Report of On-Site Evaluation
ACEJMC
Graduate/Undergraduate programs
2015–2016

Name of Institution: University of North Texas
Name and Title of Chief Executive Officer: Neal Smatresk
Name of Unit: Frank W. and Sue Mayborn School of Journalism; Frank W. Mayborn Graduate Institute of Journalism
Name and Title of Administrator: Dorothy Bland, dean and director of the Graduate Institute of Journalism
Date of 2015 - 2016 Accrediting Visit: Jan. 24-27, 2016

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit: January 2010
Recommendation of the previous site visit team: Reaccreditation
Graduate program: Reaccreditation
Undergraduate program: Reaccreditation
Previous decision of the Accrediting Council: Reaccreditation
Graduate program: Reaccreditation
Undergraduate program: Reaccreditation

Undergraduate program recommendation by 2015 - 2016 Visiting Team: Reaccreditation
Graduate program recommendation by 2015-2016 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair
Name and Title: Jerry Ceppos, Dean
Organization/School: Manship School of Mass Communication, Louisiana State University
Signature

Team Members
Name and Title: Al Stavitsky, Dean
Organization/School: Donald W. Reynolds School of Journalism and Center for Advanced Media Studies, University of Nevada, Reno
Signature

Name and Title: Helen Katz, Senior VP and Research Director
Organization/School: Starcom Mediavest Group
Signature

Note: Two members of the site team were unable to attend the visit but did provide notes based on their reading of the self-study. They were Gracie Lawson-Borders, dean of the School of Communications of Howard University and Maria Russell, professor of public relations at the S.I. Newhouse School of Public Communications at Syracuse University.
PART I: General Information

Name of Institution: University of North Texas

Name of Unit: Frank W. and Sue Mayborn School of Journalism

Year of Visit: 2015-16

1. Check regional association by which the institution now is accredited.

   ___ Middle States Association of Colleges and Schools
   ___ New England Association of Schools and Colleges
   ___ North Central Association of Colleges and Schools
   ___ Northwest Association of Schools and Colleges
   X ___ Southern Association of Colleges and Schools
   ___ Western Association of Schools and Colleges

2. Indicate the institution’s type of control; check more than one if necessary.

   ___ Private
   X ___ Public
   ___ Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

   The University of North Texas is celebrating its 125th anniversary year as the institution was founded in 1890 by Joshua C. Chilton as the Texas Normal College and Teachers’ Training Institute. The university has had seven names through the years:

   1890 Texas Normal College and Teachers’ Training Institute
   1894 North Texas Normal College
   1901 North Texas State Normal College
   1923 North Texas State Teachers College
   1949 North Texas State College
   1961 North Texas State University
   1988 University of North Texas

   Senate Bill 751 of the 76th Texas Legislature provided for the establishment of the UNT System, and in July 1999, the Texas Higher Education Coordinating Board confirmed the formal system status for UNT, including the UNT flagship campus in Denton, the UNT Health Sciences Center in Fort Worth and the UNT Dallas campus. The UNT System is headed by Chancellor Lee Jackson, and UNT is led by President Neal Smatresk. Both UNT Dallas, which is located on the south end of the Dallas metro area, and UNTHSC operate as separate institutions with their own faculty and presidents. Each institution’s president reports to the UNT System chancellor.

   As of fall 2015, UNT has more than 37,000 students and is the 24th largest public university in the nation. UNT is the most comprehensive university in the Dallas–Fort Worth area, offering 98 bachelor's, 82 master's and 36 doctoral degree programs. UNT is accredited by the Southern Association of Schools and Colleges.
4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

   _X_ Yes
   ____ No
   If yes, give the date of the last accrediting visit: January 2010

5. When was the unit or sequences within the unit first accredited by ACEJMC?

   1968

6. Attach a copy of the unit’s undergraduate mission statement and the separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.

   Undergraduate mission: (approved August 26, 2014): To prepare students with ethical values, lifetime communication and intellectual skills, and for successful careers in the professions represented by the school.

   Graduate program mission: (approved December 3, 2014): To prepare students with ethical values and professional skills necessary to practice, teach and conduct research in journalism and mass communication.

7. What are the type and length of terms?

   Semesters of _15_ weeks
   Quarters of _______ weeks
   Summer sessions of 5/8/10_ weeks
   Intersessions of ___3___ weeks

8. Check the programs offered in journalism/mass communications:

   _X_ Bachelor’s degree
   _X_ Master’s degree
   ____ Ph.D. degree: (The unit is part of an Interdisciplinary Ph.D. program with the College of Information)

9. List the specific undergraduate and professional master’s degrees being reviewed by ACEJMC.

   Undergraduate:
   Bachelor of Arts in Journalism (concentrations: digital and print, broadcast and digital, photojournalism, advertising and public relations)
   Teaching Certification
   Certificate in Sports Journalism

   Graduate:
   Masters of Arts in Journalism
   Masters of Journalism
10. Credit hours required by the university for an undergraduate or graduate degree:

Credit hours required by the university for an undergraduate degree:
A minimum of 120 semester credit hours for B.A., of which 42 must be advanced.

Credits hours required for a professional master’s degree:
36 semester credit hours for M.A.
36 semester credit hours for M.J.

11. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.

Students may earn up to three internship credit hours. Each hour of credit equals 100 hours of work. Students cannot receive credit until they are enrolled in advanced-level classes within their sequence.

12. List each professional journalism or mass communications sequence or specialty in the undergraduate program and give the name of the person in charge.

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Person in Charge</th>
</tr>
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<tbody>
<tr>
<td>Advertising</td>
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<tr>
<td>Broadcast and Digital Journalism</td>
<td>Cory Armstrong</td>
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<tr>
<td>Photojournalism</td>
<td>Cory Armstrong</td>
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<tr>
<td>Public Relations</td>
<td>Cory Armstrong</td>
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13. Number of full-time students enrolled in the institution:

29,514

14. Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total):

At the time of the visit, a breakdown by sequence was not available. At the time of the visit, 1,133 undergraduates were enrolled.

Before the visit, the self-study listed the following breakdown by sequence and undergraduate majors:

Advertising: 145
Broadcast and Digital Journalism: 184
Digital and Print Journalism: 155
Photojournalism: 43
Public Relations: 157
News (on old catalog): 179
Strategic Communications (on old catalog): 245
None: 43
Total: 1,152
15. Number of graduate students enrolled onsite:
   55 (45 at the time of the visit) online: 0

Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur* and the preceding term. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio.
(* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

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<th>Course Name</th>
<th>Days</th>
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<th>Instructor</th>
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* Revised 9/15/15

Report of on-site evaluation of graduate and undergraduate programs for 2015-2016 Visits — 4
### 2015 Fall Skills Classes with Enrollment

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Days</th>
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<th>Instructor</th>
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### ONLINE SKILLS CLASSES

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<th>Location</th>
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</table>
17. Total expenditures from all sources planned by the unit for the 2015-2016 academic year:
Percentage increase or decrease in three years:
Amount expected to be spent this year on full-time faculty salaries:

Total expenditures for 2015-16 are $3,179,744. We expect an 18.6% increase largely driven by new faculty, salary increases, more adjuncts and student workers. Full-time faculty salaries are expected to be $1,423,524 for 2015-16. (All numbers have been rounded to the nearest dollar.)

