arkansas Department of Parks & Tourism	The Buffalo Flows: (Supplemental Request AR Dept. of Parks & Tourism)	\$10,000
Journalism	2008	PT07-000506	State	Arkansas Game and Fish Commission	The Buffalo Flows: (Supplemental AR Game & Fish)	\$10,000
Journalism	2008	PT07-000829	State	Arkansas Department of Higher Education	Advertising and Digital Media: How Media Convergence Affects the Production of Digital Media, the Way Brands Are Built, and the Retail Marketplace	\$1,875
Journalism	2008	PT07-000902	Other	Corporation for Public Broadcasting	FY2008 Radio Community Service Grant	\$161,954
Journalism	2009	PT07-000504	State	Arkansas Natural Heritage Commission	The Buffalo Flows: (Supplemental Request AR Natural Heritage Commission)	\$0
Journalism	2009	PT07-000902	Other	Corporation for Public Broadcasting	FY2008 Radio Community Service Grant	\$19,159
Journalism	2009	PT09-000027	Other	Corporation for Public Broadcasting	FY2009 Radio Community Service Grant	\$148,518
Journalism	2010	PT09-000027	Other	Corporation for Public Broadcasting	FY2009 Radio Community Service Grant	\$19,500
Journalism	2010	PT10-000075	Other	Beaver Water District (BWD)	Bridge to War Eagle and Three Shorter Videos edited from the Larger Program	\$10,000
Journalism	2010	PT10-000237	Other	National Audubon Society, Inc.	FY2010 RADIO COMMUNITY SERVICE GRANT	\$168,991
Journalism	2010	PT10-000326	State	Arkansas State Parks	Bridge to War Eagle	\$6,000
Journalism	2010	PT10-000328	State	Arkansas Game and Fish Commission	Bridge to War Eagle - State Parks	\$5,000
Journalism	2011	T11-0192	Other	Corporation for Public Broadcasting	Bridge to War Eagle - AGFC	\$5,000
Journalism	2011	T11-0433	State	Arkansas Department of Higher Education	RUAF Efficiency Bonus	\$20,475
Journalism	2011	T11-0478	Other	Corporation for Public Broadcasting	Homemaker to Sex Symbol: A Content Analysis of Women in Advertising for 50 Years (Applenton)	\$2,125
Journalism	2011	T11-0662	Other	Crystal Bridges: Museum of Art	FY2011 - RADIO COMMUNITY SERVICE GRANT	\$30,349
Journalism	2012	T11-0478	Other	Corporation for Public Broadcasting	The Art of Crystal Bridges: A Documentary Film	\$95,500
Journalism	2012	T12-0199	Other	Fayetteville Advertising & Promotion Commission	FY2011 - RADIO COMMUNITY SERVICE GRANT	\$20,962
Journalism	2012	T12-0251	Other	Corporation for Public Broadcasting	Broadcast Journalism Video Immersion	\$10,000
Journalism	2013	001394-00001A	Foundation	The Wal-Mart Foundation, Inc.	FY 2012 Journalism Service Grant: Year 24	\$192,143
Journalism	2016	001638-00001A	Foundation	The Wal-Mart Foundation, Inc.	The Favored Strawberry	\$25,000
Journalism	2016	001646-00001A	Foundation	The Wal-Mart Foundation, Inc.	The Favored Strawberry, A Documentary Film* Supplement	\$14,031
Journalism	2016	001756-00001A	State	Arkansas Department of Higher Education	FY2016 Community Service Grant (CCS)	\$124,630
Journalism	2017	001638-00001A	Foundation	The Wal-Mart Foundation, Inc.	Homelessness Across the Globe-Virginia Monk	\$3,450
Journalism	2017	002167-00001A	Foundation	Corporation for Public Broadcasting	The Favored Strawberry, A Documentary Film* Supplement	\$15,000
Journalism	2017				2017 Radio Community Service Grant	\$130,334

Appendix D
Response to Previous Program Review

Lemke Journalism Department
JOUR MA Program

Strategies for Improvement/Maintenance
Resulting from
JOUR MA Program Review

The Lemke Journalism Department faculty is committed to developing a carefully considered, rigorous and high quality JOUR MA program.

We take our work on this very seriously and want to spend more time developing educational goals and recommendations.

Therefore, the final JOUR MA program revisions may differ from what is presented here.

This report constitutes the draft we are considering as of September 1, 2011.

Summary of Responses to Last External Program Review

1. Change in Graduate Coordinator/Committee Structure
 - a. A graduate committee was instituted and included in all program decisions.
 - b. The coordinator and committee consider admissions, recruitment, retention and graduation rate/time.
 - c. The graduate committee develops and proposes policies and structural/concentration changes to the graduate program. For example, the committee has developed the News Narratives concentration.
2. Learning Outcomes / Assessment Plan Developed and Implemented (see pp. 2-25)
3. Change in Journalism Requirements (30 Hours Total, including 6 Thesis Credit Hours)
 - a. Change from 12 hours to 18 hours of graduate credit in journalism; all students must take JOUR 5023 Journalism Theory and JOUR 5043 Research Methods in Journalism.
 - b. Change from 12 to 6 hours of graduate credit in a department other than Journalism.
4. New Conceptual / Theoretical / Other Courses Added
 - a. JOUR 5023 Journalism Theory was formally approved and is now a required course for all students entering the program.
 - b. JOUR 4333/5133 Journalism Ethics was formally approved and offered.
 - c. JOUR 4073/5173 Social Media and Journalism was formally approved and offered.
 - d. JOUR 4463/5463 Campaigns was formally approved and offered.
 - e. JOUR 4473/5473 Account Planning was formally approved and offered.
5. Implemented the Project Thesis Option
 - a. Students may now opt to complete a traditional research thesis or a professional project thesis.
6. Implemented the 5-Year BA/MA Program and Pearson Fellowship
 - a. The 5-Year BA/MA Program was instituted in fall 2013, with students already admitted, matriculating and completing the program.
 - b. A \$10,000 Pearson Fellowship was established to fund one 5-Year BA/MA student each year, when there is an eligible candidate. The grant varies from year to year, sometimes dropping below and sometimes exceeding \$10,000.
7. Given Two Additional Graduate Assistants and Raising Stipends to \$12,000 Gross
 - a. Assigned one additional departmental and one Ethics Center GA.
 - b. GA stipends raised from \$8,400 at last program review to about \$10,000, then about \$11,000 up to \$12,000 gross for the 2017-2018 fiscal year.
8. Tenure-Track Faculty Hired Since Last Program Review
 - a. Dr. Jee Young Chung, Public Relations
 - b. Dr. Kara Gould, Journalism Pedagogy and Social Media
 - c. Dr. Ray McCaffrey, Ethics
 - d. Dr. Rob Wells, Business and Data Journalism

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**Lemke Journalism Department
JOUR MA Program**

**Strategies for Improvement/Maintenance
Resulting from JOUR MA Program Review**

Introduction

We sincerely thank our external and internal reviewers for their thoughtful recommendations to improve the JOUR MA program at the University of Arkansas. As noted in their reports, this is the first time the JOUR MA program has ever been reviewed by any outside person or entity. Prior to this external review the department was focused on the undergraduate curriculum and skills education because it undergoes accreditation of the undergraduate program every six years.

We appreciate this opportunity to revise the JOUR MA program. We began by carefully considering the reports and information from the external and internal reviewers. We also considered the Chancellor's Vision and Institutional Goals (found at <http://provost.uark.edu/72.php>) and the Role of the University as a "high research activity" Carnegie institution, placing the UA "among the top 10 percent of institutions nationwide and in a class by itself within the state of Arkansas" (<http://newswire.uark.edu/quickFacts.aspx>).

The Journalism or Mass Communication (JMC) Master's programs at the 12 Benchmark Institutions and the other SEC Benchmark Institutions (from 2010 to the present) were reviewed and analyzed. The JMC-related Master's programs at other universities in Arkansas were reviewed and analyzed as well. The goal was to develop our new curriculum to ensure it is consistent and competitive with noted programs nationwide, while building upon the department's strengths and addressing the weaknesses outlined in the reviews.

General Findings and Context

The required JMC core courses at Benchmark, SEC and other Arkansas institutions typically include an Issues/Seminar course (including topics such as diversity, the role of the profession in society, ethics, legal and economic issues, etc.), a Theory course, a Research course, and other specialized courses (see Appendix A). Consequently a redesigned JOUR MA curriculum which includes more required core and specialized courses is proposed and explained in this report. A Thesis/Research and Professional/Project track option are included in the revised proposed curriculum because both are offered at most other programs (see Appendix B). The Lemke faculty firmly believes that a Master's student must demonstrate proficiency in writing so the Thesis and Professional tracks are proposed as both require major writing components.

The number of tenured or tenure track faculty varies from 6 at Arkansas Tech and Vanderbilt, to 57 at Missouri (which is a special case, see Appendix C). The UA has 10 full-time tenured/tenure track faculty (Carpenter, Coustaut, Foley, Fosu, Jordan, Miller, Purvis, Schulte, Watkins, Wicks) and two part-time faculty (Kirkpatrick – 50 percent appointment in Journalism; Stockdell – 15 percent appointment in Journalism; these two are not graduate faculty). Among the 12 Benchmark and SEC programs offering a Master's (but not a doctorate), the number of tenured/tenure track faculty varied from a low of 9 at Clemson to a high of 24 at the University of Mississippi. The average number of tenured/tenure track faculty at these benchmark programs offering a Master's was 18 (including Auburn with 17, Clemson 9, Iowa State 18, Kansas 22,

Nebraska-Lincoln 18, and Mississippi 24). Therefore the Lemke Department has eight fewer full time tenured/tenure track faculty than benchmark programs offering a BA/BS and Master's degrees.

The UA Lemke Department has a lower proportion of tenured/tenure track faculty having doctorates than every other institution analyzed (see Appendix C). Arkansas had the lowest proportion of faculty holding doctorates at 40 percent, while Kentucky had the highest at 95 percent. Of the five institutions that offer Master's (but not doctoral) degrees among the UA's 12 Benchmark Institutions, the average proportion of faculty having doctoral degrees is 72.7 percent. Among other SEC Benchmark Institutions, the University of Mississippi is the only institution that offers a Master's but not a doctorate, and its proportion of doctoral faculty is 53.4 percent. When all other SEC Benchmark Institutions are included (even those offering no Master's degrees), the average of faculty having doctorates is 80.8 percent. At Arkansas schools, Arkansas Tech has 50 percent, UALR has 60 percent and Arkansas State has 100 percent of tenured/tenure track faculty holding doctorates.

Report and Proposal

Given the findings of our analysis of Benchmark, other SEC Benchmark and Arkansas JMC programs, our response: 1) addresses the recommendations of the reviewers; 2) integrates the UA's institutional goals; 3) builds a curriculum and plans consistent with comparable programs at benchmark and SEC institutions; 4) builds a curriculum and plans to distinguish the JOUR MA program from other Master's JMC programs at universities in Arkansas given the UA's Carnegie designation; 5) outlines resources to strengthen the program; and 6) maintains and builds upon the JOUR MA program's strengths and uniqueness.

The items listed in the Areas of Concern section are taken from the external review report of Dr. Joe Foote (from Section VI-B on the areas of improvement needed over the next 12 months and 2-5 years) and various sections of the report by Dr. Carol Pardun.

AREAS OF CONCERN

1. JOUR MA Program Structure / Curriculum

Foote noted the following to be addressed in the first 12 months after the review.

- a. Create a graduate committee to focus exclusively on the master's program.
- b. Tighten the structure for the master's degree with more required courses and more directed advisement.
- c. Create learning outcomes that are related more directly to the plan of study for students.
- d. Move comprehensive exams earlier in the program and tailor them to the students' area of study.
- e. Increase focus on retention of graduate students.
- f. Increase focus on the time to degree for graduate students.

Foote noted the following to be addressed in the first 2-5 years after the review.

- a. Explore alternatives to the thesis that would accelerate movement through the program and increase retention of students.

Departmental Response/Strategy

The Lemke Journalism Department will form a graduate committee during the summer or at the beginning of the fall semester. The committee will be involved in all aspects of the JOUR MA program, including evaluating applications, recruiting, and reviewing and recommending policies and the curriculum. The graduate committee would also develop a revised assessment plan, learning outcomes and competencies based on the ACEJMC Professional Values and Competencies used for accreditation of undergraduate and graduate Journalism programs (see Appendix D), etc.

The proposed JOUR MA curriculum revisions are found in Appendixes E and F. The proposed curriculum includes a Documentary (DOC) Track, In-Depth Multimedia Journalism (IDMJ) Track (to address the Journalism concept areas noted by Foote in Section I-B) and a Strategic AD/PR Planning Track (SAPP; similar to the PR/Advertising concept area noted by Foote in Section I-B). Prescribed sets of Journalism courses and outside Art, Communication, Marketing and/or Management would be required (see Appendix E).

This tightens the structure, includes more required Journalism courses, provides more directed advisement, and creates a structure that will require students to have a thesis or project proposal completed by the end of the first year of the program. This addresses the recommendations made by Foote. It also answers Pardun's recommendation that more Journalism hours be added to provide a more common academic experience among the graduate students in each track.

The DOC Track builds upon the strengths of the existing Documentary courses and requires students to complete more specialized skills training and conceptual courses in documentary. Courses for the IDMJ Track are under review. The IDMJ track is proposed to provide production and conceptual knowledge to attract "general Journalism" students, as Foote recommended

If the proposed curriculum is approved, students in the DOC and IDMJ Tracks will be required to take JOUR 5053 Issues in Journalism in the first or fall semester. Students in the SAPP Track will be required to take the comparable Ad/PR focused version, JOUR 5063 Issues in Advertising & Public Relations. In JOUR 5053 and JOUR 5063, students will learn about the history and role of the profession in society, principles of law and freedom of expression; they will examine diversity issues, consider major ethical issues and develop a literature review on a topic related to their thesis or project idea. This will ensure all graduate students are grounded in the major ACEJMC Professional Values and Competencies (see Appendix D).

