

2017-18
Revisit Team Report
for Accreditation in Journalism
and Mass Communications

Name of Accredited Unit: **Department of Journalism**

Name of Institution: **Texas Christian University**

Name of Administrator: **Uche Onyebadi, Department Chair**

Date of Original Site Visit: **January 31-February 3, 2016**

Revisit Date: **January 28-30, 2018**

Revisit Team Chair:


Will Norton, Jr.

Professor and Dean

Meek School of Journalism and New Media

University of Mississippi

Revisit Team Member:



Kathleen Fearn-Banks

Associate Professor

Department of Journalism

University of Washington

Revisit Team's Recommendation: Re-accreditation

1. List each standard found in noncompliance and the reasons as cited in the original team report. (Add additional pages as necessary.)

Standard 9: Assessment

Reasons cited: *The 2016 site visit report summarized the problems or deficiencies: “The journalism department needs to take assessment seriously and develop a strong assessment plan that measures The Schieffer Seven values and competencies appropriately and consistently. Assessing the core curriculum is critical to meeting the expectations of the Schieffer Seven and confirming students’ ability to perform beyond the basic skills of journalism.*

The 2016 site team listed the deficiencies to be addressed: “There needs to be an assessment plan developed with objectives, direct and indirect measurements, appropriate measurement tools and a systematic process for collecting and reporting data. The unit should have completed at least one assessment measure related to the core curriculum.”

Improvements have been made as a direct result of assessment findings.

- Students wanted to see advising improved. The university requires only two years of advising, while the unit has implemented advising for all four years. Two academic advisers have been hired for the college.
- The faculty worked with the campus assessment office and the Koehler Center (which handles training programs), a Signature Learning Activity was added to all five capstone courses. Each has a different specialized activity based on certain elements of the Schieffer Seven. A rubric used by each faculty member describes criteria of the activity. Some of these criteria are the following: well-written; well-sourced with conclusions based on facts; story includes at least one relevant photo or video clip; exemplifies an understanding of social media, etc. Each criterion is evaluated as excellent, satisfactory, average, or failing.
- Assessment survey revealed that students were not grounded visually in journalism. There was only one photography class and it was an elective. The unit instituted JOUR 10303 Introduction to Visual Journalism, a required course preparing students for reporting.

Improvements (other standards)

Standard 1

Summary of 2016 site team: *This has been a time of tremendous change and transition for the college and the journalism department. The new leadership in the college as well as the new department chair will be critical in helping the journalism faculty recover and thrive. There are positive signs that there has already been some success and the faculty are positive about having a new direction.*

The college’s dean joined the unit in July 2015. The journalism chair joined in Fall 2016. Both are described with praise by students and faculty. Counting the three new hires in journalism, the college has hired 12 new faculty members in three years.

Standard 2

Summary of 2016 site team: *The curriculum for the department is in compliance. There are areas which warrant attention, including the need to evaluate whether core courses are providing students with skill levels adequate for their further development in more demanding classes. And there is a constant need for faculty to acquire, expand, and/or refine skills and knowledge necessary in the Digital Age.*

A required course, Jour10303 Introduction to Visual Communications, was added. Students brainstorm ideas for stories and determine what visuals (photo, video, B-roll. etc.) and audio should accompany the story. They critique each other in individual assignments. They also learn to use the visual equipment. After completing this course, students are better prepared for the reporting class. The course is designed to prepare students for journalism in the digital age. Two new faculty members have strong digital and visual skills. One of them was a Dow Jones Fellow in a program teaching multi-media skills.

Standard 3

Summary of 2016 site team: *A diversity plan is an important indicator of this standard.... The department has success in recruiting women and women of color, and the department's student population is more diverse than the university. In discussions, there was evidence that the program's chair and faculty are committed to diversity. A plan will help them set achievable goals and measure progress.*

The unit has implemented its diversity plan. Three new faculty members have added racial diversity, making four white males, one African American male (chair), one Asian-American female, one Latino-American female, one African-American female, and one female born in Afghanistan.

Standard 4

Summary of 2016 site team: *The faculty is well-qualified with a mix of professional experience and academic expertise. The site team felt more attention should be paid to maintaining a proper professional/academic balance.*

Of the three new faculty members, all three are tenure track. All have earned the Ph.D., and two of the three have significant professional experience.

Standard 5

Summary of 2016 site team: *This is a small tenure-track faculty dedicated to scholarship and creative endeavor. The "culture" of scholarship has been diminished because of the separation from Strategic Communication and the retirement last year of a senior scholar. There are multiple projects underway and, with the continued support of the department as well as the college, it is expected scholarship productivity will increase.*

Significant numbers of refereed and non-refereed articles, book reviews, book chapters and books have been published since the last site team visited in 2016: four textbooks, four edited books, four book chapters, six articles in refereed journals, four refereed conference papers, two invited conference papers, 11 book reviews, 18 articles in non-refereed publications.