18. List name and rank of all full-time faculty. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Ms. Dorothy Bland, Dean and Director
Dr. Cory Armstrong, Professor and Director
Mr. Thorne Anderson, Associate Professor (Tenured, June 2015)
Ms. Karen Blumenthal (hired January 2016)
Dr. Sheri Broyles, Professor
Ms. Samra Bufkins, Lecturer
Dr. Roy Busby, Professor (modified service as of August 2015)
Mr. Brice Campbell, Visiting Lecturer
Dr. Sara Champlin, Assistant Professor (hired August 2015)
Dr. Meredith Clark, Assistant Professor
Mr. Mark Donald, Lecturer (hired Aug. 2015)
Dr. Tracy Everbach, Associate Professor
Mr. Neil Foote, Principal Lecturer
Mr. Bill Ford, Senior Lecturer
Dr. Koji Fuse, Associate Professor
Mr. George Ghioto, Principal Lecturer (on professional leave for 2015-16)
Mr. Gary Ghioto, Lecturer
Ms. Juli James, Lecturer (hired August 2015)
Dr. James Mueller, Professor (on professional leave in Spring 2016)
Dr. Gwen Nisbett, Assistant Professor
Ms. Rebecca Poynter (hired January 2016)
Ms. Michelle Redmond, Lecturer
Mr. Andrew Tanielian, Lecturer (hired Aug. 2015)
Mr. David Tracy, Lecturer

19. List names of part-time/adjunct faculty teaching at least one course in fall 2015. Also list names of part-time faculty teaching spring 2015. (If your school has its accreditation visit in spring 2016, please provide the updated list of faculty at time of visit.)

Spring 2015:
Sara Blankenship (2310)
Margie Bowles (3050)
Bo Carter (4350)
Kathie Hinnen (2310—2 sections)
Brian Lochhead (3300—2 sections)
Chuck Lustig (4052)
David McPhate (2310—2 sections)
Annette Nevins (2310—2 sections)
Eric Nishimoto (4850/5550)
Sara Ortega (3410)
Rebecca Poynter (3420—2 sections)
John Sparks (3323, 3340)

Spring 2016:
Kassandra Bentley (4620)
Sara Blankenship (1210, 2300, 2310)
Bo Carter (4350)
Kathie Hinnen (2310, 3321)
Bryan Lochhead (3300)
Randy Loftis (2310, 5020)
Lisa McCollough (5200)
Christian McPhate (3310, 3321)
Freda Metoff (3050, 3055)
Eric Nishimoto (4850, 5550)
Sara Ortega (3410)
Staci Parks (2310)
20. Schools on the semester system: For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

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<tr>
<th>Year</th>
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<tr>
<td>2013-2014 academic year</td>
<td>140</td>
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<td>100%</td>
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PART II — Standard 1: Mission, Governance and Administration

The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.

Unit performance with regard to indicators:

(a) The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The university is celebrating its 125th anniversary. The journalism program began in 1945 in the College of Arts and Sciences. The Frank W. and Sue Mayborn School of Journalism was established in 2009. The school also houses the free-standing Frank W. Mayborn Graduate Institute of Journalism, founded in 1999, which administers the only accredited professional master’s program in Texas, Oklahoma, Arkansas and New Mexico. The Mayborn family is the long-time owner of the Temple Daily Telegram, the Killeen Daily Herald and KCEN-TV, Temple’s NBC affiliate. KCEN-TV was sold to London Broadcasting in 2009.

The school offers an undergraduate bachelor of arts in journalism degree, with concentrations in digital and print, broadcast and digital, photojournalism, advertising and public relations. It also offers a master’s of arts in journalism (which requires a thesis) and a master’s of journalism (which does not require a thesis) degrees. (The school also offers an interdisciplinary doctoral program with the College of Information.)

The school’s overall goal is “to be the go-to place for the most innovative professional and academic journalism, mass communication and media-related training.”

The school has experienced remarkable enrollment growth in the last few years. Enrollment figures for spring 2016 show 1,178 students (45 of whom are master’s students), an 8.47 percent increase over spring 2015.

(b) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.

The school’s bylaws, revised in January 2015, say that “shared faculty governance is valued.” The faculty and staff meet monthly during the fall and spring semesters, and in an annual planning session, usually in August. Two faculty committees are elected to handle personnel and promotion and tenure recommendations while eight standing faculty committees are appointed by the dean to make recommendations to the full faculty. The dean is responsible for final decisions. The faculty and staff met 10 times during 2014-15. Minutes are distributed electronically and also are available on a shared drive.
(c) **The unit’s administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.**

The dean reports to the provost. The dean holds the academic rank of tenured full professor. She joined the school in 2013 as dean. Earlier, she worked at Florida A&M University as a professor and as journalism director. Prior to joining the academy, she worked more than 25 years in the newspaper industry, rising from reporter to publisher.

The dean clearly was brought in both to stabilize the school after two interim deans led “the Mayborn,” as it is known by almost everyone on campus, for four years. At the same time, she said that she was hired as “a change agent.” The school certainly has changed. The dean replaced two interim chairs with a journalism director; it became one of the fastest-growing on campus; its national reputation spread because of the Mayborn Literary Nonfiction Conference; research productivity improved; the faculty became more diverse, and the school has started to move into new, expansive quarters. The move will be completed by fall 2017.

“We have someone who’s the boss, with a vision and a plan,” one faculty member said. However, some others see her “disruptive change” as indicative of a desire to avoid shared governance and clear communication of goals. The dean acknowledges that several people may be unhappy “whenever you walk into a situation (where) you need to do a lot quickly.”

While the team recognized that many schools wrestle with the best way to change, it expressed greater concern about a specific management challenge that is widely known within the school: broad disagreements between the dean and her journalism director, the number-two person in the organization, who was appointed in August 2014. These disagreements will hamper the school and need to be resolved so that the school can continue its relative stability and remarkable growth.

Another management issue—which, if resolved, could lead to greatness—is the fuzzy relationship between the school and Media Arts, part of the College of Arts and Sciences. Some Mayborn students are just as fuzzy about the relationship and their lack of access to what they describe as very good TV facilities in Media Arts. (Mayborn TV facilities are satisfactory but certainly won’t dazzle students or parents.) In fact, the description of Media Arts on that department’s web page does not sound very different from the description of the Mayborn School. A merger or some other arrangement could help students and bring national attention to UNT.

(d) **The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.**

The provost appoints the dean with input from students, faculty, industries and administrators. Dean Bland was appointed after a national search headed by another dean. The journalism director was appointed by the dean after a national search. A faculty member chaired the search committee. The positions were posted and advertised. The dean is evaluated by the faculty and by the provost. The journalism director’s first evaluation was by the dean with faculty input.
(e) Faculty, staff and students have avenues to express concerns and have them addressed.

The Faculty Handbook and the Staff Manual outline grievance procedures. Students who wish to appeal a grade typically are asked to contact the professor. They may file a grade appeal within 35 days of the grade being posted, and the journalism director will make a judgment. (Details of the grade-appeal policy are in section 15.2.7 of the UNT policies manual.)

Overall evaluation (undergraduate program): COMPLIANCE

Professional master’s program / Unit performance with regard to indicators:

(f) The unit has a separate written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The Mayborn School houses the free-standing Frank W. Mayborn Graduate Institute of Journalism, which administers the professional master’s degree program. The graduate faculty approved a new mission statement in December 2014: “To prepare students with ethical values and professional skills necessary to practice, teach and conduct research in journalism and mass communication.”

The master’s program strategic plan is integrated into the School’s Strategic Plan (as Bold Goal 2: “Provide superior graduate education, scholarship and artistic endeavors”) and identifies needs and resources. The university administration is supportive of the program, which aligns with UNT’s goal of building graduate education.

(g) The unit has designated administrative oversight of the professional graduate program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional graduate program.

The dean of the school also serves as director of the Graduate Institute of Journalism. Policies and procedures for the graduate program are incorporated in the school’s bylaws, approved in 2015. Faculty oversight is provided by the Mayborn graduate faculty. A subset of the graduate faculty operates as the Graduate Committee, which addresses issues of curriculum, admissions criteria and other matters and brings recommendations to the full graduate faculty for a vote where necessary.

Overall evaluation (professional master's program): COMPLIANCE
PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Unit performance with regard to indicators:

(a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet these requirements.

The school requires that a minimum of 72 semester credit hours be completed outside of journalism. The 72 hours may not include classes from the Department of Media Arts. Of the graduating classes of the two academic years preceding the accrediting visit, 100 percent of students met the requirement.

(b) The unit provides a balance among theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.