JOUR 5043 Research Methods in Journalism will be taken in the second or spring semester. In this course students learn the basic research methods used in industry and academe. Students are required to complete a thesis or project proposal in the course, which builds upon and adds to the literature review paper completed in JOUR 5053 or JOUR 5063. The values and competencies addressed in this course including writing clearly, thinking critically, applying basic numerical and statistical concepts, and critically evaluating their work.

Therefore, at the end of the first year, all students will have a project or thesis proposal completed before they begin their second and final year of the program. Any student who has not completed a satisfactory proposal is identified. At that point the graduate committee, graduate coordinator and the student's adviser can work together to devise a plan of action for the student. This creates a focus on assisting and retaining the student while s/he still has a year left to complete the program.

Thus a comprehensive exam in the form of a project or thesis proposal is established at the end of the first year. That leaves the second year for the student to complete the thesis or project, tailors it to the student's area of study, and puts the focus on the time to completion. Students can begin work on the project or thesis in the summer between the first and second year in the program, also placing the focus on time to completion.

Footnote noted the following to be addressed in the first 2-5 years after the review.

- a. Explore curricular changes in public relations curriculum that utilize resources in the Department of Communication and create a program of study to attract mid-career professionals.
- b. Consider an adjunct to the documentary program that would entice production students interested in a more general experience.

Departmental Response/Strategy

The proposed curriculum revision presented in Appendix E addresses the recommendations to: 1) tighten the structure by including required JOUR courses, a menu of outside courses providing specialized training and flexibility of choice to students (and thus directed advising); 2) create conceptual and skills learning outcomes directly related to plans of study in DOC, IMDF or SAPP; 3) require a thesis or project proposal to be completed earlier in the program to direct advising and provide a focus on the time to degree; and 4) provide a focus on retaining students and completing the degree by having clear course and program requirements.

Students must select the DOC, IDMJ or SAPP Track when they first apply to the JOUR MA program. For the new SAPP Track, in addition to nine hours of Journalism course requirements (including Campaigns where students will have a service learning experience with a local client, a proposed Strategic Planning course and one graduate Journalism elective), a student selects

nine hours of coursework from a list of Communication, Marketing and Management courses. The lists include courses included for students with a primary interest in Public Relations (e.g., Persuasion, Media Processes/Effects, Interpersonal, Small Group and Organizational Communication courses), and in Advertising (e.g., Persuasion and Media Processes/Effects in Communication, Retail Consumer Marketing and Shopper, Buyer and Consumer Behavior in Marketing, and Innovation & Creativity in Management). Foote noted in his report that such Ad/PR MAs are “generally doing well nationally,” especially in urban areas. Demand is particularly strong for programs in public relations where the occupational demand is strong (24 percent growth in employment expected by 2018) and the field is gaining more status because of the increasing importance of reputational management, crisis management, issues management and social media engagement.

The DOC Track provides specialized training in documentary production and conceptual courses. With the project or thesis option, the student may produce a shorter documentary with appropriate accompanying materials (such as a Web site where the video is posted, etc.) to provide the “faster” project option recommended by Foote. With the thesis option, students complete the longer documentary or what is presently required. Foote noted in his report that there “is not a particularly high occupational demand in the documentary area, but several of the skills associated with that specialty have value in the current marketplace.”

The proposed IDMJ Track, coupled with the option to complete a project or thesis, provides a more generalized Multimedia option for students with interests in reporting in depth in print, video and online. This proposed track provides an opportunity for learning the skills for producing in-depth stories, as Foote identified. For example, an IDMJ track student for the project could post in-depth stories, video reports and other appropriate stories or materials on a web site they create. A DOC project might include an in-depth shorter subject video on a topic which could be posted on an associated web site the student creates, along with other appropriate stories or materials. By completing the literature review and proposal during the first year of the program in the required Issues and Methods courses, the student has developed a topic and found the information needed to write and produce the in-depth stories in any form. Students in the DOC Track take the Documentary I and II courses in the first year as well, giving them the production skills they need to begin work on the project as well. IDMJ Track students will take courses in the first year providing the web and video skills they’ll need to develop their in depth stories. (The same approach is used in the SAPP track, with students learning to develop and produce commercial and nonprofit campaigns in the first year.)

Thus the redesigned curriculum gives students in all tracks the scholarly and production knowledge they need to begin their projects or theses at the end of the first year. Students in each track have similar specialized knowledge from the Journalism required core and track courses, and may specialize or tailor the Master’s using a prescribed set of courses. This tightens the structure, directs advising, but leaves some flexibility for the students to tailor the degree to their interests.

Foote noted the following to be addressed in the first 2-5 years after the review.

- a. Consider a fast track to the graduate program in documentary production.

Departmental Response/Strategy

For the long term, a Five-Year Journalism BA/MA program proposal was developed to provide talented undergraduates a “fast track” (see Appendix F). Providing a Five-Year plan for both tracks should aid in recruiting and increasing enrollment in the program. This program was developed based upon the analysis of other “fast track” programs offered at Benchmark and SEC Benchmark institutions.

Foote noted the following to be addressed in the first 2-5 years after the review.

- a. Explore alternatives to the thesis that would accelerate movement through the program and increase retention of students.
- b. Consider narrowing the tracks from 3 to 2.

Departmental Response/Strategy

Expanding the options to include a project or thesis option should accelerate movement and increase retention of students. By adding a required Issues course in the first semester in the program, and taking the Research Methods in the second semester, the student completes a literature review and project or thesis proposal by the end of the first year in the program. In addition, all students are to be required to indicate which Track they seek to enter when they apply. A student cannot change Tracks after completing the first semester of the program. Therefore the proposed curriculum imposes the structure needed to ensure the student selects a Track so s/he knows what coursework must be completed. The curriculum also ensures every student completes a thesis or project proposal at the end of the first year (or at the end of the senior year if in the 5-Year program). The additional coursework taken in the first (or senior) and second year provides the skills training needed to complete the project or thesis. More important, by requiring a proposal by the end of the first (or senior) year, the student may obtain approval and begin working on aspects of the thesis or project at the end of the first year in the program or that summer.

The proposed curriculum includes three new tracks and the current Journalism/Outside Track is eliminated. Three tracks are proposed to address the recommendations of Foote and Pardun and aid in directed recruiting of students into subject areas with high future employment prospects and enhancing existing strengths. All tracks are now more focused and require specific Journalism courses and a menu of outside courses providing specialized knowledge or skills. By requiring students to select a Track when applying to the program a student knows what s/he will be taking. A student can only opt to change Tracks during their first semester in the program. After the first semester is completed a student cannot change Tracks. That provides a short window to change Tracks yet ensures an early commitment so students will know what coursework is needed to matriculate in a timely fashion.

2. JOUR MA Resources

Foote noted in his report that “the small number of faculty in the department have been so pressed for so long to deliver a quality education to undergraduates with all of the requisite co-curricular activities expected that there has been little time left to focus on the master’s program.” The focus on undergraduate education is due to regular accreditation visits and the large number of undergraduate majors, which was 660 as of spring 2011 – a ratio of 66 students per full time faculty member. Because of these realities faculty “work at the graduate level seems so removed from the core undergraduate mission to which they are dedicated and there are so few rewards for becoming involved.” Foote also argued that “Given the lack of resources devoted to the master’s program, it is not surprising that its enrollment has declined.” Therefore several requests are made below to help improve the JOUR MA program and bring it more in line with Master’s programs at benchmark programs.

Foote noted the following to be addressed in the first 12 months after the review.

- a. Submit a plan to the UA administration that uses additional graduate student support to meet the growing demands of the undergraduate program.

Departmental Response/Strategy

Foote argued that “Having only three or four assistantships to support students has been a major handicap” for the JOUR MA program. He added “For the M.A. in journalism to achieve the goals that those in upper administration have for it, the journalism program must have more graduate assistant resources. Likewise, some relief of the heavy undergraduate workload of faculty will be necessary to provide adequate resources for the graduate students in the M.A. program.”

Therefore, at this time we request two additional graduate assistantships to recruit students into the DOC or IDMJ, and SAPP Tracks. The DOC or IDMJ assistant would provide assistance to faculty teaching Multimedia courses or teach entry-level courses such as Media and Technology, freeing up faculty to cover other courses or assist on Master’s committees. Or the student could assist in the Documentary area.

The second graduate assistant for the SAPP Track could assist in a variety of ways as well. Presently the three tenured/tenure track Ad/PR faculty, in the highest enrollment sequence in the department, share one teaching assistant. An assistant might teach a section of an advertising or public relations course every semester, freeing up an Ad/PR faculty member to aid in the graduate program. Or the assistant could be assigned to the graduate coordinator and graduate committee to assist with research/creative activity projects, recruiting, handling correspondence and paperwork that is not confidential, recruiting and maintaining communications with the client for the service project completed in JOUR 5063, etc.

Foote pointed out that “If the M.A. program is reconstituted, the department will need help to market its offerings to a wider audience. There has been no effort to recruit graduate students. The exceptional demand for the undergraduate program has soaked-up faculty resources.” These are just a few examples of the crucial assistance these TAs could provide in covering departmental needs and recruiting students to these two new tracks and the program.

The pay for all JOUR MA teaching or graduate assistants (TAs) should be increased to enable us to recruit quality students and compete with the benchmark programs in the region and

nation. An average 9-month, 50 percent salary of TAs in any Master's program in the Fulbright College in 2009-2010 was approximately \$10,086.31, with a standard deviation of \$1,844.31. Journalism teaching assistants on a 9-month, 50 percent assistantship are paid \$8,400, which is \$1,686.31 below the average Fulbright College TA pay rate. We recommend that JOUR MA teaching assistants are paid at least the average rate of about \$10,086.31, preferably higher to aid us in attracting quality Master's students.

Foote noted the following to be addressed in the first 2-5 years after the review.

- a. Add a new faculty member in public relations.

Departmental Response/Strategy

As noted in the analysis of Benchmark, SEC Benchmark and other Master's programs in Arkansas, the UA Lemke Department has fewer tenure track faculty overall and fewer holding the doctorate. The analysis of benchmark and Arkansas programs suggests additional tenure track faculty are needed; moreover, the department falls short of other programs in its number of faculty with doctorates. Therefore additional faculty are needed to bring the Lemke Department more in line with all other Master's programs analyzed, provide staffing levels more in line with other benchmark programs, and provide expertise needed for the proposed JOUR MA curriculum revision.

Pardun noted in her report that there are not "enough doctoral-trained faculty to provide the conceptual expertise required for a vibrant graduate program. Twelve faculty (sic) for the size of the undergraduate program is already challenging enough. However, to place the burden of a graduate program onto a faculty comprised of only four PhDs, is even more difficult." (Again, two of those twelve faculty are only 50 percent and 15 percent appointments in Journalism.)

A new public relations faculty member is needed to staff the new Strategic Planning graduate course developed in line with Foote's recommendations and the analysis of benchmark programs. A second AD/PR faculty member is needed to aid in teaching the Issues in Ad/PR course, Research Methods course, offer JOUR 5073 Propaganda and Public Opinion (which cannot be offered because the majority of undergraduate students are in the Ad/PR sequence) and offer new specialized strategic planning electives (that may later become required courses, or courses such as Sports PR).

Foote said that as "top practitioners in this emerging field rely increasingly on social science research and strategic thinking to guide them, graduate study in this area offers much substance not always available at the undergraduate level and is in high demand." Adding two additional public relations or Ad/PR faculty, ideally holding doctorates and having this research background would also provide help in covering the undergraduate courses, as Foote and Pardun noted the Journalism faculty is stretched way too thin.

A third faculty member would provide skills, conceptual, theoretical and/or research expertise for the IDMJ Track. This faculty member could aid with teaching the Art of Interactive Journalism, or offer a new Database Journalism course. Foote noted that "the research course may need to be adjusted to account for the analytical, web research that is being done." While Foote mentions only the advertising/public relations area, traditional media outlets use these data in analyzing and selling their web sites, as well as other companies with internet and mobile campaigns.

Finally, the analysis of Benchmark, SEC Benchmark and other Master's programs in Arkansas reveals that every other institution except Arkansas-Fayetteville and Arkansas Tech requires a theory course. While we do not propose adding a Journalism Theory course at this time due to more pressing needs, ideally, a fourth faculty member holding the doctorate with expertise in theory should be hired in the future. At that time a Journalism Theory course should be added to the core set of Master's required courses.

Pardun argued for adding a theory course to focus "on theories developed and used in the field of journalism and mass communications. Taking theory outside of journalism is good—as supplemental knowledge. But, even "communication" theory is vastly different from "mass communications" theory. Methodology and theory are the two "tools" that ought to go into every journalism graduate student's toolbox. They are the basis that helps to create life-long learners."

In conclusion, Foote said that "Teaching graduate courses, advising graduate students and governing the graduate program is clearly thought of as an "add on" to faculty's duties rather than an integral part of them." Adding four new tenure-track faculty members eases the heavy undergraduate teaching and advising load on the department, giving all faculty members more time to participate in the Master's program. These new faculty bring new ideas and expertise to the department, helping to shift the focus to graduate education.

Foote noted the following in various ways in his report.

“The faculty, however, do not see much tangible reward for involvement in the graduate program. The faculty members need both a better orientation for their collective role in the graduate program and some type of incentive for their heavy involvement.”

Departmental Response/Strategy

We appreciate your consideration of these requests, which are added to compensate those involved in the graduate program and enhance its ability to function. If these requests can be granted, they will encourage participation in a department where full-time faculty members carry a heavy load in a skills intensive, time-consuming undergraduate program.

We suggest that the graduate coordinator be put on a 10- or 11-month contract as much of his/her work is done in the summer anyway. The proposed curriculum revision encourages JOUR MA students to work on their thesis or project in the summer so the graduate coordinator is likely to be working with students even more during the summer. Also, when the present graduate coordinator steps down in the future, it will be easier to attract quality candidates to the position. More important, this will add stability to the position and program. It provides an important incentive for serving in such a crucial position, now and in the future.

Foote noted the following in his report.

“This is a very technology-intensive unit at both the undergraduate and graduate levels. The lack of an ongoing source of funds regularly dispersed for equipment has been and continues to be an impediment.”

“One specific area of concern for the documentary faculty was the limited amount of video equipment available to graduate students. While the administration has helped the department increase its technology resources, the demand by graduate students for high-end production equipment far exceeds that for undergraduates on a per-capita basis and needs to be accounted for. Because the work of graduate students in documentary is adding luster to the university through their award-winning work, this would appear to be a prudent investment that would have a high return.”

Departmental Response/Strategy

Presently no funding or resources are designated to the JOUR MA program. Graduate students share the same computer labs, equipment and departmental resources with the 660 undergraduates in the Lemke Journalism Department. There is no separate identity or “home” for the JOUR MA program or its students. To demonstrate our commitment to the program, Journalism chair Dale Carpenter is willing to designate up to \$1,000 per year to support the graduate program, perhaps to pay for efforts to promote the graduate program, recruit qualified graduate students, etc.

We respectfully request that a specific, directed fundraising effort be made by the University, Fulbright College, Graduate School and/or Foundation to establish funding and an endowment for technology, a computer laboratory, and other resources to support research/creative activity and other aspects devoted to the JOUR MA program. Ideally money would be raised for the initial equipment purchases as well as a different endowment to use to update and purchase

equipment and software, etc., in the future. Obviously, some space or location would need to be found and designated for this purpose in the future.

This computer lab could be devoted only to the teaching of graduate courses, providing a “home” for graduate faculty and students in the department. Here are a few examples of the courses that could be taught in such a lab; all but the last two are currently offered: Art of Interactive Journalism; Documentary Production I; Documentary Production II; Research Methods; Campaigns; Issues in Advertising & Public Relations; Issues in Journalism and Strategic Planning. There are other existing graduate Journalism electives that could be taught in this lab as well.

In essence, providing a multipurpose, multimedia computer lab designated for the JOUR MA program creates a “heart” for the graduate program in the department. It provides a place, apart from the labs and resources used by the 660 undergraduates, where graduate students can work on course requirements including papers and projects, as well as research theses or professional projects. This would add another important recruiting tool to increase enrollment and add to the prestige of the program.

The lab also provides a tangible reward and incentive for faculty to teach graduate courses. It provides facilities for faculty participating in the graduate program, encouraging them to stay on the cutting edge of teaching. It provides a place for the graduate faculty to work on creative activity and scholarly research with students. In essence, this “home” builds cohesion between the graduate faculty and students, encouraging mentoring and camaraderie.

Finally, we respectfully request that funding be provided to graduate faculty for serving as Master’s thesis or project advisers, in Journalism and departments throughout the UA. For example, an adviser would receive \$1,000 in R.I.F. (Research Incentive Funds) when a JOUR MA student successfully completes the thesis or project and all other requirements of the Master’s program.

If we may suggest this for the good of all UA graduate units, perhaps fundraising could be conducted to provide an incentive to faculty throughout the UA to serve as graduate thesis or project advisers. Just as was done in the past for Honors, a monetary award could be given to the adviser when a thesis or project is completed. Perhaps the UA could include this in a future fundraising campaign to encourage university-wide participation in graduate advising.

Conclusion

Obviously we understand that we have made expensive requests that require a long-term commitment of resources. We appreciate that you may not be able to grant some of these requests immediately, if at all. However, based on a careful analysis of the reports of Foote and Pardun, we developed these short- and long-term needs to build the best JOUR MA program possible. We wanted to share our vision of what we can be and outline how we would use the valuable resources you may grant us. We assure you that we will always do our best with whatever resources we are given to provide a quality education for the JOUR MA students.

APPENDIX A
Core Master's JMC Courses Required at
Benchmark, SEC Benchmark and Arkansas Institutions

	Issues/Seminar	Theory	Research	Other*
Arkansas	No	No	Yes	No
ARKANSAS INSTITUTIONS				
Arkansas State	No	Yes	Yes	Yes
UALR	Yes	Yes	Yes	Yes
Arkansas Tech	Yes	No	No	Yes
12 BENCHMARK INSTITUTIONS				
Alabama**	Yes	Yes	Yes	Yes
Auburn	No	Yes	Yes	Yes
Clemson	Yes	Yes	Yes	No
Iowa State	Yes	Yes	Yes	Yes
Kansas	Yes	Yes	Yes	Yes
Kentucky**	No	Yes	Yes	Yes
Louisiana State**	Yes	Yes	Yes	Yes
Missouri**	Yes	Yes	Yes	Yes
Nebraska-Lincoln	Yes	Yes	Yes	Yes
Oklahoma**	Yes	Yes	Yes	Yes
South Carolina**	Yes	Yes	Yes	Yes
Tennessee**	Yes	Yes	Yes	Yes
SEC BENCHMARK INSTITUTIONS				
Florida**	Yes	Yes	Yes	Yes
Georgia**	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes
Mississippi State++				
Vanderbilt+++				

*These courses tend to be introduction to graduate study courses, a second research methods course in qualitative methods, historical research or statistics, a second seminar or theory course, or other courses designed for a specialized degree.

**Indicates a unit, school or college also having a JMC Ph.D./doctoral program.

++Mississippi State does not offer a Master's or doctoral degree in Journalism, Mass Communication or Communication. MSU's Department of Communication includes broadcasting, journalism, communication studies, public relations and theatre.

+++Vanderbilt offers bachelor's degrees in communication of science and technology, and communication studies.

APPENDIX B

JMC Master’s Thesis-Research, Professional, or Other Non-Thesis Capstone Option Offered at Benchmark, SEC Benchmark and Arkansas Institutions

	Thesis/ Research	Professional	Other Non-Thesis*
Arkansas	Yes	No	No
ARKANSAS INSTITUTIONS			
Arkansas State	Yes	No	Yes
UALR	Yes	Yes	Yes
Arkansas Tech	No	Yes	No
12 BENCHMARK INSTITUTIONS			
Alabama**	Yes	Yes	No
Auburn	Yes	Yes	No
Clemson	Yes	No	Yes
Iowa State	Yes	Yes	No
Kansas	Yes	Yes	No
Kentucky**	Yes	No	Yes
Louisiana State**	Yes	Yes	Yes
Missouri**	Yes	Yes	No
Nebraska-Lincoln	Yes	Yes	No
Oklahoma**	Yes	Yes	Yes
South Carolina**	Yes	Yes	No
Tennessee**	Yes	Yes	No
SEC BENCHMARK INSTITUTIONS			
Florida**	Yes	Yes	No
Georgia**	Yes	No	Yes
Mississippi	Yes	Yes	No
Mississippi State++			
Vanderbilt+++			

*The other non-thesis option typically requires additional coursework (such as 6 to 9 hours more than required for the thesis or professional options) and comprehensive written and oral exams.

**Indicates a unit, school or college also having a JMC Ph.D./doctoral program.

++Mississippi State does not offer a Master’s or doctoral degree in Journalism, Mass Communication or Communication. MSU’s Department of Communication includes broadcasting, journalism, communication studies, public relations and theatre.

+++Vanderbilt offers bachelor’s degrees in communication of science and technology, and communication studies.

APPENDIX C

Tenured/Tenure Track Faculty in Journalism/Mass Communication/ Communication Programs at Benchmark, SEC Benchmark and Arkansas Institutions (Includes graduate faculty, or all tenured/tenure track faculty when no distinction is made between graduate or other tenured/tenure track faculty&)

	Ph.D./Ed.D.	MFA	Master's	Other*
Arkansas	4 (40%)	2 (20%)	4 (40%)	
ARKANSAS INSTITUTIONS				
Arkansas State	8 (100%)			
UALR	6 (60%)		4 (40%)	
Arkansas Tech+	3 (50%)		3 (50%)	
Other Ark. Averages	70%		45%	
12 BENCHMARK INSTITUTIONS				
Alabama**	23 (85.2%)	1 (3.7%)	2 (7.4%)	1 (3.7%)
Auburn	14 (82.4%)	1 (5.8%)		2 (11.8%)
Clemson	8 (88.9%)			1 (11.1%)
Iowa State	15 (83.3%)	1 (5.6%)		2 (11.1%)
Kansas	13 (59.1%)		7 (31.8%)	2 (9.1%)
Kentucky+**	19 (95.0%)			1 (5.0%)
Louisiana State**	25 (83.3%)		3 (10%)	2 (6.6%)
Missouri**&	28 (49.1%)	1 (1.7%)	24 (42.1%)&	4 (7.0%)
Nebraska-Lincoln	9 (50%)		8 (44.4%)	1 (5.6%)
Oklahoma**	17 (73.9%)		6 (26.1%)	
South Carolina**	16 (66.6%)		8 (33.3%)	
Tennessee**	17 (94.4%)		1 (5.6%)	
Average-All Institutions	75.9%	4.2%	25.09%	7.8%
Average-Offers MA/MS	72.7%	5.7%	38.1%	9.7%
SEC BENCHMARK INSTITUTIONS				
Florida**	38 (86.4%)		5 (11.4%)	1 (2.2%)
Georgia**	36 (85.7%)	2 (4.8%)	3 (7.1%)	1 (2.4%)
Mississippi	8 (53.4%)		11 (13.3%)	5 (33.3%)
Mississippi State++	11 (78.6%)	2 (14.3%)		1 (7.1%)
Vanderbilt+++	6 (100%)			
Average-All Other SEC	80.8%	9.6%	10.6%	11.3%
Average-MA/MS (1)	53.4%		13.3%	33.3%
Represents Univ. of Mississippi only				

*Other includes faculty where no educational information was given, who are ABD or a doctoral candidate, who hold other degrees such as medical doctor, have law / JD degrees, and/or are student media advisers or in other advising chairs or positions who may serve on graduate committees but not direct a Master's thesis.

**Indicates unit, school or college with a Journalism/Mass Communication Ph.D./doctoral program.

#Clemson has a Digital Production MFA & MA in Professional Communication

+Excludes graduate faculty with no teaching/research areas in Journalism/Ad-PR/Broadcast/Mass Communication.

++Mississippi State does not offer a Master's or doctoral degree in Journalism, Mass Communication or Communication. MSU's Department of Communication includes broadcasting, journalism, communication studies, public relations and theatre.

+++Vanderbilt offers bachelor's degrees in communication of science and technology, and communication studies.

&Missouri is unique in that it offers over 20 tracks / areas of study in the JMC Master's program and typically admits about 200 MA students each year. Missouri has its own professional track faculty designations to ensure small skill sections in the Master's program in the 20 areas of study are covered. While these faculty are not tenured or tenure track, their positions are designated assistant, associate and professor, so faculty included here may not be tenured or tenure track faculty. These designations are described in Missouri's Policies on the Appointment of Non-Regular Faculty and the Appointment, Evaluation and Promotion of Non-Regular Faculty (Professional Practice) in the School of Journalism, Amended in faculty 3/14/08.

APPENDIX D

Professional Values and Competencies

Individual professions in journalism and mass communication may require certain specialized values and competencies. Irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

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

from the ACEJMC's website:

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

APPENDIX E
Proposed JOUR MA Curriculum Revisions
Immediate Proposals

Documentary (DOC), In-Depth Multimedia Journalism (IDMJ)
and Strategic Ad/PR Planning (SAPP) Tracks

Three new Journalism Master's program tracks are proposed: DOC, IDMJ and SAPP to provide specialized conceptual and skills training in the subject areas outlined in the review. All students must indicate which track they seek to enter when applying to the JOUR MA program. All students in all tracks are required to take six hours of core courses: JOUR 5043 Research Methods in Journalism and the graduate seminar course for their track (either JOUR 5053 Issues in Journalism for DOC and IDMJ; or JOUR 5063 Issues in Advertising & Public Relations for SAPP). In addition to these six hours of Journalism core courses, nine hours of Journalism courses are required for their track; and nine hours are required from the list of outside courses for their track. Students also take six hours of thesis or project credit, for a total of 30 hours.

Students must select from the list of outside courses in consultation with their Master's advisory committee during the first semester in the JOUR MA program. Students must complete a JOUR MA Course Approval Form outlining the track and outside courses to be taken during their first semester in the JOUR MA program, which must be approved and signed by the advisory committee before they take the coursework. (NOTE: Students who take any course without prior permission do so at their own risk. An advisory committee is under no obligation to approve any course taken by any student without prior permission.) Courses to be taken only in the student's first semester in the JOUR MA program may be approved by a student's advisory committee or the graduate coordinator. However a student must still complete the course approval form and obtain approval from the advisory committee before the end of the first semester.

Students in each track may elect a thesis or professional project as the capstone experience of the JOUR MA program. The requirements for these tracks were developed based on: 1) a careful consideration of the JOUR MA external reviews; 2) the analysis of requirements of the Benchmark and SEC Benchmark Master's programs; and 3) consultations with faculty in Journalism, Art, Communication and Marketing. In addition, these new tracks require students to take outside courses to retain the interdisciplinary character of the JOUR MA program.