The journalism major offers tracks in news and strategic communication. There are three concentrations in news: digital/print; broadcast/digital, and photojournalism. There are two concentrations in strategic communication: advertising and public relations. There are three foundational classes (total of nine credits) for each track, two of which overlap, and separate three-credit capstone courses for each track.

The foundational classes for the news concentrations are: JOUR 1210 Mass Communication & Society; JOUR 2300 Principles of News; and JOUR 2310 Introduction to Media Writing.

The foundational classes for the strategic communication concentrations are: JOUR 1210 Mass Communication & Society; JOUR 2000 Principles of Strategic Advertising/Public Relations; and JOUR 2310 Introduction to Media Writing.

The university requires an 18-credit-hour minor of all students. The minor cannot be selected from a journalism sequence. The school discourages, but does not prohibit, minors in the departments of Communication Studies or Media Arts in UNT’s College of Arts and Sciences.

Within each concentration are two series of advanced “level” courses (totaling 15 credit hours), which vary by area, that balance theoretical courses, application of professional skills, and integrative courses to address the Council’s core values and competencies. That’s followed by six credit hours of Senior Coursework, which vary by area.

Students in each concentration must also complete three credits from a three-course menu of Critical Thinking requirements: JOUR 4240 Comparative International Media Systems, JOUR 4250 Race, Gender & the Media, or JOUR 4820 History of American Media. They must also select 12 credit hours
from a menu of elective courses, comprised of courses from concentrations other than their primary concentration.

The capstone for the news track is JOUR 4620 Mass Communications Law for News. The capstone for the strategic communication track is JOUR 4470 Ethics, Law & Diversity for Strategic Communications.

Discussions of each of the concentrations follow.

ADVERTISING

The advertising sequence requires students to complete the three Journalism foundation courses of Mass Communication & Society, Principles of Strategic Advertising, and Introduction to Media Writing. Advanced Level coursework is divided into three levels: Communication & Analysis (three classes), Writing & Visual Communications (two classes to be taken together), and Senior Coursework (two classes). They must complete the Level I before moving on to Levels II and III. There are also two Professional Application segments, and a required Critical Thinking course (four choices). The basic Advertising classes include Advertising Concepts and Advertising Media Strategy (Level I); Advertising Creative (Level II), and Advertising Campaigns (Level III). There is a college-wide capstone class, Ethics, Law & Diversity for Strategic Communications, as well as a specific one that is advertising-focused, Advertising Campaigns.

Students must add 15 elective hours from a list of options, though relatively few are advertising-specific, classroom-based, and offered regularly. Students feel that there has been a welcome increase in the number of electives available to them. Many classes involve both theory and practice, which students find very helpful to solidify the knowledge gained in the class and to help prepare them well for internships or future jobs. They find the faculty extremely approachable and helpful, for both classwork and career/internship help and advice. They also, for the most part, like that they learn about many different areas of advertising (and public relations) and feel they come out of the program as well-rounded individuals.

There is a strong emphasis on professional and practical experience, both internally at the student-run SWOOP advertising and PR agency, and externally through internships. Students are required to do a professional internship, which can be on- or off-campus, or a practicum, which usually is on-campus. The agency is open to about 25 students each semester, and students must apply to be a part of it. They find it invaluable, working on campaigns for real-world clients, both on campus (such as other university units) and local businesses. As far as external opportunities, students expressed strong disappointment that a trip to New York will not be offered this summer. (It likely will be offered every other summer.) There is an annual offering to London, for which funding and scholarships are available.

In addition, of the nine on-campus organizations that students can participate in within the Mayborn School, two are advertising-specific (Ad Club and the Gravitas ad team).

BROADCAST/DIGITAL

The broadcast/digital concentration requires, in addition to the foundational courses, six credit hours of Writing/Reporting/Editing courses (JOUR 3323 News Writing for Broadcast/Web, and JOUR 3300 Intro to Visual Communication) and nine credit hours of Visual Journalism coursework (JOUR 3340
Online Journalism, JOUR 4323 Advanced Writing/Reporting for Broadcast/Web, and JOUR 4343 Visual News Storytelling).

The six credits of Senior Coursework are JOUR 4410 Reporting for Public Affairs and JOUR 4620 Mass Communication Law for News (which is the capstone).

Students who met with the site team were enthusiastic about their broadcast/digital courses, appreciating their hands-on nature and the professional backgrounds of their instructors. The students also noted the co-curricular opportunities available to them, such as the NTDaily broadcasts and the new BEA student group, which has been active in bringing broadcast professionals from the Dallas market to campus.

DIGITAL/PRINT

This concentration requires foundational courses of Mass Communication & Society, Principles of News and the critical Introduction to Media Writing as well as advanced News Writing, Reporting & Editing and Introduction to Visual Communications.

In addition to those courses, students take 11 classes from a menu of 28, including courses in online journalism; race and gender; history; social media, and others.

Students praise the hands-on nature of most of the courses, the deep professional experience of many faculty members and the accessibility of their professors. They also repeatedly cite the many extracurricular activities that extend the reach of these classes, including the innovative Hatch photo agency, in which clients hire students to shoot photos.

PHOTOJOURNALISM

The photojournalism concentration begins with JOUR 3221 News Writing, Reporting & Editing and JOUR 3300 Intro to Visual Communication. There are elements of choice at levels two and three. At Level 2, students are required to complete JOUR 3700 Photojournalism and choose between JOUR 3310 Feature Writing and JOUR 4321 Opinion Writing. Similarly, the Senior Coursework level offers a choice between JOUR 4720 Multimedia Storytelling and JOUR 4730 Picture Editing/Portfolio, while requiring completion of JOUR 4410 Reporting for Public Affairs and JOUR 4620 Mass Communication Law.

Students in the photojournalism concentration who met with the site team offered high praise for the faculty member in this area and were enthusiastic about the opportunity to work for Hatch Visuals, the student photo agency.

PUBLIC RELATIONS

In addition to the credits required college-wide, students in public relations must complete three foundational courses, Mass Communication & Society, Principles of Advertising and PR and Introduction to Media Writing. Beyond those three foundational courses, students are required to take Applied Design for Advertising and PR, News Writing Reporting and Editing plus Fundamentals of PR Practices as part of Level 1 Communication & Analysis. At Level 2, those in the PR track take nine credit hours for the following three courses: PR Writing, Mass Comm. Research Methods and Strategic Social Media. At Level 3 (Senior Course Work) students take six hours spread between PR
Communication plus Ethics Law & Diversity in Advertising & PR. As part of the Professional Application, students also must have at least a one-hour internship, special problems or practicum class. Students also have the option of taking a three-credit-hour class in PR for Nonprofits or Magazine Production. As part of the Journalism Critical Thinking component, PR students also must take Fundamentals of PR Practices. PR students also have a choice of 12 electives they can take for up to nine credit hours that range from ad account planning to PR Case Studies.

Students like the PR classes that are offered and are happy more have been added (such as Strategic Social Media and Public Relations for Non-Profit, but like the Advertising students, they would like to see more PR-specific electives available.

The student-run SWOOP agency gives PR students a great opportunity to work on real-world campaigns, and they are dedicated to that, with daily meetings before classes begin. The PR faculty are considered helpful and readily available to students.

(c) Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

The school has increased its curricular offerings related to multimedia and digital competencies. The school added an additional section (from three to four) of JOUR 3340 Online Journalism each semester, beginning in Fall 2015. (The course will be retitled Digital Media for Journalists in Fall 2016 to better reflect the content.) Regularly offered courses in this area include JOUR 4720 Multimedia Storytelling and JOUR 4270 Strategic Social Media. Two new courses were created and taught beginning in Fall 2015 – News Gaming and Creative Media Illustration.

Three courses are being taught in a hybrid format, with class meetings both in person and online. JOUR 4321 Opinion Writing is being offered entirely online.