Documentary (DOC) Track

Core Courses Required for all Students:

JOUR 5053 Issues in Journalism
JOUR 5043 Research Methods in Journalism

Course Requirements for the DOC Track:

JOUR 5323 Documentary Production I
JOUR 5333 Documentary Production II
JOUR XXXX Advanced Videography/Editing

9 hours to be selected from the following*

Students must take at least one class from the History and Skills elective areas.

History Electives (at least one course from this group)

COMM 4143 American Film Survey
COMM 4633 History and Development of International Film
COMM 4653 International Film II
COMM 4683 Documentary Film
COMM 4883 Television and American Culture
COMM 569V Seminar in Film Studies

Skills Electives (at least one course from this group)

JOUR 405V The Art of Interactive Journalism
ARTS 4613 Web Design I
ARTS 4623 Web Design II
ARTS 4663 Visual Design: Motion Design

6 hours of thesis or project credit

*Students may substitute only one graduate course to count toward this nine hour requirement. A student must complete a petition to substitute the course and it must be approved by the student's advisory committee before the course is taken. This one graduate course may be a Journalism or outside course. A student must submit a copy of the approved petition to the graduate coordinator before the course is taken. Students must be in good standing to petition to substitute a course. Students must earn a grade of B or better in any substitute course taken for this requirement.

In-Depth Multimedia Journalism (IDMJ) Track

Core Courses Required for all Students:

JOUR 5053 Issues in Journalism

JOUR 5043 Research Methods in Journalism

Course Requirements for the IDMJ Track:

TO BE DETERMINED

9 hours to be selected from the following*

TO BE DETERMINED

6 hours of thesis or project credit

*Students may substitute only one graduate course to count toward this nine hour requirement. A student must complete a petition to substitute the course and it must be approved by the student's advisory committee before the course is taken. This one graduate course may be a Journalism or outside course. A student must submit a copy of the approved petition to the graduate coordinator before the course is taken. Students must be in good standing to petition to substitute a course. Students must earn a grade of B or better in any substitute course taken for this requirement.

Strategic AD/PR Planning (SAPP) Track

Required Core Courses:

JOUR 5063 Issues in Advertising & Public Relations
JOUR 5043 Research Methods in Journalism

Course Requirements for the SAPP Track:

JOUR 4463 Campaigns
JOUR XXXX Strategic Planning
Graduate Journalism Elective Course

9 hours to be selected from the following*

COMM 5323 Seminar in Persuasion
COMM 5133 Media Processes/Effects
COMM 5343 Interpersonal Communication
COMM 5363 Seminar in Small Group Communication
COMM 5403 Organizational Communication Theory
COMM 5413 Organizational Communication Research
MKTG 5103 Retail Consumer Marketing
MKTG 5553 Shopper, Buyer and Consumer Behavior
MGMT 5363 Innovation & Creativity

6 hours of thesis or project credit

*Students may substitute only one graduate course to count toward this nine hour requirement. A student must complete a petition to substitute the course and it must be approved by the student's advisory committee before the course is taken. This one graduate course may be a Journalism or outside course. A student must submit a copy of the approved petition to the graduate coordinator before the course is taken. Students must be in good standing to petition to substitute a course. Students must earn a grade of B or better in any substitute course taken for this requirement.

APPENDIX F
Proposed JOUR MA Curriculum Revisions
Future Proposals

Future - Proposed Five-Year JOUR BA/MA Degree

A Five-Year JOUR BA/MA degree was developed based on an analysis of other Master's programs, which had practices similar to those combined BA/MA degrees already offered at the University of Arkansas. Dr. Patricia Koski was consulted regarding these practices. (See Tables 1 and 2 for examples of how Five-Year students might matriculate through the joint BA/MA program.)

The following policies and recommendations, consistent with those used in other UA combined programs, should be adopted. Other requirements are likely to be added after review of this proposal.

Admission Requirements

Students must submit an admission application for the Five-Year JOUR MA program during the first semester of their junior year, at the latest. All students must expect to enroll in summer school at various times as an undergraduate and graduate student to complete the JOUR BA-MA program in five years. Only students who complete a Journalism B.A. degree at the UA-Fayetteville with an overall GPA of 3.0 or higher in all semesters may apply to enter the Five-Year program. Students must complete all Journalism major courses at the UA-Fayetteville.

Applicants must meet all admission requirements of the UA Graduate School and JOUR MA program, including taking the GRE. Applicants must maintain an overall GPA of 3.0 or higher throughout the undergraduate program to petition to continue in the final graduate year of the program. Please see the current catalog for such requirements.

Only students who maintain an overall GPA of 3.5 or higher throughout all semesters of the undergraduate JOUR BA program may petition for direct admission into the Five-Year JOUR MA program without taking the GRE. These students maintaining overall 3.5 GPAs must also present recommendation letters from two Journalism Graduate Faculty supporting their application and an exemption from taking the GRE. All students who do not maintain a 3.5 overall GPA throughout their undergraduate program are required to take the GRE.

Program Requirements and Policies

All coursework for the Five-Year JOUR MA program must be taken at the University of Arkansas-Fayetteville. Undergraduate students who plan to study abroad at any time during the undergraduate program must meet with the graduate coordinator well before beginning the program of study overseas. Students who plan to study abroad must expect that this may extend the BA/MA program beyond five years.

All students are expected to maintain an overall minimum GPA of 3.0 throughout the undergraduate and graduate program. Full-time graduate status is 12 hours. Any Five-Year student who falls below a 3.0 GPA in any semester is automatically placed on academic probation. If the student does not bring the GPA back up to 3.0 in the subsequent semester, s/he must apply to the graduate coordinator for a second semester of probation, which is not

guaranteed. Any student who has two complete semesters on probation is automatically dismissed from the Five-Year program.

Timely Matriculation in the Five-Year BA/MA Program

From the beginning of the undergraduate program, Five-Year students must consult every semester with an academic adviser to ensure they are completing requirements and progressing in a timely fashion. The student is responsible for mapping out a matriculation plan with an adviser or the graduate coordinator and ensuring s/he is staying on track. S/he must be proactive and take the initiative to ensure they are progressing in a timely fashion throughout the program. It is likely that the student will have to attend summer school to stay on track.

All Five-Year students must meet with the graduate coordinator in the first semester of the junior year to plan the student's coursework to be taken in the last two years of the undergraduate program. Each student must meet with the graduate coordinator to review their progress every subsequent semester until completion of the undergraduate part of program. During the final graduate year, the student must meet every semester with the graduate coordinator or academic adviser.

Retroactive Graduate Credit

Students who complete the Journalism B.A. at the University of Arkansas-Fayetteville and who are fully admitted to the JOUR MA program may request that up to 12 hours of 5000 level courses taken in the final twelve month period of their undergraduate degree count toward their graduate degree: 1) if these courses were taken on the UA Fayetteville campus; 2) if the student was in good standing (e.g., not on probation, etc.); 3) if these were 5000 level courses or above; 4) if these courses were not used for the undergraduate degree; 5) if the student earned a grade of B or better in these courses; and 6) if these courses are approved by the student's Master's advisory committee or the Journalism graduate coordinator. Petition will be by the student's advisory committee or the graduate coordinator to the Graduate School.

Students who complete a Journalism B.A. degree at the UA-Fayetteville with an overall GPA of 3.5 or higher may count toward the JOUR M.A. degree up to 6 hours of 5000 level course work in which they earned a grade of B or better completed as an undergraduate student. An additional six hours of 5000 level courses taken in the final twelve month period of their undergraduate degree may count toward their graduate degree only if all conditions and policies noted in the previous paragraph are met. No student may count more than twelve hours taken as an undergraduate toward the JOUR MA degree.

Table 1
Example 1 - Matriculation through the Five-Year BA/MA Program

Here is an example of how a Five-Year student might matriculate through the program. The student is required to complete 30 hours of coursework (including 24 hours of graduate courses and six hours of project/thesis credit).

Senior Year of Undergraduate Program

12 hours (to be taken while completing the undergraduate program)

Fall

JOUR 5053 or 5063

AND

JOUR XXXX Advanced Videography/Editing

OR

JOUR 5323 Documentary Production I

OR

JOUR 4463 Campaigns

Spring

JOUR 5043

AND

JOUR 5333 Doc. Production II

OR

JOUR XXXX Strategic Planning

These 12 hours above do not count toward the student's undergraduate program.

Only students who complete a Journalism B.A. degree at the UA-Fayetteville with an overall GPA of 3.5 or higher may petition to count toward the JOUR B.A. and M.A. degree up to 6 of these 12 hours of 5000 level course work in which they earned a grade of B or better and completed as an undergraduate student. No more than six hours may count toward the B.A. and M.A.

Summer Between Senior Year and Graduate Year

The student completes the project or thesis proposal in JOUR 5053 or 5063 and JOUR 5043 during the senior year. The student may elect to begin work on the thesis or project and take thesis/project hours. If required graduate courses are offered, the student may take coursework along with or in lieu of project/thesis hours. Or the student may choose not to attend school during the summer.

Graduate Year of Program

Fall

12 hours of coursework

Spring

6 hours of coursework or thesis/project

Summer at End of Graduate Year

If needed, the student takes the final required project/thesis hours and completes the project.

Table 2
Example 2 - Matriculation through the Five-Year BA/MA Program

Here is a second example of how a Five-Year student might matriculate through the program. The student is required to complete 30 hours of coursework (including 24 hours of graduate courses and six hours of project/thesis credit).

Senior Year of Undergraduate Program

6 hours (to be taken while completing the undergraduate program)

Fall

JOUR 5053 or 5063

Spring

JOUR 5043

These 6 hours above do not count toward the student's undergraduate program.

Only students who complete a Journalism B.A. degree at the UA-Fayetteville with an overall GPA of 3.5 or higher may petition to count toward the JOUR B.A. and M.A. degree up to 6 hours of 5000 level course work in which they earned a grade of B or better and completed as an undergraduate student. No more than six hours may count toward the B.A. and M.A.

Summer Between Senior Year and Graduate Year

The student completes the project or thesis proposal in JOUR 5053 or 5063 and JOUR 5043 during the senior year. The student may elect to begin work on the thesis or project and take thesis/project hours. If required graduate courses are offered, the student may take coursework along with or in lieu of project/thesis hours. Or the student may choose not to attend school during the summer.

Graduate Year of Program

Fall

12 hours of coursework

Spring

12 hours of coursework, six of which are thesis/project hours

Summer of Graduate Year

If needed, the student takes the final required project/thesis hours and completes the project or thesis.

APPENDIX G

Proposed Professional Project Option

Professional Project Option

The professional project description below was developed using the descriptions of professional projects used by the Benchmark and SEC Benchmark programs analyzed. (The existing JOUR MA scholarly thesis description will remain the same as it is consistent with those found at Benchmark and SEC Benchmark programs.)

The professional project requirements include the journalistic skills aspects as well as a scholarly component to clearly distinguish it from undergraduate program skills or capstone experiences, as other programs have done. For example, the Iowa State project description notes that students “are expected to present a theory or conceptual chapter,” similar to the analysis component required by Florida and Missouri. Requiring the theoretical or conceptual analysis component addresses a criticism noted by the external reviewers, clearly differentiating the Master’s project from undergraduate work.

Professional Project

The professional project option provides flexibility to students in developing portfolio materials and other work to prepare them for a career in the desired media industry. The project is designed for a particular professional purpose (e.g., a video to be broadcast on TV, a series of radio programs, an interactive web site and other materials, etc.). The project requires a significant commitment and amount of work.

The professional project includes journalistic skills and analytical/scholarly components. The journalistic skills aspect might include an in-depth series of articles on a particular topic produced in print, video and online; a documentary short subject or long-form video reporting; or a social marketing or commercial campaign executed in a variety of media. Students are encouraged to choose a project that fits with their professional goals. The analytical/scholarly component includes in-depth review on the topic using industry, scholarly and government research, data and findings. The type of project and topic are selected in consultation with the student’s thesis/project committee.

Typically the student enters the JOUR MA program in the fall semester. The student begins to develop the project proposal in the required graduate JOUR 5053 Issues in Journalism or JOUR 5063 Issues in Ad/PR (taken in the first or fall semester in the program), and JOUR 5043 Research Methods in Journalism courses (taken in the second or spring semester in the program). During the student’s second semester in the program (or during the spring semester while taking JOUR 5043 Research Methods in Journalism) the student forms a thesis/project committee and selects an adviser who has expertise in the subject/topic area and/or skills/methods needed for the project. The student consults with the adviser while completing the proposal in JOUR 5043.

When the student completes JOUR 5043, the topic and project proposal is presented to the student’s thesis/project committee for approval. After the proposal is approved the student begins work on the project in consultation with the thesis/project adviser. The student should consult with the adviser and committee as work continues on the proposal. The project proposal must be approved by the student’s thesis/project committee before the student begins work on the professional project. The proposal includes a description of the professional aspects of the project, as well as the related scholarly literature review (which is typically developed in the

required Issues and Research Methods courses). Students who complete work on the project before obtaining approval of their proposal by their thesis/project committee do so at their own risk; no committee is under any obligation to approve any work completed prior to the committee's approval of the project proposal.

When the project is completed the student schedules a project defense with the thesis/project committee. When your project is completed you must provide sufficient time, typically two weeks before the defense, for your thesis/project committee to review it before your project defense. Committee members are under no obligation to review your work on short notice or to accept a project that does not meet professional standards, regardless of how close it is to the end of the semester. If you do not set a reasonable timeline or if circumstances make it impossible for you to complete the project to an acceptable level of professionalism before the end of the semester, you will not be able to graduate that semester. Do not expect your committee members to accept an incomplete or unprofessional project to prevent you from having to register for another semester's worth of project credit.

The professional project proposal includes the following sections. Generally the text of the proposal is between 10 and 15 double-spaced pages long, excluding tables, references, etc. All sources must be provided and cited using an accepted style (typically APA or MLA). The major criteria for assessing projects include their usefulness and relevance, quality of information and content, and quality of design and execution. The project must be feasible and meet or exceed the relevant professional, ethical and/or technical standards.

Section 1—Purpose and Need

The first section identifies the type of project and why the work you propose to do is useful to and/or needed by the intended audience. For example, if you propose a series of print, online and video articles regarding the problem of homelessness in Arkansas, include government statistics about the numbers of homeless people in Arkansas, describe the problems they face, how local and state entities address the problem, the major issues related to homelessness, what factors lead to homelessness, etc.

This section or chapter provides a detailed analysis of the government information and data, industry or trade in-depth stories or information, prior in-depth reporting on the topic developed by major media outlets, and major findings on the causes, outcomes, best types of assistance and prevention of homelessness from scholarly research.

Much of this information will likely be included in the stories you produce. You'll also provide the same types of information and data to describe and justify the audience you hope to reach and why the reports and information are useful to that audience. It may be helpful to think of part of this first section as a rationale you might submit to an employer if you were seeking support to do the project for an outlet for which you were working. The information-gathering process used in this section is similar to the type of background research you might do before beginning the reporting of an in-depth journalism project. The length of this first section varies from one project to another, but should be at least five pages long.

Another example involves a SAPP student developing a social marketing plan for a non-profit organization that serves the homeless. You conduct the same type of research as noted above, but present the information in the social marketing plan format taught in the JOUR 5063 Issues in Ad/PR course taken in the first or fall semester in the program. The proposal articulates the communication problems to be addressed and how best to address them. The student clearly

explains what the issue, problem, opportunity, or topic is and why the project is either needed by the profession, organization, and/or industry.

You conduct a situation analysis regarding the situation surrounding the issue or topic by gathering information from scholarly and government research including the relevant trade, governmental and scholarly research; meetings with the non-profit organization; government, industry or academic experts; involved or affected publics; or other appropriate persons or entities.

Section 2—Analysis of Previous Work

The second section corresponds to the literature review chapter in a traditional thesis. In this section you investigate and analyze prior professional and scholarly work on your proposed topic. This enables you to develop an original project that does not duplicate previous work, identify what sub-topics were neglected or reported erroneously in previous work, learn from what others have done, emulate the best work you find and avoid the mistakes of others.

Using the first earlier example, if you were working on a project about the homeless in Arkansas, you might conduct a Lexis-Nexis search to identify longer professional articles dealing with homelessness published in newspapers throughout the United States. You would analyze the better in-depth articles to identify the material and approaches others have taken to the subject.

You'd also conduct a ProQuest or Ebsco search of scholarly articles on the important sub-topics you identify for your project. You would summarize the major findings from these scholarly articles by sub-topic. This allows you to identify major recommendations for your stories or the types of experts to contact and interview for your professional project. You'd also search for information and statistics from the relevant government agencies or entities. This government information is summarized and will help you to identify potential experts to interview for your project as well.

Your goal is identify the best practices, content, and sources for your project. More important, you identify the original, new aspects to include in your project that were lacking in previous work. This section should be about five pages long.

Regarding the second example of a student developing a social marketing plan, a literature review of the relevant industry, government and scholarly research is conducted, synthesized and present in the planning format learned in JOUR 5063. You also critique and analyze the literature to identify best practices to adopt in the project and identify what new knowledge or communication approaches are needed in the messages to be produced (such as print, broadcast or online public service announcements). You identify and describe in detail the primary and any secondary target audiences for the messages. You explain how and why the messages will be tailored to communicate effectively with the intended audience using the Elaboration Likelihood Model or another appropriate theory typically used in social marketing plans.

Section 3—Methods

The third section corresponds to the methods chapter of a traditional thesis. Here you explain exactly what you propose to do, how you'll do it, develop a timeline, identify the major types of sources, etc. In other words, this section outlines in concise detail what you propose to do for your project.

For example, if you are proposing a series of articles on the homeless in Arkansas, how long will they be, how many stories will there be, in what formats and media are they produced, from

what sources will the content be obtained, and what do you presently identify as the primary focus of each? Obviously, this may change somewhat as you delve into the reporting process, but you must demonstrate that there is sufficient source material and relevant topics to begin with an idea of what you plan to cover in each story. You must explain how you'll obtain permission for the use of any relevant content you do not produce.

If you're proposing to produce a Web site, what type of content do you expect it to include, and from what sources will that content be drawn? Will you produce all of it, or will some be drawn from other sources? For content you don't produce, you will need to explain how you will obtain permissions for use of the content. The main purpose here is to state explicitly what the end product will be and what steps you will take to produce that end product. You'll also discuss the particular skills and knowledge you'll use to complete the project, as well as any necessary expertise you'll need to learn or acquire to complete the project. Either identify courses to be taken to complete that knowledge or explain how you'll develop the necessary expertise through other training, etc.

Also include an analysis of the target venues or outlets in which you'd expect your work to appear. For example, if you planned to publish articles online and in print for the Arkansas Democrat-Gazette or Arkansas Times, you'd conduct a thorough review of previous articles and material these outlets published on your topic. You'd summarize that to identify how your proposed material would fit in, build upon or expand previous reporting. For each outlet, you could analyze the audience to develop a thorough understanding of what audience needs or interests may be served, what tone a magazine uses to address readers, etc. This section should be about five pages long.

For the social marketing plan example, this section explains and justifies the need and appropriateness of conducting primary formative research for the planning and execution (if applicable) of the project, and outlines the steps involved in the design and implementation of the research or plan. The primary research may be original analysis of secondary/archival evidence or other social science methods to pretest the messages such as focus groups. Whatever methods are used, you must explain the details of the method and justify why the method you choose is the most appropriate for planning and designing your project, including obtaining approval from the UA's Institutional Review Board (IRB), if applicable.

The steps in explaining how you'll complete the plan and test it include outlining the aspects of the social marketing plan to be developed; presenting the procedures and materials to be approved by the UA's IRB for any relevant research conducted; a detailed description of the research design; a description and justification of the sampling method used; providing the instrument/materials/questionnaire and other relevant materials such as the moderator guide for the focus group, etc.; data analysis and statistical tests to be used; and any other relevant detailed descriptions of aspects of the project.

Section 4 – Bibliography

All sources used in the project proposal must be included. The sources must be cited in the paper and referenced here using an accepted style (e.g., APA or MLA). Students are expected to familiarize themselves with the proper and ethical methods of using and referencing sources. Students are expected to know what plagiarism is and how to use source material appropriately and accurately.

Section 5 – Appendixes (Optional)

If the student has any other relevant materials to include (e.g., a timeline, data charts or tables, questionnaires or instruments, etc.) they belong in this section.

Once formed, the graduate coordinator and the graduate committee would finalize the description of the project proposal as well as the project standards, requirements and description

APPENDIX H

Benchmark and SEC Program Bibliography (Web Sites Where Information on the Master's Programs, Degree Requirements, Faculty, etc., of Benchmark and SEC programs was obtained.)

University of Alabama

<http://jn.ua.edu/graduate/>
<http://jn.ua.edu/about/faculty.html>
<http://www.apr.ua.edu/GraduateFaculty.html>
<http://www.apr.ua.edu/facultyandstaff.html>
<http://www.tcf.ua.edu/faculty/>

Auburn University

<http://cla-web.auburn.edu/cmjn/>
<http://cla-web.auburn.edu/cmjn/assets/docs/graduate/Graduate%20Student%20Policy%20Manual%201.19.11.pdf>
<http://cla-web.auburn.edu/cmjn/index.cfm/graduate-program/faqs/>
<http://cla-web.auburn.edu/cmjn/index.cfm/graduate-program/faculty/>

Clemson University

<http://www.clemson.edu/caah/communication/>
<http://www.clemson.edu/caah/communication/graduate/index.html>
<http://www.clemson.edu/caah/communication/graduate/degree-requirements.html>
<http://www.clemson.edu/caah/communication/faculty-staff/index.html>

Iowa State University

<http://www.jlmc.iastate.edu/>
<http://www.jlmc.iastate.edu/graduate/index.shtml>
<http://www.jlmc.iastate.edu/sites/default/files/GradHandbook%2010-11.pdf>
<http://www.jlmc.iastate.edu/graduate/graddirectory.shtml>
<http://www.jlmc.iastate.edu/news/2010/summer/greenlee-school-research-ranks-top-30>

University of Kansas

<http://www.journalism.ku.edu/academics/graduate.shtml>
http://www.journalism.ku.edu/academics/grad_curriculum.shtml
http://www.journalism.ku.edu/academics/grad_faculty.shtml

University of Kentucky

<http://www.uky.edu/CommInfoStudies/GRAD/>
<http://www.uky.edu/CommInfoStudies/GRAD/?page=Faculty>

Louisiana State University

<http://uiswcmsweb.prod.lsu.edu/manship/MassComm/ProspectiveStudents/GraduateProgram/item15937.html>

<http://uiswcmsweb.prod.lsu.edu/manship/MassComm/ProspectiveStudents/GraduateProgram/item15938.html>

<http://uiswcmsweb.prod.lsu.edu/manship/MassComm/People/Faculty/item16555.html>

University of Missouri

<http://journalism.missouri.edu/graduate/masters/>

<http://gradschool.missouri.edu/programs/catalog/journalism/Journalism.pdf>

<http://journalism.missouri.edu/graduate/faculty.html>

University of Nebraska-Lincoln

<http://journalism.unl.edu/graduate.shtml>

<http://journalism.unl.edu/students/grad/faculty.shtml>

University of Oklahoma

<http://catalog.ou.edu/current/Journalism.htm#GradStudy>

<http://catalog.ou.edu/current/Journalism.htm#FacultyRoster>

http://www.ou.edu/content/gaylord/home/main/faculty_staff.html

<http://catalog.ou.edu/current/index.html>

University of South Carolina

<http://www.jour.sc.edu/academics/grad/index.html>

<http://www.jour.sc.edu/people/adfacstaff/index.html>

<http://www.jour.sc.edu/academics/grad/facstatus.html>

Tennessee – Knoxville

<http://www.cci.utk.edu/jem/graduate>

<http://www.cci.utk.edu/jem/directory>

University of Florida

<http://www.jou.ufl.edu/grad/masters.asp>

<http://www.jou.ufl.edu/grad/handbooks/Masters-Handbook-2010-2011.pdf>

<http://www.jou.ufl.edu/grad/DP/MAMC-Jm-Thesis-or-Project.pdf>

<http://www.jou.ufl.edu/grad/gradfac.asp>

University of Georgia Grady College

http://www.grady.uga.edu/graduate_studies.php?al1=Graduate+Studies&page=graduate_main.in.c.php

http://www.grady.uga.edu/resources.php?al1=Resources&page=facultyandstaff.inc.php|dept_ID=18

University of Mississippi

<http://meek.olemiss.edu/prospective-students/graduate/>

<http://meek.olemiss.edu/faculty-and-staff/>

Mississippi State University

<http://www.comm.msstate.edu/>

<http://www.comm.msstate.edu/faculty/>

Vanderbilt University

<http://www.vanderbilt.edu/academics/disciplines/>

<http://www.vanderbilt.edu/comm/faculty>

Arkansas State

<http://comm.astate.edu/graduate.html>

<http://comm.astate.edu/faculty.html>

UALR

<http://ualr.edu/masscomm/index.php/home/academics/graduate-studies/>

<http://ualr.edu/masscomm/index.php/home/academics/our-faculty/>

Arkansas Tech University

http://www.atu.edu/academics/catalog-graduate/programs/ms_art_mm_journ.html

<http://www.atu.edu/stj/faculty.shtml>

http://www.atu.edu/academics/catalog-graduate/programs/ms_art_mm_journ.html

<http://www.thearkatech.com/news/46-uncategorized/49-tech-votes-journalisms-dr-hanna-e-norton-professor-of-the-year.html>

APPENDIX I
Summary of Major Points

JOUR MA Program Structure / Curriculum

Form a Journalism Graduate Committee

Require all JOUR MA Students to take an Issues and a Methods course:
Issues in Journalism, or Issues in Advertising/Public Relations;
and Journalism Research Methods

Add a Documentary (DOC), In-Depth Multimedia Journalism (IDMJ)
and Strategic Ad/PR Planning (SAPP) Track
and eliminate the Journalism/Outside Track

Propose a Thesis Project Option for the DOC, IDMJ and SAPP Tracks
(while retaining the Thesis option for these tracks as well)

JOUR MA Resources

Two Additional Graduate Assistantships

Increase Graduate Assistantship pay

Four Additional Full-Time, Tenure Track Faculty
(Public Relations, AD/PR, Multimedia, and with Journalism Theory Expertise—
They also could aid in teaching Research Methods and Issues courses)

Appoint Present/Future Graduate Coordinator to 10- or 11-Month Appointment

Provide \$1,000 RIF for project and thesis advisors whose students complete the
MA program.