Students who met with the site team praised their instructors for their professional backgrounds, the hands-on emphasis of skills courses, and their commitment to student success. Student and faculty interviews, and review of syllabi indicate that instruction is generally responsive to digital, technological and multimedia competencies. Some faculty and students did note a need for more digital aspects in the advertising and public relations curricula.

Several Mayborn faculty have been honored with awards for teaching in recent years.

(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1. (Campaigns courses are exempt from the 20-1 ratio.)

Student-faculty ratios were within acceptable limits during the Fall 2015 semester preceding the site visit. There were 64 laboratory and skills sections offered, with 1,095 students enrolled, for an average ratio of 17.1 to 1.
(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours).

Students may take up to three semester credit hours at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester credit hours at a professional media outlet.

The school requires one credit hour of Professional Application for the major. This may be in the form of an internship (JOUR 4800), practicum (JOUR 4810) or independent Special Problems (JOUR 4900). One hour of course credit represents 100 hours of work. The school has strong ties with industry firms in the Dallas/Fort Worth region, including formal internship programs with The Dallas Morning News, the Denton Record-Chronicle, and the Fort Worth Star-Telegram. The school also offers practicum opportunities through the SWOOP student-run advertising/PR agency, the NT Daily student newspaper/website, the NT Daily TV news and sports broadcasts, and the Hatch Visuals student photo agency.

Internships are supervised and graded by faculty. Students submit weekly reports to the supervising professors and an end-of-term evaluation. Employers provide midterm and final assessments of student performance.

Overall evaluation (undergraduate): COMPLIANCE

For units requesting evaluation of a professional master’s program:

Indicators:

(f) At least half of the required credit hours are in either professional skills or that integrate theory and skills appropriate to professional communication careers.

The school describes half of its journalism graduate courses (11 of 22) as “skills-dominant” and describes its two research methods courses as “skills-focused” because students are required to apply methods in professional situations (including for actual clients). Graduate students who met with the site team spoke to the skill-driven nature of the program.

The 36-credit graduate program offers an MA, which requires a thesis, and an MJ, which does not require a thesis. Students complete degree plans based upon their academic and professional goals, in consultation with the School’s graduate advisor. All graduate students must pass a comprehensive exam, which involves writing fully cited essays of 1,500-to-2,500 words in each of three areas of study. At the time of the site visit 23 graduate students were pursuing the thesis option, and 25 were pursuing the non-thesis option.
There are four core courses required of all graduate students:

JOUR 5040 Media Studies and Theories
JOUR 5050 Readings
JOUR 5250 Research Methods I
JOUR 5260 Research Methods II

Graduate students who enter the program without undergraduate degrees in journalism are required to complete these skills courses:

JOUR 5010 Reporting Practices
JOUR 5020 Editing Techniques

Students select six to eight of the following courses, based upon their degree plans:

JOUR 5030 Visual Journalism
JOUR 5100 Case Problems in Public Relations
JOUR 5120 Strategic Public Relations
JOUR 5270 Advanced Reporting Techniques
JOUR 5280 Media Management
JOUR 5290 Science, Health and Environmental Reporting
JOUR 5310 Media Ethics
JOUR 5320 New Technologies of Mass Communication
JOUR 5330 Strategic Social Media (includes undergraduates)
JOUR 5500 Integrated Communications
JOUR 5550 Magazine Production (Denton Live) (includes undergraduates)
JOUR 5700 Advanced Feature Writing
JOUR 5710 Narrative Journalism
JOUR 5720 Magazine Writing and Publishing
JOUR 5730 Writing, Editing and Publishing for the Literary Market
JOUR 5740 Literary Journalism
JOUR 5800 Professional Internship
JOUR 5900/5910 Advanced/Special Problems (independent study or graduate course number to take a 4000-level undergraduate class)

Students who select the MA (thesis) option are required to complete six credit hours for thesis (JOUR 5950).

(g) Instruction and curricular requirements for professional graduate students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.

The graduate program calls for a deeper and more sophisticated theoretical understanding of journalism and media practice than is required of undergraduates. This is achieved through introduction to the range of theoretical perspectives in the field during the four core courses, through application of research methods to contemporary communication issues, through more advanced research and analytical rigor in graduate classes, and through the Mayborn Master’s Exam (the comprehensive exam). Most graduate-
level classes are restricted to graduate students; in the instances in which graduate students take classes with undergraduates, the graduate students have additional research and project assignments.

Graduate students who met with the site team stated that they found their master’s coursework to be generally rigorous and challenging. Several students who had undergraduate degrees in journalism said the core courses appeared to be geared more toward master’s students whose undergraduate degrees were in disciplines other than journalism and mass communication, and could have been more challenging.

Mayborn’s graduate-program website indicates that the program offers “individualized degree plans to achieve career goals in news, strategic communications and other areas of personal interest.” Those areas were listed as: “arts and entertainment; broadcast journalism; business journalism; general media studies; health, medicine, sciences and environmental journalism; international communications; Internet, interactive and virtual digital communications; investigative journalism, law and journalism; management and entrepreneurship; mass communication research; multicultural communications; narrative journalism; public and civic journalism; race, gender, ethnicity and sexuality communications; religion and journalism; sports journalism; strategic communications (advertising and public relations); and visual communications” (http://journalism.unt.edu/graduate/concentrations/masters).

A 2014 program review conducted by external reviewers noted that there are “no graduate courses in most of these specializations” and that the graduate courses were primarily in narrative journalism. Since that review, the school has sought to develop additional coursework in strategic communication. Graduate students seeking to specialize in broadcasting, visual journalism and digital or new media need to take undergraduate courses. For this reason, the external reviewers recommended that the school be merged with the Department of Media Arts, part of UNT’s College of Arts and Sciences. Leadership changes in both the department and the college have delayed discussions of such a possible reorganization.

Under ACEJMC policy, master’s graduates must also attain the additional core competency of contributing to knowledge appropriate to the communications professions in which they work. The school seeks to help graduate students meet this competency through course content dealing with understanding and application of empirical research. As examples, the two methods classes require students to apply quantitative and qualitative approaches to contemporary communication problems in both basic- and applied-research settings. Graduate students reported that faculty in other courses stressed such application as well.

PROFESSIONAL MASTER’S PROGRAM SUMMARY

The Mayborn School offers two master’s degrees. The Master of Arts degree requires 30 credit hours of coursework, with a thesis for six credit hours. The Master of Journalism degree requires 36 credit hours of coursework. Both degrees require completion of a comprehensive exam, the Mayborn Master’s Exam, which requires students to write three fully cited 1,500-to-2,500 word essays in response to questions that demonstrate holistically what they have learned in their courses. The program includes a four-course core that presents a range of theoretical and methodological perspectives. Graduate students go on to select courses based on their academic and professional interests.

While the Mayborn graduate website and brochure describe an extensive list of possible areas of interest, most courses deal with various aspects of narrative journalism. Several new graduate course
offerings relate to forms of strategic communication and have expanded curricular choice for the growing number of students with interests in this area. Graduate students interested in pursuing career interests in broadcasting, visual journalism, and forms of digital and new media must augment master’s coursework with classes that meet with undergraduates.

Graduate students who met with the site team were generally enthusiastic about the master’s program. They praised the graduate faculty as committed and accessible, found the coursework to be challenging, noted that they were applying theory to contemporary communication issues, and appreciated the supportive nature of the graduate-student cohort. Students also spoke to the strong value that the Mayborn Literary Nonfiction Conference brings to the master’s program.

**Overall evaluation (graduate): COMPLIANCE**
PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Unit performance with regard to indicators:

(a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit’s definition of diversity and identify the under-represented groups.

Two plans, both adopted in 2014, deal with diversity. Interestingly, the diversity plan calls for the school to help the North Texas Daily and NT Daily TV to recruit, select and hire diverse staff members as well as requiring the school to recruit diverse faculty and students in general. Two participants in student media specifically talked to us about attempting to balance photos of white students with those of students of color, a sophisticated conversation for college editors.