Fundraising Request – Technology/Computer Lab, Other Support & Endowment

Document reviewed by:

_____ Date _____
Department/Program Chair

_____ Date _____
Dean of School or College









_____ Date _____
Provost

Appendix E Assessment Rubrics

Writing Assessment Rubric

Scores: 5- Excellent 4- Good 3- Average 2- Weak 1- Poor

Writing

- | | |
|---|---|
| 1. Piece/Paper/Story is written using conventions of standard English with correct writing skills, including grammar, spelling, punctuation and AP Style. |  |
| 2. If news story, written correctly (for News or Magazine) appropriate style for the outlet |  |
| 3. If paper or other report, written correctly in the appropriate style |  |
| 4. The writing has a clear focus and is well-organized, from the beginning through the end. |  |
| 5. The writing demonstrates the author's mastery of the material and appropriate sourcing of information. | |
| 5. Interviews, research, and other primary or secondary sources used effectively |  |
| 6. Sources are identified clearly and transitions flow into quotes. |  |
| 7. Stories or reports are balanced and written fairly | |
| 8. Writing employs critical thinking backed by research |  |
| 9. Writing shows and accurately represents appropriate diversity |  |

Tools and Technologies Assessment Rubric

Scores: 5- Excellent 4- Good 3- Average 2- Weak 1- Poor

Production (if applicable)

Story or report is rendered correctly using the appropriate tool, software, editing, etc.



Images are well-composed, demonstrating a “good eye.”



Images are creative and memorable. Story/Piece has a visual beginning and close.



Video has good focus, color, and exposure.



Video edit is clean. No flash frames, and plenty of pad at beginning and end.



Story uses visual sequences, edited for continuity, to tell the story.



There is a strong link between the visuals and the audio.



JOUR MA Thesis Assessment Rubric
Assess students on each item from 1 = poor to 5 = excellent

MA Thesis Assessment (student/year): _____

1. To write competently in the appropriate writing styles for the area(s) of journalism the student selects.

Score:

2. To understand the concepts, theories, skills, tools and technologies used in the appropriate area of journalism.

Score:

3. To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods or other methods appropriate to the area of Journalism.

Score:











4. To understand the role of the profession in society and the importance of representing diverse viewpoints and experiences in theory and practice.

Score:

Summary:

JOUR 5043 Research Methods in Journalism Assessment Rubric

Scores: 5- Excellent 4- Good 3- Average 2- Weak 1- Poor

- | | |
|--|---|
| 1. Selected an appropriate qualitative or quantitative research method for the thesis proposal. |  |
| 2. Used/applied the selected research method appropriately in the thesis proposal. |  |
| 3. Included the appropriate components (e.g., sampling, intercoder reliability, triangulation, etc.) in the methods section for the selected quantitative or qualitative method |  |
| 4. Used/applied appropriate statistical tests or qualitative techniques to analyze data. |  |
| 5. Explained the research methods in the methods section accurately/correctly. |  |
| 6. Articulated an appropriate theory or literature analysis in the thesis proposal literature review in sufficient clarity and detail. |  |
| 7. Used/applied appropriate primary and secondary research sources. |  |
| 8. Integrated/synthesized information from the appropriate primary and secondary research sources correctly. |  |
| 9. Used appropriate ethical and professional research practices. |  |
| 10. Represented diverse views/audiences/topics appropriately. |  |

Appendix F
UA JOUR MA Cohort Students and Current Employment





Cohort Student Name	Current Employment
Bain, Jacob P	Media Production, First Baptist Church, Texarkana, AR
Caldwell, Rachael A	Content Manager, Seattle Reign - Women's professional soccer team in Seattle, Washington
Chyrchel Moore, Sarah	Associate Video Producer, Pryor Center for Oral and Visual History, University of Arkansas, Fayetteville, AR
Coppola, Kristen Adele	UA Law School - First Year Student, and Graphic Design Contractor, Razorback Foundation
Davis, DeMarius	Marketing Project Manager, Sam's Club, Bentonville, AR
Ebbini, Anisesh	News Producer, WISH-TV, Indianapolis, Indiana
Foster, Bobbie J	Assistant Director, UA Center for Ethics in Journalism (entering Univ. of Maryland PhD program in fall 2017)
Fullen, Clinton	Senior Promotions Producer, KHBS/KHOG-TV Rogers AR
Gilleece, Erin	Digital Videographer/Editor, WhyteSpyder Ecommerce and Content Creation
Grajeda, Jacqueline	News Producer, KUAF, Fayetteville
Gramlich, W. Lukas	Video Project Specialist, UA Global Campus
Jawad, Abdul-Qahar	Associate Professor, Kabul University
Jones, Matthew	Online Sports Director, Arkansas Democrat-Gazette
King, Tiffany	Instructor, UA Journalism Department
Lopez, Jose	Content Manager and Copywriter, Aquaworld Cancun, Mexico
Luna, Judith	Realtor, Keller Williams, Fayetteville, AR
McKinney, Derick	Director of Student Ministry Worship, New Heights Church, Fayetteville

Cohort Student Name	Current Employment (continued)
McLoud, Kaylin	Advancement Writer, Crystal Bridges Museum of American Art, Bentonville
Pasquinzo, Craig	Administrative Specialist III, Fulbright College Honors Program, University of Arkansas
Pearson, Kristin	Youth & Aquatics Director, Denver Country Club, Denver, CO
Pearson, Paulette	Features Editor, Luxe Interiors + Design, Washington, DC
Ramsey, J. Scott	Designer at Groundwork Communications & Adjunct Instructor, John Brown University, Siloam Springs
Relyea-Guin, Kimberlee	Executive Director of Marketing and Public Relations, Outback in the Ozarks, Fayetteville
Smith, Brittany	Administrative Specialist II, UA Testing Services, Fayetteville
Spiegelhoff, Joseph	Account Executive, Cramer-Krasselt in Milwaukee, Wisconsin (second largest independent ad agency in the U.S.)
Stuart, Abby	Walmart Senior Project Manager, Ivie & Associates, Rogers, AR
Sutton, Blake	Clerical Assistant, UA Pryor Center
Sullivan, Holly	Student in the PhD in Higher Education Program at the University of Mississippi
Sullivan, Nichelle	News Producer, CBS News Dallas-Fort Worth
Vu, Huong	Marketing and Communications Manager, Vietnam Energy Efficient Building Project (Fairventures Worldwide/E4G.org)
Walker Ruff, Allison	Manager of Corporate Communication, J.B. Hunt Transport Services, Lowell, AR
Wallace, April	Rogers City Reporter, Arkansas Democrat-Gazette/ArkansasOnline
Wells, Heidi S.	Director of Communications, College of Education and Health Professions, University of Arkansas

**Appendix G
JOUR MA Cohort Survey Results**




Q1 - Please rate how effectively the UA JOUR MA program prepared you for your professional life after graduation, including working in the journalism field or continuing your graduate studies. (Please indicate whether the preparation for each of the following factors was Excellent, Very Good, Good, Fair or Poor by selecting the appropriate answer.)

To write competently in the appropriate writing style(s) for your area of journalism.

#	Answer	Bar	Response	%
5	Excellent		5	31.25%
4	Very Good		6	37.50%
33	Good		4	25.00%
24	Fair		1	6.25%
1	Poor		0	0.00%
	Total		16	100.00%




Average: 3.94

Q2 - To practice the skills used in journalism.

#	Answer	Bar	Response	%
5	Excellent		6	37.50%
4	Very Good		4	25.00%
3	Good		6	37.50%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%





Average: 4.0

Q3 - To understand the concepts and theories used in journalism.

#	Answer	Bar	Response	%
5	Excellent		5	31.25%
4	Very Good		6	37.50%
3	Good		5	31.25%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%





Average: 4.0

Q4 - To understand the tools and technologies used in journalism.

#	Answer	Bar	Response	%
5	Excellent		1	6.25%
4	Very Good		9	56.25%
3	Good		4	25.00%
2	Fair		2	12.50%
1	Poor		0	0.00%
	Total		16	100.00%


Average: 3.56

Q5 - To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods in journalism.

#	Answer	Bar	Response	%
5	Excellent		5	33.33%
4	Very Good		8	53.33%
3	Good		1	6.67%
2	Fair		1	6.67%
1	Poor		0	0.00%
	Total		15	100.00%




Average: 4.13

Q6 - To understand the role of the journalism profession in society.

#	Answer	Bar	Response	%
5	Excellent		8	50.00%
4	Very Good		6	37.50%
3	Good		2	12.50%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%

Average: 4.38




Q7 - To understand the importance of representing diverse viewpoints and experiences.

#	Answer	Bar	Response	%
5	Excellent		7	43.75%
4	Very Good		5	31.25%
3	Good		4	25.00%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%

Average: 4.19




**Q8 - Please rate the following dimensions of the UA JOUR MA program.
 (Please indicate whether the preparation for each of the following factors was
 Excellent, Very Good, Good, Fair or Poor by selecting the appropriate
 answer.)**

The quality of the faculty.

#	Answer	Bar	Response	%
5	Excellent		8	50.00%
4	Very Good		5	31.25%
3	Good		3	18.75%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%





Average: 4.31

Q9 - The quality of information in the journalism courses I took.

#	Answer	Bar	Response	%
5	Excellent		2	12.50%
4	Very Good		9	56.25%
3	Good		5	31.25%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%



Average: 3.81

Q10 - The ability of the faculty to stay current in the field.

#	Answer	Bar	Response	%
5	Excellent		4	25.00%
4	Very Good		6	37.50%
3	Good		4	25.00%
2	Fair		2	12.50%
1	Poor		0	0.00%
	Total		16	100.00%

Average: 3.75

Q11 - The overall quality of graduate level teaching by faculty.

#	Answer	Bar	Response	%
5	Excellent		3	18.75%
4	Very Good		8	50.00%
3	Good		5	31.25%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%




Average: 3.88

Q12 - The academic standards in the program.

#	Answer	Bar	Response	%
5	Excellent		4	25.00%
4	Very Good		9	56.25%
3	Good		3	18.75%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%



Average: 4.06

Q13 - The willingness of faculty to help me when I had questions.

#	Answer	Bar	Response	%
5	Excellent		12	75.00%
4	Very Good		3	18.75%
3	Good		1	6.25%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%

Average: 4.69

Q14 - The willingness of faculty to meet with me outside of class.

#	Answer	Bar	Response	%
5	Excellent		12	75.00%
4	Very Good		4	25.00%
3	Good		0	0.00%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%




Average 4.75

Q15 - My satisfaction with thesis supervision/guidance.

#	Answer	Bar	Response	%
5	Excellent		10	62.50%
4	Very Good		3	18.75%
3	Good		2	12.50%
2	Fair		1	6.25%
1	Poor		0	0.00%
	Total		16	100.00%


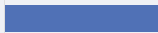

Average: 4.38

Q16 - The technology resources including computers, software, television equipment, etc.

#	Answer	Bar	Response	%
5	Excellent		5	31.25%
4	Very Good		8	50.00%
3	Good		3	18.75%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%




Average: 4.13

Q17 - The library and electronic research resources.

#	Answer	Bar	Response	%
5	Excellent		5	33.33%
4	Very Good		8	53.33%
3	Good		2	13.33%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		15	100.00%

Average: 4.20





Q18 - The overall quality of the program.

#	Answer	Bar	Response	%
5	Excellent		6	37.50%
4	Very Good		5	31.25%
3	Good		5	31.25%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%

Average: 4.06

Q19 - Please indicate your retrospective assessment of UA JOUR MA program by answering the following questions. (Please indicate whether you would select the UA JOUR MA program if you were starting your graduate career again and whether you'd recommend the program to others by selecting Definitely, Probably, Maybe, Probably Not or Definitely Not.)

If you could start your graduate/professional career again, would you select the UA JOUR MA program again? (Please select the appropriate answer.)

#	Answer	Bar	Response	%
5	Definitely		7	43.75%
4	Probably		5	31.25%
3	Maybe		3	18.75%
2	Probably Not		1	6.25%
1	Definitely Not		0	0.00%
	Total		16	100.00%

Average: 4.13

Q20 - Please explain why you would/would not select the program again.

Please explain why you would/would not select the program again.

I think the addition of journalism theory classes and more tenure-track faculty has opened up the program to produce excellent research. I always felt welcomed to ask for advice or assistance. My biggest complaint is in the dividing of graduate assistant duties. I was very happy to get an opportunity to teach, but during my last year another student and I each carried 5 sections of lab. Professors in other departments had to inform me that the load was greater than is usually required of students. Perhaps better planning would allow students to carry only one or two labs a semester to keep the hours to 20 a week as assigned by the university.

Would choose as secondary or concentration, as my career choice is somewhat outside the classes and concentrations offered in the JOUR MA program.

There were not enough graduate courses specifically in advertising and public relations so I took one communications course and one undergraduate honors course. Ideally, there would be enough graduate courses in public relations alone because it's very different than advertising.

This question gives rise to a complicated answer. The environment of UARK lends itself to study, it's a beautiful campus in the Ozarks, with plenty of television, print and online media resources for a journalism masters student to critique and study. Library resources are thorough and if there isn't something immediately available to use, staff works to obtain it for you. The computer/media lab is top notch and uses the top of the line equipment/programs that are actually being used in the industry. In the end my answer depends upon the faculty and the values they choose to espouse. During my studies, I suffered a death in my family that literally put a stop to my studies. I was ready to quit, even though I was almost finished. One of the professors believed in me, and even though it took years, I finally finished. To me, it showed they knew I had promise, that they cared and that they were determined to see me through. I don't know if other professors would have done the same, and that is why I say probably. I also would have been smarter about my studies and become a TA in order to save money because UARK can be expensive. So any opportunity to help incoming graduate students defray costs would be welcomed, in order to grant greater freedom later in their Journalism career.

Excellent preparation and teaching.

Please explain why you would/would not select the program again.