The Mayborn Strategic Plan lists specific goals, such as developing a database of potential adjuncts as well as full-time faculty prospects of color. That plan also calls for visiting at least 60 targeted diverse high schools and junior colleges each year.

(b) The unit’s curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. The unit’s curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

Students praised an elective undergraduate class, “Race, Gender and Media,” particularly calling out Professor Neil Foote for leading candid but respectful discussions about the many news events triggered by diversity issues in the last few years. Two classes, including that one, focus solely on diversity. Almost every other class has a diversity component.

The school’s summer “Heart of Mexico Storytelling Project” leverages two of the school’s signatures, diversity and narrative nonfiction. In this project, a dozen Mayborn students and a dozen students from a Mexican university produce a major narrative-nonfiction project in print, on line and in a five-minute documentary every summer. As the class’s leader points out, many of the Mayborn students who take the course have relatives in the area the group is visiting. (The narrative part of the program relates, of course, to the annual Mayborn Literary Nonfiction Conference, which garners immense publicity for the school because of the important authors who visit.)

(c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.

Faculty at the school are roughly 50 percent female and 25 percent people of color.
(d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The school and UNT are close to becoming majority-minority institutions. The school is about 50 percent white and 50 percent minority. The school’s minority percentages are better than the university’s. The school’s largest minority group is Hispanics (22.13 percent vs. 19.49 percent at UNT), followed by African-Americans (18.07 percent vs. 12.49 percent at UNT). Among the panoply of student organizations are student chapters of NABJ and NAHJ.

(e) The unit has a climate that is free of harassment and discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

UNT and the school cite a number of policies that ensure a climate free of harassment and discrimination. The school adheres to the broad UNT statement on diversity: “The University of North Texas has a history of seeking to preserve an atmosphere of openness and tolerance. It is committed to maintaining and unpretentious and accepting atmosphere welcoming to anyone who strives to achieve his or her personal best. UNT possesses and values an increasing diversity among the individuals who make up its community. This is one of UNT’s greatest strengths.”

Every syllabus informs readers about accommodations for disabled students and the Office of Disability Accommodations.

Overall evaluation (undergraduate program): COMPLIANCE.

PROFESSIONAL MASTER’S PROGRAM

Women and minorities are well represented on the graduate faculty. Six of the eight full members of the graduate faculty are women. There is one African American and one international faculty member on the full graduate faculty. Two of the five associate members of the graduate faculty are African American.

Minority enrollment in the graduate program (37 percent for academic year 2014/2015) was lower than in the undergraduate program (49 percent). However, minorities and women were well represented among Mayborn Graduate Scholarship recipients during the two academic years prior to the site visit; full-time Mayborn Scholars typically receive $10,000 annual scholarships.

Issues of diversity are addressed effectively in the graduate curriculum, according to review of syllabi and student comments.

Overall evaluation (professional master’s program): COMPLIANCE
Faculty Populations, Full-time and Part-time

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit’s total faculty. (Report international faculty the same way the university reports them.)

### Academic year: 2014 – 2015 Full-time faculty

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Black Female: Dorothy Bland
    Meredith Clark
    Michelle Redmond

Black Male: Neil Foote

White Female: Cory Armstrong
    Sheri Broyles
    Samra Bufkins
    Tracy Everbach
    Nann Goplerud
    Gwen Nisbett (Hispanic ethnicity)

White Male: Thorne Anderson
    Roy Busby
    Brice Campbell
    Mark Donald
    Bill Ford
    George Getschow
    Gary Ghioto
    Jim Mueller
    Peter Noble
    Clay Rivenbark
    Dave Tracy

International Male: Koji Fuse
PART II — Standard 4: Full-Time and Part-Time Faculty

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit’s mission.

Unit performance with regard to indicators:

(a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

The Mayborn School has written criteria for selecting full-time faculty and instructional staff. Initially, new and vacant full-time faculty lines must be approved for hire by the UNT provost. Once approval is granted, a search committee is appointed by the dean and director. Committees makes recommendations to the full faculty for a vote before being presented to the dean. The dean makes a recommendation to the provost, who has ultimate authority for hiring.

Staff hires are advertised on UNT’s human resources website. The supervisor for the position reviews applications, schedules interviews and selects a candidate in consultation with the dean. Part-time faculty positions are generally not advertised. The director, in consultation with the dean, handles part-time faculty hiring.

(b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.

During the two academic years prior to the site visit, full-time faculty taught 73 percent of undergraduate core and required courses in AY 2014/15 and 85 percent of such courses in AY 2013/14.

The school has two classifications of full-time faculty: tenured/tenure-track and lecturers. Tenured and tenure-track faculty have five-course teaching loads, as well as research and service expectations. Tenured faculty, without administrative appointments, are generally allotted 50 percent teaching, 30 percent research and 20 percent service. For tenure-track faculty, the allotment is 50/40/10.

Lecturers (including senior lecturer and principal lecturer ranks) are expected to teach eight classes per year, with a service component (20 percent).

The faculty is made up of 21 full-time members: five full professors; three associate professors; three assistant professors; three principal lecturers; one senior lecturer; three lecturers; and three visiting lecturers. However, the explosive enrollment growth of the school means that those numbers soon will be inadequate.

(c) Credentials of the unit’s faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

Of the 21 full-time faculty members, nine hold PhDs, three hold MFAs (one of whom also holds a JD), three hold MBAs (one of whom also has an MSJ), five hold MAs, and there is one MS and one MJ.
College teaching experience ranges from one year to 51 years. Professional experience ranges from one year to 36 years. (The Mayborn School reports an average of 21 years of professional experience.)

The faculty seek to keep current in teaching through workshops in UNT’s Center for Learning Enhancement, Assessment and Redesign, including a session on online course development. Two lecturers attended seminars at the Poynter Institute and another attended a seminar at the Reynolds Center for Business Journalism. Faculty regularly attend conferences such as AEJMC and NCA. Full-time faculty receive an annual allocation of up to $1,500 for professional development and research opportunities as well as professional association memberships.

(d) The unit regularly evaluates instruction, whether on-site or online, using multiple measures that include student input.

All classes are evaluated by students. A new evaluation system, called Student Perceptions of Teaching, was implemented in Fall 2015. In addition, the school’s Annual Faculty Evaluation Policies and Criteria call for members of the Personnel Affairs Committee to conduct peer reviews of teaching that are considered a source of evidence for evaluating teaching in terms of annual evaluation and in the context of the tenure and promotion process.

(e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.

Representatives of other schools praised the collegiality of the dean and the faculty. They said the school has a high profile, in part because of the nonfiction conference. They also repeatedly complimented the school on the talent of its students.

Overall evaluation (undergraduate program): COMPLIANCE

For units requesting evaluation of a professional master’s program:

(f) Faculty members teaching in the graduate program meet the criteria for graduate instruction at that university.

Under UNT policy, all tenure-system faculty who hold terminal degrees and a faculty appointment in an academic department are eligible for full membership in the graduate faculty. Seven school faculty are full members. Non-tenure-system faculty, retired faculty, and practitioners are eligible for associate membership, in which they may teach graduate courses and serve on master’s or doctoral committees. Five faculty are associate members of the graduate faculty.

(g) Graduate faculty teach the majority of professional master's courses.

During the academic year prior to the site visit, 2014/2015, graduate faculty taught 57.5 percent of professional master’s courses. During 2013/2014, graduate faculty taught 48.6 percent of professional
master’s courses. The school explains that in 2013/2014 a faculty member was on leave and all appropriate faculty did not have the official designation. Once the dean and director were in place by Fall semester 2014, five faculty were granted graduate faculty status and two more in Spring 2015.

PROFESSIONAL MASTER’S PROGRAM

The school has seven full and five associate graduate faculty members, in accordance with UNT policy. Tenure and tenure-track faculty with terminal degrees are eligible for full membership, which allows them to teach graduate courses, advise theses and dissertations, and serve on student committees. Associate members may include non-tenure-system faculty, retired faculty and practitioners, who may teach graduate courses and serve on committees, but not advise theses and dissertations.

Several new tenure-track hires with research backgrounds have increased the size and broadened the scholarly credentials of the Mayborn’s full graduate faculty.

Current graduate students praise the faculty for their accessibility and commitment, and for connecting theory with practice. As more graduate students choose to pursue the thesis option, it will be challenging for the graduate faculty to keep up, given its current size.

Overall evaluation (professional master’s program): COMPLIANCE
PART II — Standard 5: Scholarship: Research, Creative and Professional Activity

With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.

Unit performance with regard to indicators:

(a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.
UNT has been designated by the Texas Higher Education Coordinating Board as one of the state’s eight “emerging research universities” and the university’s mission statement declares it to be “a major public research university.” The school’s tenure and promotion document, revised in 2015, holds that a faculty member is “expected to demonstrate at least basic professional and creative activity during his or her career in three areas: research, publication and professional participation.” The school provides tenure-track faculty a course reduction at the midpoint of their probationary period to promote research productivity, and tenured faculty are eligible for a one-semester sabbatical after promotion. The school also provides annual support for conference travel ($1,000) and professional association memberships ($500).

Some faculty expressed concern about the school’s climate for research. In general, this took the form of concern about a lack of widespread appreciation for the time and commitment required for research productivity. Specifically, concern was expressed about a lack of support for the school’s recently hired assistant professors, in terms of funding, time and RA assistance. The hiring in 2014 of a journalism director with a solid research background was intended in part to address this issue.

(b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.
The tenure and promotion document sets forth expectations for research, creative and/or professional activity in criteria for hiring, promotion and tenure.

(c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members’ professional as well as scholarly specializations.
The school’s criteria for promotion, tenure and merit encompass professional as well as scholarly activities.

(d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution. CVs provided with the self-study demonstrate that faculty who are engaged in research actively communicate the results of their research at a range of academic and industry conferences, as well as through publication in books and journals. Of the 21 current full-time faculty listed in the self study, 11 are tenured and tenure-track faculty for whom research and/or creative and professional activity is expected. The school reports more than 360 scholarly and creative works, a significant increase, since the previous self study.
(e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.

Mayborn School faculty remarked that they feel free to pursue their intellectual curiosity, and to present critical analysis and express independent views.

Overall evaluation (undergraduate program): COMPLIANCE

PROFESSIONAL MASTER’S PROGRAM

The scholarly productivity of the faculty has increased considerably since the last self-study, though a culture of scholarship is still evolving. Three new tenure-track assistant professors with promising research backgrounds have been hired, along with a school director who has a solid, mature program of research. This has increased the size and strength of the graduate faculty. Taken together, this should serve to continue to enhance the graduate program. As noted above, the increase in the number of students pursuing the thesis option could be a challenge.

Overall evaluation (professional master’s program): COMPLIANCE

| Scholarship, Research, Creative and Professional Activities | Totals from Unit | By Individuals | |
|-------------------------------------------------------------|------------------|---------------|
| | | Full Profs. 5(8) | Asso. Prof. 3(5) | Asst. Prof. 3(3) | Lecturers 8(16) | Totals by Faculty 17(31) |
| Awards and Honors | 24 | 6 | 11 | 3 | 4 | 24 |
| Grants Received — Internal | 7 | 4 | 3 | 7 |
| Grants Received — External | 4 | 3 | 1 | 4 |
| Scholarly Books, Sole- or Co-Authored | 1 | 1 | |
| Textbooks, Sole- or Co-Authored | 5 | 4 | 1 | 5 |
| Books Edited | 1 | 1 | 1 |
| Book Chapters | 16 | 6 | 8 | 2 | 17 |
| Monographs | 1 | 1 | 1 |
| Articles in Refereed Journals | 26 | 11 | 14 | 2 | 27 |
| Refereed Conference Papers | 70 | 28 | 32 | 22 | 1 | 83 |
| Invited Academic Presentations | 57 | 24 | 30 | 3 | 57 |
| Encyclopedia Entries | 1 | 1 | 1 |
| Book Reviews | 12 | 5 | 7 | 12 |
| Articles in Non-Refereed Publications | 34 | 15 | 9 | 10 | 34 |
| Juried Creative Works | 6 | 6 | 6 |
| Non-Juried Creative Works | 67 | 52 | 17 | 69 |
| Other (Invited Non-Academic Presentations) | 35 | 5 | 1 | 20 | 9 | 35 |
| Grand Total | 367 | 108 | 118 | 114 | 44 | 384 |
PART II — Standard 6: Student Services

The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.

Unit performance with regard to indicators:

(a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.

Four full-time undergraduate advisors work in the Mayborn School, along with one graduate advisor. For undergraduates, students first meet with them during freshman orientation once they have declared an interest in the school. There is then a mandatory meeting after the students have completed their three foundational courses and required English and math classes. The advisors are able to block students from enrolling in advanced journalism coursework until they have confirmed that the students have met all the requirements for admission into those (including a minimum 2.5 GPA, completion of the grammar and spelling test, and a formal application to the major). Once students have been admitted into the advanced classes, they do not have to meet with the undergraduate advisors, though many choose to do so. The last required check-in is to ensure that they are on track for their graduation requirements.

Career and academic advising happens both with the advising staff and with faculty. Students repeatedly mentioned having close relationships with individual faculty who helped them secure internships and jobs, as well as giving guidance on classes they might consider.

(b) Faculty are available and accessible to students.

Students felt that faculty were very accessible, either in person or via email, and that they are very responsive and helpful. This goes well beyond the posted office hours that each faculty member offers, with students saying they had often received emails on evenings or weekends in response to their questions. During the site visit, it was very common to see faculty having hallway or office conversations with students, in a very collegial and open manner.

(c) The unit keeps students informed about the activities, requirements and policies of the unit.

While students had a hard time identifying the source of all the information they received from the unit, it appeared that they are kept well informed. Posters throughout the building that houses Mayborn promote what is going on at the school. Students are regularly sent emails (although not on a regular schedule) to tell them about general policies or requirements, such as how to apply to graduate. The advising staff communicates with individual students via email.

(d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.

There are a multitude of extra-curricular opportunities for students at the school. The six media outlets that students support are the student newspaper, the North Texas Daily, which appears in print once a week and online (as NTDaily.com) every day. Denton Community Access Television (DCTV) is a cable
access channel for which students produce news and sports via NTDaily TV. NTDailyRadio.com is a new online radio station that students run out of Mayborn, in partnership with Denton Radio.com. The students create program content for this online station. Denton Live is a magazine produced for and with the Denton Chamber of Commerce two times per year, with students involved in reporting, writing, and design. It was through student involvement that the magazine expanded its online/digital offering, taking it from a replica of the print edition to a greatly expanded multimedia site. The Mayborn Magazine is produced by graduate students as a literary publication, while Ten Spurs is another literary offering that showcases stories and essays from the annual Mayborn Literary Nonfiction Conference. In addition, there is a student-run advertising and public relations agency, called SWOOP, and a student-run photography agency called Hatch. There is active student involvement in all of these ventures.

(e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. Clear and accurate data are published on the accredited unit’s website.

Within the Mayborn School website the data on enrollment, retention, and graduation rates are readily available. The four-year graduation rate of 42 percent (entering in 2010, most recent available) is higher than the UNT average of 30 percent, and has been increasing steadily in the past few years (29% for students who entered in 2006). Mayborn’s six-year graduation rate, at 59 percent (entering in 2008) is slightly below the UNT average of 66 percent. For transfer students, the four-year graduation rate at Mayborn is 52 percent (57 percent for UNT) and the six-year Mayborn graduation rate is 67 percent (the same as UNT). The chart notes that UNT has one of the largest transfer student populations in the country.

The assessment of the advising office’s services is undertaken through a student survey at the start of each year. For 2014, the mean score for helpfulness of the office, from the 70 respondents, was a 4.41 out of 5, while for the staff’s accessibility, it was a 4.58.