The program was very beneficial. I might select a program that offered more rigorous, in-depth technical training on a larger array of equipment (cameras, microphones, lighting, software) as I have found that to be a great necessity in my career. However, I work in video production and do not work as a journalist, so the skills I utilize in my career may be slightly different than someone working as a journalist.

I believe that I was definitely enriched by my time in graduate school. However, looking back, I think I might have been more successful if I had taken other opportunities that would have allowed me to begin my career outside of Arkansas. I likely would have forgone graduate school entirely. I don't view that as a reflection of the UA program, but rather of the current career climate for those who desire to practice journalism (instead of advertising and public relations).

The convenience and affordability of the University of Arkansas were the primary factors in my decision to attend the graduate program, and probably would be the primary factors in any situation.

The program offered me a tremendous opportunity to further my career transition. The flexibility of the program allowed me to pursue a course of study that provided the kind of multidisciplinary program I needed. Studying under Larry Foley and Dale Carpenter was a tremendous privilege.




The UA JOUR MA program gave me confidence in my abilities to grow as a journalist and as a non-traditional student. My professors were understanding, compassionate, and eager to push me to the next level in whatever course I was enrolled. My research capabilities have grown dramatically. Gone are the days of feeling intimidated by journal articles. Research methods was a very intensive class, but very satisfying too. I really think it is classes like research methods, that make the graduate student appreciate the process, as well as the end result. Documentary film was another class that really molded me into a better student and journalist. Professor Carpenter and Professor Foley know how to coax a story out of the middle of thin air. This process is not easy to teach and they do it well. I would not trade the experience for anything.

The program (documentary track) is good for one-on-one help because it's a small program and the professors are very willing to help. One downside to a small program is there are not many graduate level courses specific to the broadcast field. Often times I took a graduate section of an undergraduate class in journalism as well as my second area of study (graphic design). It was also difficult to find new courses because I took upper level courses as an undergrad and therefore couldn't take them again, which narrowed my options even more

Please explain why you would/would not select the program again.

First, I enjoyed the size of the program. It was not too large and it allowed me to get to know my faculty and they were always available when I needed them. Secondly, the quality of the skills I learned was impeccable. I am currently in a PhD program in Higher Education Administration and I am so thankful for the research and writing preparation I received through this program. I also enjoyed being able to have another content area through the program. I feel like it made me well rounded and competitive in the job market. My one piece of disappointment was the lack of classes for the PR concentration within the MA. Often, my classes wouldn't make because there weren't enough students. I wish I would have had a little bit more opportunity for those specific skills since that was my area of emphasis.

**Q21 - Would you recommend the UA JOUR MA program to someone else?
(Please select the appropriate answer.)**

#	Answer	Bar	Response	%
5	Definitely		9	56.25%
4	Probably		3	18.75%
3	Maybe		4	25.00%
2	Probably Not		0	0.00%
1	Definitely Not		0	0.00%
	Total		16	100.00%

Average: 4.31

Q22 - Please explain why you would/would not recommend the program to someone else.

<p>Please explain why you would/would not recommend the program to someone else.</p>
<p>I know many Sport PR professionals/students and would recommend some classes, but would also recommend the sport management/public relations graduate program, as their journalism and PR classes are geared more toward that career path.</p>
<p>same reason as stated in the previous question</p>
<p>It would depend on what their goals are and if i thought the University was a good match. I do not blindly send people in a direction they may not be ready for. However, if they are determined, I do my best to help prepare them. That's why I say maybe.</p>
<p>Excellent preparation and teaching.</p>
<p>If the person was interested in doing high-level research or in beginning a career locally, I would definitely recommend the program. However, if he or she wanted to simply become a journalist, I would encourage him or her to "just start."</p>
<p>There were times when I thought the program could have been more challenging and there were times I was discouraged when I heard terms like, "This isn't the University of Missouri," indicating that we somehow should not be held to the same standard as the best.</p>
<p>The design of the program allows a student to bring the best of journalism to the subject matter of their choosing.</p>
<p>I would recommend the program for anyone who wants to extend their academic journalism career. My experience was a positive one in the regards of learning more about research, ethics, and documentary theory.</p>
<p>I would not recommend the program for someone with no journalism background. It's understandable that the program assumes you know the basics if you enroll in the MA program; however, even if you did study journalism as an undergrad, you can still be at a disadvantage. For example, I studied print and therefore was not as familiar with skills more specific for broadcast (proper lighting for an interview, how to operate the camera, etc). Very little time was spent learning some of these technical broadcast skills, which is fine if you studied broadcast as an undergrad, but it's much more difficult if you studied print or ad/PR and hadn't learned them previously.</p>
<p>All of the reasons on the last question.</p>






Q23 - Please answer the following questions about yourself. When did you graduate from the UA JOUR MA program? (Please write in the year you graduated in the box below.)

Please answer the following questions about yourself. When did you graduate?

2011	1	6.3%
2012	3	18.8%
2013	1	6.3%
2014	2	12.5%
2015	1	6.3%
2016	6	37.5%

Note: Two respondents did not indicate when they graduated.
 Percentages above based on total divided by 16 and rounded.

Q24 - What was your area of concentration in the program, if any?



#	Answer	Bar	Response	%
1	Advertising/ Public Relations		4	25.00%
2	Broadcast/ Documentary		8	50.00%
3	News Narratives/ (formerly News-Editorial)		2	12.50%
4	No Area of Concentration		1	6.25%
5	Other		1	6.25%
	Total		16	100.00%

Q24a - If you responded "Other" to Question 24, what was your other area of concentration in the UA JOUR MA program?







If you responded "Other" to Question 24, what was your other area of concentration.

Journalism and Communications



Q25 - What is your gender?

#	Answer	Bar	Response	%
1	Male		4	25.00%
2	Female		12	75.00%
	Total		16	100.00%

Q26 - What is your age (as of March 1, 2017)?


#	Answer	Bar	Response	%
1	25 or Younger		2	13.33%
2	26 - 30		7	46.67%
3	31 - 35		2	13.33%
4	36 - 40		1	6.67%
5	41 - 45		2	13.33%
6	46 or Older		1	6.67%
	Total		15	100.00%

Q27 - What is your marital status?




#	Answer	Bar	Response	%
1	Not Married		8	53.33%
2	Married		7	46.67%
	Total		15	100.00%

Note: One respondent did not indicate his or her marital status.

Q28 - To which racial or ethnic group do you belong? (Please check all that apply.)

#	Answer	Bar	Response	%
1	American Indian or Alaska Native		0	0.00%
2	Asian		1	6.67%
3	Black or African American		1	6.67%
4	Hispanic or Latino		1	6.67%
5	Native Hawaiian or Other Pacific Islander		0	0.00%
6	White or Caucasian		13	86.67%
7	Other		0	0.00%
	Total		16	100.00%

Q29 - Please indicate your level of agreement or disagreement with the following statement. The overall environment in the UA JOUR MA program is welcoming to people of diverse backgrounds.





#	Answer	Bar	Response	%
5	Strongly agree		10	62.50%
4	Somewhat agree		5	31.25%
3	Neither agree nor disagree		1	6.25%
2	Somewhat disagree		0	0.00%
1	Strongly disagree		0	0.00%
	Total		16	100.00%

Average: 4.56

Q30 - What is your current employment or school situation? (Please write in your job title and place of employment; or write in your graduate program and university.)

What is your current employment or school situation?
Editor, Luxe Interiors + Design Magazine (owned by Sandow)
News Producer, WISH-TV, Indianapolis
Video Project Specialist - University of Arkansas
Not employed in a Journalism-based profession.
Pursuing an MFA in Collaborative Design at John Brown University
Reporter/Producer at KUAF 91.3FM
I will start my phd in the fall -- currently I work for a state-run university as an instructor
Youth & Aquatics Director
director of communications, higher education
Public Information Officer, City of Dallas
Graphic Design Contractor, Central United Methodist Church
Assistant Registrar, NYIT College of Osteopathic Medicine PhD Student, University of Mississippi- Higher Education Administration
Marketing and Communications Manager, Family Medical Practice Vietnam
Fulbright Honors Administrative Specialist III, University of Arkansas

Q31 - How satisfied are you with your current employment options/opportunities?

#	Answer	Bar	Response	%
5	Very satisfied		5	31.25%
4	Satisfied		7	43.75%
3	Neither satisfied nor dissatisfied		2	12.50%
2	Dissatisfied		2	12.50%
1	Very Dissatisfied		0	0.00%
	Total		16	100.00%

Average: 3.94

Q32 - If you could change one thing about your experience in the UA JOUR MA program to make it more successful or fulfilling, what would it be?

If you could change one thing about your experience in the UA JOUR MA program...
N/A
Help in preparing me for the professional world of journalism. Starting to plan for a career while still in school and knowing the importance of getting a jump on that before graduating.
I would have waited a few years. I feel like I would have gotten more out of my education had I not gone immediately from undergraduate to graduate work.
I would add more technical based knowledge to better prepare students for more opportunities in the fields of film and video outside of the journalism industry.
I would have pursued a different thesis subject.
Having more time in class learning about camera settings and lighting techniques.
Better, clearer assignment of G.A. duties.
As I previously mentioned, I would consider the graduate program in the sport and recreation department. Though, it was nice being able to take some of those classes as electives within the JOUR MA program.
same answer about more PR graduate courses
I would have taken on TA duties, explored the documentary program more, and used more of the University's resources to help cope with the death in my family .
There really isn't anything that I think I would change. I know that may sound corny, but I was able to travel to India, make a documentary, learn how to really do research, make friends, receive guidance from professors that I admire. I got out of the graduate program, what I put into it.
I would have appreciated more challenging coursework.
More practice, less theory
More opportunity for classes within the concentration. I would have also appreciated a little bit more of an emphasis on career opportunities.
I would have completed a practical thesis project instead of a research thesis.

Q33 - What other changes would you recommend, if any?

<p style="text-align: center;">What other changes would you recommend, if any?</p>
<p>Still -- better, clearer assignment of G.A. duties. No student should carry more than two classes, this would include requests by professors to grade assessments or assignments outside of the assigned classes.</p>
<p>same answer about more PR graduate courses</p>
<p>I would recommend that the thesis director, or whomever is assigned to the graduate student be sure to meet with them regularly outside of the office. The informal atmosphere would help in discussing opportunities or challenges with their research and perhaps personal issues that could complicate the achievement of the ultimate goal - contributing a body of work and graduation.</p>
<p>N/A</p>
<p>For those in the 5-year BA/MA, I would recommend they begin the process of planning their program courses and brainstorming ideas for their theses during the spring of their junior year.</p>
<p>I would recommend a research methods class that is a better balance of quantitative and qualitative for those with the documentary concentration.</p>
<p>The only things that I would recommend is possibly more attention to the forms that are necessary for the completion of the masters program. I should have paid closer attention to that part of the process, but did not understand what they really were for. I almost had a problem with the IRB form but thankfully it was ok.</p>
<p>In the documentary track, perhaps having the opportunity to produce several short documentaries in Doc I & II instead of 1 big one. That way you have more opportunities to try different things and learn from your mistakes so you can feel more confident when you have to produce your thesis documentary on your own.</p>

Q34 - Which aspect(s) of the program pleased you the most?

Which aspect(s) of the program pleased you the most?
Professors
I enjoyed that I was able to go at my own pace, take as many or as few classes as I wanted each semester. I also enjoyed the coursework in my classes, I thought it was interesting and relevant.
Diverse backgrounds and expertise of faculty.
All faculty were very encouraging, helpful and inspiring. The ability to have flexibility, be creative with course work and find interesting projects was nice.
The freedom to choose a subject outside of journalism for half of the coursework.
Ease of access to feedback and assistance with projects
The faculty were wonderful and I felt free to pursue any topic that caught my interest.
The classes that related most to my career field.
personal attention from my adviser
I enjoyed the hands on element, classroom discussion and the development of my knowledge through literature reviews.
Learning new research processes, being pushed to do better work, traveling, creating documentary films
Overall, I was happy with the faculty and its willingness to work with me.
Flexibility of the course design which allows students to have double majors
Investment of the faculty in the students, I always felt valued and supported.
The support and quality of the faculty

Q35 - Which aspect(s) of the program did you find problematic?

Which aspect(s) of the program did you find problematic?
Needed newer facilities
The graduate program in documentary could be strengthened by offering more course options.
The course selection for Graduates was somewhat minimal, I wish there would have been a few more options to choose from each semester.
The lack of an established cohort of fellow students and the sense that students who did their undergraduate work in the department had all of the connections and corresponding opportunities for assistantships. Those of us who had not been undergraduate journalism students rarely felt like we were truly connected to the department.
Not learning enough technical broadcast skills
Assistance balancing work (GA duties) and my classroom assignments. Again, no one should carry more than two classes, especially classes where students turn in about three assignments per week. Do the math three assignments times 18 students times 3-5 sections. That means the G.A. is grading 162-270 assignments a week -- well above 20 hours.
The thesis process was difficult, log and drawn out, but I know that's just one of the hoops to jump through!
I wanted a stronger emphasis on public relations.
It was difficult learning to switch between academic writing, television writing and newspaper writing.
Taking such a heavy course load (6 hrs spring senior year, 9 hours fall and spring during the fifth/grad year) and working as a graduate assistant while I was also supposed to be working on my thesis.
forms, and some class times
Some faculty members who spoke English as a second language were difficult to understand in classroom settings.
Small sections of classes, lack of offerings.
Sometimes, the program doesn't have a core structure, which confuses students and they might risk choosing the wrong course

Q36 - Is there anything else you would like to tell us about the UA JOUR MA program?