Overall evaluation (undergraduate program): COMPLIANCE

Professional master’s program / Unit performance with regard to indicators:

(f) The unit has appropriate admissions and retention policies for the professional master’s program. The enrollment, retention and graduation data are published on the unit’s Website.

The unit’s data for the master’s program regarding enrollment, retention, and graduation, are available on the school’s website. Both the two-year and three-year retention rates are notably higher than the UNT average, at 86 percent versus 78 percent in two years, and 90 percent versus 78 percent in three years. About eight in 10 (81 percent) of Mayborn graduate students return after one year, compared to 84 percent across UNT. Mayborn’s three-year graduation rate of 87 percent is well above the UNT average of 65 percent (note that is from students entering in 2010, because that is the last year for which both averages are reported). It does appear that, over time, Mayborn’s graduation rate for its graduate students has seen wide swings (between 61 percent and 90 percent), although the last two years of data are at 85 percent or higher.
PROFESSIONAL MASTER’S PROGRAM:
Students spoke of the quality of graduate academic advising and the personal attention provided by the Mayborn’s full-time professional graduate advisor (who was retiring just following the site visit; her successor was prepared to step in). Faculty were praised for their accessibility to students. Graduate students noted rich extra-curricular opportunities, such as the Mayborn Literary Nonfiction Conference and skill-building activities such as Denton Live magazine. The School maintains appropriate documents and materials.

Overall evaluation (professional master’s program): COMPLIANCE
PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

Unit performance with regard to indicators:

(a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.

The budget provided for review did offer a fairly high-level summary of expenditures for the past three years (including the self-study year), but did not give much detail beyond broad line items such as “supplies” or “research.” There was some explanation included noting that there have been numerous changes in the Mayborn faculty and staff in recent years, and that the budget process is still evolving. The dean is responsible for the management of the budget; she hired a full-time budget officer in 2015.

(b) The resources that the institution provides are adequate to achieve the unit’s mission. The resources are fair in relation to those provided other units.

The school has seen continued growth in undergraduate student enrollment, to the point where its space in the General Academic Building is proving to be insufficient. The dean has been actively securing additional space in the adjacent Sycamore Hall, with the hope that the whole school can move over there in consolidated, larger space.

While Mayborn is fortunate in having significant support from the Mayborn family and its foundation, Dean Bland has been an active fundraiser and significantly enhanced its level of external support since she assumed her position. This includes eight Leaders Circle gifts of $10,000 or more, as well as encouragement for all Advisory Board members to donate $1,000 or more per year. In addition, the enhanced outreach to alumni has resulted in a large increase in the number of alumni donors, from 22 in 2012-13 to 176 in 2014-15.

In comparison to the Department of Media Arts, a comparable unit on campus, the Mayborn School has less space and less production equipment for its students (most notably, Broadcast Journalism). It has therefore expended considerable resources from its external fundraising efforts, along with Higher Education Academic Fund from the university, to purchase some equipment and make alterations to classrooms. Blending the radio and TV activities of Media Arts with the Mayborn School makes greater sense. The dean also has expressed interest in a larger studio space in Chilton Hall or a more collaborative space with the Department of Media Arts studio.

(c) The facilities of the unit enable and promote effective scholarship, teaching and learning.

The site team’s tour of the facilities, along with meetings with faculty and students, indicated that the school is doing the best it can, while recognizing the need for more space as enrollment continues to increase. As noted above, some additional space has been secured in Sycamore Hall, with some classes held there, and several faculty offices there, too. There seems overall excitement and enthusiasm for the move. The classrooms appear generally well-furnished with white boards and projection screens.

Some spaces do seem to have some challenges, however. The first is the room where NT Daily TV operates. While efforts have been made to provide students with the necessary equipment, the space
itself (two classrooms converted into a “TV Studio” and a “Control Room”) seem cramped and very limited. The second room is for the SWOOP advertising and PR agency. Again, the converted classroom can barely fit the 25 or more students (and faculty advisors) who meet daily. This space is also shared with the UNT student team that competes in the annual National Student Advertising Competition (in a for-credit class). Although SWOOP is an extra-curricular activity, the Mayborn School has recognized that this space is severely limiting.

In contrast, there are multiple computer labs (Mac and PC) within the existing building for Mayborn students. These labs are well-equipped and -maintained, with full-time staff on hand, and sufficient hours to accommodate student needs.

(d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

The equipment that is available for students and faculty is generally current and available. The main equipment room has specific check-out times, and faculty are encouraged to assign projects that require equipment use in alignment with its availability. Students concurred that this was the case, and that they did not usually have problems getting what they needed when they needed it. One area of mild concern was the check-out process, which still relies on paper and pen to keep track of which student has which piece of equipment. While it is understood that “professional” offerings, such as scanners and bar codes, are quite costly, the site team did feel that the benefits of finding a more updated and/or digital solution would be helpful and necessary in the long run.

There were some concerns expressed by faculty at the time it takes to repair or replace equipment in classrooms or offices, such as white boards or projectors.

(e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

Although the Mayborn School is challenged with its space, there was no sign that students or faculty had difficulties finding the resources they needed for research or development. There are four libraries on campus, which students can access easily. In addition, requests for materials can be made online. The main library (Willis) is open 24 hours a day. The site team did not hear of any issues with getting access to information.

Among graduate students and faculty conducting research, no concerns were raised with regard to accessing information.

Overall evaluation (undergraduate program): COMPLIANCE
PROFESSIONAL MASTER’S PROGRAM

The curricular emphases of the master’s program do not impose much stress on the Mayborn School’s facilities. Graduate students did not report any challenges related to access to computers or equipment needed for their work.

Overall evaluation. (professional master’s program): COMPLIANCE
PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfill obligations to community, alumni and the greater public.

Unit performance with regard to indicators:

(a) The unit consults and communicates regularly with its alumni and is actively engaged with its alumni, professionals and professional associations to keep curriculum and teaching, whether on site or online, current and to promote the exchange of ideas.

The school has greatly enhanced its alumni outreach and involvement in the years since the last accreditation. Alumni and other stakeholders are contacted at least seven times per year, and an email newsletter, the Mayborn Insider, goes out six times per year. The dean is actively involved in these outreach efforts, traveling to visit alumni. During the site team visit, there was very positive feedback from alumni on the improved communications from the school. Several alumni are on the faculty as lecturers, while others are frequent visitors to the classroom. Both the dean and the faculty are in regular communication with alumni and other professionals to ensure that their curricula remain current, and this was noted and appreciated by students. The alumni enjoy working with students and provide a valuable link to career opportunities. As one alumna working at a major TV network noted, “We have adopted them as the school we want to work with.”

In addition, the Mayborn School of Journalism Board of Advisors meets three times a year to give guidance to the program, serve as ambassadors for the school, and help secure or provide funding. There are currently 26 members on the board. For the Mayborn Nonfiction Conference, there is a separate Conference Advisory Board, consisting of 22 professionals who help make the annual event successful.

(b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance and addressing communication issues of public consequence and concern.

There are several ways that the school endeavors to further the development of professional practice. It hosts the annual Mayborn Literary Nonfiction Conference, which is growing in its national reputation and serves to highlight the strength of the school, not only in its teaching of writing, but through student involvement and engagement in all aspects of the program’s development and execution. In addition, continuing education is growing in importance, with the opening of the Frisco campus, where the Mayborn School has been one of the first units to offer classes that are designed to appeal, in part, to the growing workforce in that area. The PR certificate program is another example, designed for both current professionals and those who may be contemplating a return to graduate school. This initiative is part of a larger goal of creating a comprehensive online master’s program (under the leadership of Professor Koji Fuse, and Dean Bland). While still in the development phase, it is being designed to provide educational opportunities to those who wish to expand their knowledge in areas that are growing rapidly in importance (such as data analysis and social-media strategies).

Professional ethics are an important part of one of the capstone classes taken by Advertising and PR students, and are included in several of the courses offered to Print/Digital, Photojournalism, and
Broadcast Journalism students. Students are encouraged to discuss ethical topics during their classes, and to consider differing points of view of other students.

This approach is also seen with issues of public concern. In addition to school-wide multimedia public service projects that were undertaken in 2013 and 2014, faculty are not afraid to address these topics in class. The class on Race, Gender, and the Media addresses this head-on in terms of diversity. For one Public Relations class, students selected five current controversies that they must then follow and discuss throughout the semester. There are several classes focused on case studies, where, again, students need to learn about and learn how to professionally deal with potentially difficult public concerns.

(c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty’s involvement in academic associations and related activities.

The self-study showed many faculty belonging to and involved in various academic associations related to journalism and mass communications. But, while support was expressed for faculty involvement in these, there was a feeling among some tenure-track faculty that their academic research could be better supported, both in terms of release time and funding. For the 2015-16 year, each faculty member (including non-tenure-track lecturers) received an annual ‘development’ sum of $1,500, to be used for travel to conferences or research needs. In addition, the dean secured funds in 2015 from the Professional Development Institute that she offered to all faculty who submitted an application for up to $3,000. Four junior faculty members did so, requesting total funding of $6,000 to help support their research. The $6,000 in faculty requests for PDI funds were approved.

(d) The unit contributes to its communities through unit-based service projects and events, service learning of its students, and civic engagement of its faculty.

There are several ways that the school undertakes community-related activities. The student-run NT Daily is a prime example. Through its TV, radio, and print/digital outlets, the stories produced on a daily or weekly basis provide an important means of keeping the community informed, entertained, and engaged, whether through news, music, or sports coverage. The TV broadcasts go out through the Denton Community Access Television channel, which reaches 40,000 households in the area. In addition, Denton Live magazine is created by students for the Denton Chamber of Commerce.

Advertising and PR students who work for SWOOP, the student-run agency, frequently create campaigns for community organizations, such as United Way, and for local businesses who are vested in the Denton area.

The school is active with high school students, including its High School Multimedia Workshop and an annual High School Journalism Day sponsored by the Dallas Morning News.
(e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

Students are encouraged to submit their work to outside competitions and events, giving them an opportunity to build their portfolios and have something tangible to show when they graduate. Faculty provide ongoing critiques of student work, whether inside or outside of class.

Overall evaluation (undergraduate program): COMPLIANCE

PROFESSIONAL MASTER’S PROGRAM

Graduate students benefit from the many professional and public service activities of the faculty and the School. The Mayborn Nonfiction Literary Conference is noted as being of particular value, as well as individual faculty projects in which graduate students have become involved.

Overall evaluation (professional master’s program): COMPLIANCE
PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and applies results to improve curriculum and instruction.

Indicators:

(a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council. (See 2. Curriculum and Instruction.)

The first page of the school’s assessment plan says that the school “embraces the professional values and competencies” of ACEJMC, that each syllabus lists the specific values and competences that are covered and that there are learning objectives for those courses.

(b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.

The school’s assessment plan was adopted in 2006 and amended in 2010 and 2015. For undergraduates, it uses these direct measures: A pre-test in Introduction to Media Writing and a post-test in two capstone courses, Ethics Law and Diversity in Advertising and Public Relations and Mass Communication Law and Ethics; a rotation of specific classes, with the goal that every class is assessed at least twice during the accreditation period, and internships. The school requires an electronic portfolio for advertising students and is investigating requiring them for every concentration. The indirect measures are exit interviews, student surveys, student awards and an alumni survey.

(c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.

In 2008, the University of North Texas adopted TracDat as the university-wide database for collection and storage of assessment plans. The Institutional Effectiveness office oversees administration of the program. Also see item (e).

(d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.

In 2014, the school instituted an alumni survey asking for feedback related to the strengths and weaknesses of the program. This survey will be repeated every two years and feedback shared with faculty and staff for improvement.

(e) The unit includes members of journalism and mass communication professions in its assessment process.

Advertising professionals in the Dallas-Fort Worth area review electronic portfolios for advertising students. And, of course, professionals review the work of interns. (The number of paid internships has increased greatly in the last two years.)

Overall evaluation (undergraduate program): COMPLIANCE
For units requesting evaluation of a professional master’s program:

Unit performance with regard to indicators:

(a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council.

As in the undergraduate program, the graduate committee has developed a rotation of learning objectives based on ACEJMC professional values and competencies in specific classes.

(b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.

The unit uses assessment of specific classes, comprehensive exam, exit interviews, student surveys, student awards and an alumni survey to assess student learning.

(c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.

The Mayborn School collects and reports data from its assessment activities through UNT’s TracDat system, a university wide database that is overseen by UNT’s Institutional Effectiveness office. Mayborn has applied the data in a variety of ways to improve curriculum and instruction. These include changes in lecture content, use of new assessment tools, and adjustment of assessment criteria.

(d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.

The school conducted an alumni survey in 2014 to get feedback on curriculum and student experience.

(e) The unit includes members of journalism and mass communication professions in its assessment process.

The school draws upon members of the journalism and mass communication fields in assessment through portfolio reviews of advertising-student work by Dallas/Fort Worth advertising professionals; professional supervision of student internships, and the alumni survey noted above.

PROFESSIONAL MASTER’S PROGRAM

The school has a detailed plan for graduate program assessment. This includes direct measures of student learning outcomes applied both in graduate classes and in the Mayborn Master’s Exam. Changes in course content, comprehensive exam questions and assessment methods have resulted from assessment findings.

Overall evaluation (professional master’s program): COMPLIANCE
PART III: Summary by site visit team
of the undergraduate program
(A separate summary is required of the professional master’s program)

1) Summarize the strengths and weaknesses of the unit.

This is a program very much in transition. Its strengths are:

- A hands-on program taught by a good mix of professionals and scholars who are readily available to students.
- Growing enrollment, particularly of students of color.
- Stable leadership since mid-2013 from a recognized industry professional.
- A relatively diverse faculty.
- A strong array of student organizations, even including a photo agency.
- More and more paid internships.
- A nationally recognized narrative-nonfiction conference that is a signature program of the university, not only of the school.
- Remodeled facilities in a different building.

Its weaknesses are:

- Lack of clarity of the relationship between the dean and the director.
- A developing research program that needs to become stronger.
- The need to grow faculty to keep up with growing enrollment.
- Duplication and lost opportunities because of the separation of the Media Arts programs (particularly radio and TV) and the Mayborn School.

2) List the standards with which the unit is not in compliance.  N/A

3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).

The school was in compliance with every standard. However, the “weaknesses” section suggests some possible improvements.

4) In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed.

N/A

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to that recommendation.

N/A
6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

The unit was in compliance on all standards during the last cycle. However, it had become a free-standing school only a few months before the site visit. Thus, issues such as bylaws and P&T issues had not been resolved. They have been resolved.

7) The self-study is the heart of the accrediting process, and often the quality of that document determines the degree of success of the accrediting visit. Summarize the team members’ judgment of the self-study.

The self-study was well-organized and included interesting publications from the school.
PART III: Summary by site visit team  
(Professional master’s program)

1) **Summarize the strengths and weaknesses of the unit.**

   **Strengths:**
   - A tradition of outstanding teaching in narrative journalism, augmented by the nationally renowned Mayborn Literary Nonfiction Conference
   - A committed graduate faculty skilled at connecting theory and practice
   - Enthusiastic, collaborative student cohorts

   **Weakness:**
   - A lack of programmatic focus and shortage of graduate courses beyond narrative journalism in curricular areas of student academic and professional interest

2) **List the standards with which the unit is not in compliance.**  N/A

3) **Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).**

   N/A

4) **In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed.**

   N/A

5) **In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to that recommendation.**

   N/A

6) **If the unit’s professional master’s program was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the master’s program was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.**

   N/A

7) **The self-study is the heart of the accrediting process, and often the quality of that document determines the degree of success of the accrediting visit. Summarize the team members’ judgment of the self-study.**

   See above.