Is there anything else you would like to tell us about the UA JOUR MA program?
No.
no
I enjoyed my time at the University of Arkansas and the bonds I created there stay with me to this day. Thank you.
Thanks for a great education!
It was a great program, I greatly enjoyed it, and was happy to get my MA degree from the U of A!
I would encourage you to make the program more challenging so that our university sends out better equipped reporters, which will enhance the program's status in our field.
Overall, I was thoroughly pleased with my experience. I think there is an opportunity for the department to offer a more in-depth documentary degree program.
I can't think of anything else.
No
Thank you, Dr. Wicks for all your help during my time in the program. Thank you for pushing me to me my best. It has only benefited me.

Appendix H
Itemized List of Journalism Department Equipment Purchases for
Fiscal Years 2014-2015, 2015-2016, and 2016-2017

FY 2014--2015

MacBook -- McCaffrey	2523.15	Ethics Center: 0112-13138-12-0000
Shedder	131.6	Ethics Center: 0112-13138-12-0000
MacBook 13" -- Instructor	3325.24	Global Campus: 0112-13137-11-0000
MacBook 13" -- Instructor	4514.54	Global Campus: 0112-13137-11-0000
Portable Hard Drive -- Documentary Project	98.73	1st Boys of Spring: 0412-35064-31-0000
Scanner	212.92	RIF-Schulte: 0112-25602-17-0000
Amazon -- Camera Supplies	287.52	TELE: 0112-13131-12-0000
Amazon -- Camera Supplies	59.31	TELE: 0112-13131-12-0000
VSA Camera Equipment	32009.95	TELE: 0112-13131-12-0000
VSA Camera Equipment	2212.91	TELE: 0112-13131-12-0000
VSA Camera Equipment	891.8	TELE: 0112-13131-12-0000
VSA Camera Equipment	2900.7	TELE: 0112-13131-12-0000
VSA Camera Equipment	1815.51	TELE: 0112-13131-12-0000
VSA Camera Equipment	1368.21	TELE: 0112-13131-12-0000
VSA Camera Equipment	3880.11	TELE: 0112-13131-12-0000
VSA Camera Equipment	3084.56	TELE: 0112-13131-12-0000
Amazon -- Camera Supplies	263.24	TELE: 0112-13131-12-0000
Amazon -- Camera Supplies	145.03	TELE: 0112-13131-12-0000
B&H Photo -- Camera Supplies	434.06	TELE: 0112-13131-12-0000
Wal-Mart -- Camera Supplies	58.55	TELE: 0112-13131-12-0000
Lowe's -- Camera Supplies	170.84	TELE: 0112-13131-12-0000
Amazon -- Camera Supplies	76.28	TELE: 0112-13131-12-0000
Amazon -- Camera Supplies	76.28	TELE: 0112-13131-12-0000
Amazon -- Camera Supplies	78.89	TELE: 0112-13131-12-0000
Amazon -- Camera Supplies	263.18	TELE: 0112-13131-12-0000
Amazon -- Camera Supplies	97.57	TELE: 0112-13131-12-0000
Wal-Mart -- Camera Supplies	252.24	TELE: 0112-13131-12-0000
Amazon -- Camera Supplies	76.75	TELE: 0112-13131-12-0000
Amazon -- Camera Supplies	326.40	TELE: 0112-13131-12-0000
Amazon -- Camera Supplies	535.12	TELE: 0112-13131-12-0000
Amazon -- Camera Supplies	32.46	TELE: 0112-13131-12-0000
VSA Camera Equipment	349.01	TELE: 0112-13131-12-0000
VSA Camera Equipment	92.20	TELE: 0112-13131-12-0000
Amazon -- Camera Supplies	36.63	TELE: 0112-13131-12-0000
VSA Camera Equipment	517.65	TELE: 0112-13131-12-0000

Amazon -- Camera Supplies	10.96	TELE: 0112-13131-12-0000
B&H Photo -- Camera Supplies	505.84	TELE: 0112-13131-12-0000
Amazon -- Camera Supplies	51.49	TELE: 0112-13131-12-0000
VSA Camera Equipment	1964.53	TELE: 0112-13131-12-0000
B&H Photo -- Camera Supplies	220.49	TELE: 0112-13131-12-0000
UA Bookstore -- Laptop Battery	82.20	TELE: 0112-13131-12-0000
Amazon -- Camera Supplies	43.89	TELE: 0112-13131-12-0000
B&H Photo -- Camera Supplies	930.68	TELE: 0112-13131-12-0000
Drone -- Documentary Project	1149.63	Strawberry Grant: 0412-24047-31-0000
Bedford Camera -- SD Cards	307.26	Strawberry Grant: 0412-24047-31-0000
B&H Photo -- Drone -- Extra Battery	150.54	Strawberry Grant: 0412-24047-31-0000
B&H Photo -- Drone -- Replacement Parts	441.50	Strawberry Grant: 0412-24047-31-0000
B&H Photo -- Drive W-Thunderbolt	614.49	Strawberry Grant: 0412-24047-31-0000

Total for Academic Year	\$69,672.64	
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FY 2015 -- 2016

DOC #D914845/B&H Photo	794.93	Strawberry Project: 0412-24047-31-0000
DOC #D918814/B&H Photo/Refund/hard drives	-614.49	Strawberry Project: 0412-24047-31-0000
DOC #D920039/B&H Photo/Refund/hard drives	-614.49	Strawberry Project: 0412-24047-31-0000
DOC #D922324/Drone Nerds/repair drone	85.00	Strawberry Project: 0412-24047-31-0000
DOC #D960895/Amazon.com/equipment	993.18	Strawberry Project: 0412-24047-31-0000
DOC #D962581/B&H Photo/equipment	188.89	Strawberry Project: 0412-24047-31-0000
DOC #D960896/B&H Photo/equipment	404.87	Strawberry Project: 0412-24047-31-0000
DOC #D961297/Amazon.com/equipment	657.29	Strawberry Project: 0412-24047-31-0000
DOC #D957274/Fed Aviation Admin/Drone	5.00	Strawberry Project: 0412-24047-31-0000
ET #13849/VideoTex System/Camera	5515.89	Strawberry Project: 0412-24047-31-0000
DOC #D984627/Sync Cables	190.75	Strawberry Project: 0412-24047-31-0000
ET#8023/PR/D. Carpenter/batteries, memory card	205.2	Science Fair Project: 0352-10124-17-0000 & 0362-10124-17-0000
PO#6840226/UA BKST/DELL Laptop/2	1537.27	MAINT: 0102-13130-12-0000
DOC #D912398/Amazon/Printer Supplies	66.42	RIF-Chung: 0112-32395-17-0000
DOC #D912694/Amazon/Printer	87.79	RIF-Chung: 0112-32395-17-0000
PO#849872/DELL/Computer	1645.03	RIF-Chung: 0112-32395-22-0000
DOC #D884266/UA BKST/Mini Displayport/RL	38.36	TELE: 0112-13131-12-0000
DOC #D890964/Amazon.com/Aspen Mics	67.43	TELE: 0112-13131-12-0000
PO#842367/DELL/Office Printer/D.Miller	321.01	TELE: 0112-13131-12-0000
DOC #D901368/Amazon.com/Microphones	76.55	TELE: 0112-13131-12-0000
DOC #D901591/Amazon.com/Camera Supplies	461.88	TELE: 0112-13131-12-0000
DOC #D897387/Amazon.com/Camera Supplies	80.05	TELE: 0112-13131-12-0000
PO#842890/VSA/Microphones	3930.00	TELE: 0112-13131-12-0000
BL/PO#6265868/BKST/Repair a iMac/HT	162.27	TELE: 0112-13131-12-0000
DOC #D909363/UA/BKST/Printer/TK	164.61	TELE: 0112-13131-12-0000
DOC #D906177/Amazon.com/Gigabit Ethernet	42.78	TELE: 0112-13131-12-0000
DOC #D906176/Amazon.com/AV Adapter	59.25	TELE: 0112-13131-12-0000
DOC #D906437/Wal-Mart/lab supplies	1.62	TELE: 0112-13131-12-0000
DOC #D910150/Sam's/Keyboard Drawer	132.54	TELE: 0112-13131-12-0000
DOC #D912426/Sam's/UnderDesk Keyboard	138.26	TELE: 0112-13131-12-0000
DOC #D912425/Sam's/UnderDesk/Keyboard	138.26	TELE: 0112-13131-12-0000
DOC #D919962/B&H Photo/G-Drive	614.49	TELE: 0112-13131-12-0000
DOC #D922755/Amazon.com/camera	59.74	TELE: 0112-13131-12-0000
DOC #D923591/Amazon.com/DSLR	37.86	TELE: 0112-13131-12-0000
PO#850874/B&H Photo/Cameras	43497.84	TELE: 0112-13131-12-0000
PO#850874/B&H Photo/Cameras	3500.76	TELE: 0112-13131-12-0000
DOC #D935779/Sam's Club/Keyboard/JW	91.92	TELE: 0112-13131-12-0000
DOC #D933226/Vitec Videocom/Repair	286.45	TELE: 0112-13131-12-0000

PO#853538/VSA/Camera Cases-Headsets	2339.87	TELE: 0112-13131-12-0000
BL/PO#6265868/BKST/Dell Printer/115 Lab	335.82	TELE: 0112-13131-12-0000
BL/PO#6265868/BKST/MacBook Laptop/PW	1535.40	TELE: 0112-13131-12-0000
PO#854311/DELL/Laptop/Accres/JW	1969.81	TELE: 0112-13131-12-0000
DOC #D941003/VSA/Microphones Wired/HT	2518.76	TELE: 0112-13131-12-0000
DOC #D952017/VITEC Video.com	277.49	TELE: 0112-13131-12-0000
DOC #D950129/Amazon.com	27.42	TELE: 0112-13131-12-0000
DOC #D952016/VITEC Video.com	347.50	TELE: 0112-13131-12-0000
BL/PO#6265868/BKST/Repair/Laptop/Brown	616.69	TELE: 0112-13131-12-0000
DOC #D966366/ViteVideocom	287.00	TELE: 0112-13131-12-0000
PO#865078/VideoTex System/Microphone	221.29	TELE: 0112-13131-12-0000
PO#6840225/UA BKST/Apple Laptop/2	2995.09	TELE: 0112-13131-12-0000
PO#6840226/UA BKST/DELL Laptop/2	1537.27	TELE: 0112-13131-12-0000
BL/PO#6206969/RM 119J Projector Screen/Repair	120.00	TELE: 0112-13131-12-0000

Total for Academic Year

\$80,181.87

FY 2016 -- 2017

PO #6842435/iMac 27" Computer/WELLS, R.	3071.77	Global Campus: 0112-13137-11-0000
PO #6843291/iMac 21"/Gould, K	1370.78	Global Campus: 0112-13137-11-0000
DOC #D1015510/Amazon.com	592.49	TELE: 0112-13131-12-0000
PO #874614/VSA/Cameras & accessories	31415.73	TELE: 0112-13131-12-0000
DOC #D1022764/VSA	507.05	TELE: 0112-13131-12-0000
DOC #D1017354/B&H Photo	490.97	TELE: 0112-13131-12-0000
DOC #D1017738/Amazon.com	13.16	TELE: 0112-13131-12-0000
DOC #D1017737/Amazon.com	118.43	TELE: 0112-13131-12-0000
DOC #D1017736/Amazon.com	65.80	TELE: 0112-13131-12-0000
DOC #D1018198/Vitec Videocom	769.59	TELE: 0112-13131-12-0000
DOC #D1018200/Vitec Videocom	392.82	TELE: 0112-13131-12-0000
DOC #D1018199/Vitec Videocom	539.54	TELE: 0112-13131-12-0000
DOC #D1024914/Canon/repair camera	344.40	TELE: 0112-13131-12-0000
DOC #D1024913/Canon/repair camera	395.14	TELE: 0112-13131-12-0000
DOC #D1024916/Canon/repair camera	460.42	TELE: 0112-13131-12-0000
DOC #D1024915/Canon/repair camera	344.40	TELE: 0112-13131-12-0000
DOC #D1022765/VSA	16.46	TELE: 0112-13131-12-0000
DOC #D1021548/Amazon.com	175.38	TELE: 0112-13131-12-0000
DOC #D1023423/Amazon.com	65.80	TELE: 0112-13131-12-0000
DOC #D1024912/Amazon.com	18.62	TELE: 0112-13131-12-0000
PO #878324/VSA/Camera Bags/15	4130.72	TELE: 0112-13131-12-0000
PO #881025/VSA/Camera Warranties/15	4378.53	TELE: 0112-13131-12-0000
UA/BKST/iMac Computer/Schulte, Bret	1600.16	TELE: 0112-13131-12-0000
PO #882843/B&H Photo/UATV Equipment	8707.62	TELE: 0112-13131-12-0000
PO #6850923/UA Computer Store/10 Laptop	21269.55	TELE: 0112-13131-12-0000
PO #892133/B&H Photo/broadcast equipment	13699.58	TELE: 0112-13131-12-0000
DOC #D1084052/Amazon.com/MacBook Case Covers	292.59	TELE: 0112-13131-12-0000
DOC #D1084053/Amazon.com/Rechargeable Batteries	795.41	TELE: 0112-13131-12-0000
PO #892133/B&H Photo/broadcast equipment	2195.56	TELE: 0112-13131-12-0000
PO #898466/Online Services for BCST	199.00	TELE: 0112-13131-12-0000
DOC #D1103694/B&H Photo/Camera Accessories	2688.88	TELE: 0112-13131-12-0000
DOC #D1109356/B&H Photo/Camera Accessories	2722.02	TELE: 0112-13131-12-0000

Total Academic Year

\$103,848.37

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