Standard 6

Summary of the 2016 site team: *Students had few complaints about advising or accessibility of faculty. For the most part, they are pleased with and engaged in extra-curricular activities and opportunities provided by the department, especially the big focus on student media. Students cite one exception, the lack of enough student journalism organizations.*

Students have advising from faculty and from two recently hired academic advisers all four years of their matriculation. The university only requires two years. A chapter of The National Association of Black Journalists (NABJ) is now recognized by the national body. A student chapter of the National Association of Hispanic journalists (NAHJ) is being pursued.

Standard 7

Summary of the 2016 site team: *This is a well-funded, well-equipped department that, as the dean acknowledges, requires some renovation to provide additional space... .*

The college received \$4.25 million for university academic remodeling. Seven new classrooms and a computer lab were built and are fully equipped with chairs on wheels, laptops, other electronics.

Standard 8

Summary of the 2016 site team: *The department is engaged with its alumni, the professional world and the community. It gives and also received from these associations. The definition of a good citizen applies to the department as a whole. More engagement will be needed to promote the department as it struggles with enrollment numbers.*

Enrollment was at 150 at the last visit. Current enrollment is 175. The unit does not seek great growth. The university has limited to 200 the number of majors in the Department of Journalism.

2. For each standard that had been in noncompliance, provide a summary of the team's findings regarding corrections. Provide an evaluation of compliance or noncompliance. (Present a separate narrative response for each of the standards in noncompliance. Add additional pages as necessary.)

Standard 9: Assessment

The 2016 site team listed the significant deficiencies noted in the previous report and the actions taken to correct them: "The previous site team found the TCU Schieffer School of Journalism and Strategic Communications out of compliance on Standard 9: assessment. While the school did have an 'excellent plan' it was only completed days before the site visit. As a school there was an attempt to implement the assessment plan, and an attempt to collect data, but the department has been unsuccessful in collecting what they are measuring as well as the measurements, and have not been consistent in their efforts to assess learning outcomes.

Summary of findings:

The department has been working conscientiously on assessment since the ACEJMC decision of provisional status.

Direct measures: Newly enrolled freshmen and graduating seniors completed an instrument designed to measure their knowledge of law/ethics, media writing/AP style, diversity and the media, introduction to journalism. Graduating seniors performed better than in-coming cohorts on all subjects.

In the fall of 2017 a capstone/signature learning activity was initiated. Each graduating student is required to produce a package in Honors Research, Newscast, Television Sportscast, Business Journalism, Public Affairs Reporting, Long-Form Journalism and Washington Internship. Each is then assessed on his/her knowledge of journalism and his/her journalistic skills. The assessment is based on story idea, critical thinking, reporting/research/analysis, visuals-video/photos, use of a form of social media, use of interactive digital tools, overall presentation. Assessment is in the following categories: excellent/exceeds expectation, satisfactory/met or nearly met expectations, average or lacks key elements or fails to meet expectation. Skills based assessment is only for the out-going cohort.

Indirect measures:

- The department actively encourages internships. Students were rated from a category of “can work independently” to “shows positive attitude toward learning.”
- Graduating seniors take an exit survey. The results were 81 percent to 90 percent on students’ agreement on the effectiveness of the curriculum.

Also, as a result of direct and indirect measures, the department:

- Created the Introduction to Visual Communication course as a core curriculum requirement;
- Re-designed advising protocol;
- Established a committee to revamp departmental standards; and
- Remodeled the newsroom of the department and installed modern equipment.

See Attached document, Schieffer 7_ACEJMC 12, to see where the ACEJMC 12 values are situated in the Schieffer Seven values.

Overall evaluation: Compliance

3. Describe any other weaknesses cited by the site team in its report and any additional concerns cited by the Council in its letter to the unit regarding provisional status.

In the summary of strengths and weaknesses, the 2016 site team listed the following:

- Declining enrollment
- Uncertainty following a period of drift
- Lack of assessment
- Lack of “journalism” policies and procedures since the split from Strategic Communication
- Lack of a systematic diversity discussion amongst faculty

4. For EACH of the other weaknesses cited by the site team or concerns cited by the Council, provide a summary of the team’s findings regarding corrections.

▪ **Declining enrollment**

The Provost told the site team that the number of majors in journalism had fallen as low as the 70s. However, the latest enrollment numbers that the site team received:

Schieffer College of Communications (including journalism majors)

Year	Applied	Admitted	Enrolled
2016	1,352	503	146
2017	1,331	599	144

Department of Journalism

Year	Journalism Majors	Major in News and Media Studies	Majors Total
2016	149	20	169
2017	29	46	175

See attached documents, Journalism Major Requirements (33 hours) and News and Media Studies Advising Guide, for differences between the two majors in the department.

▪ **Uncertainty following a period of drift**

The dean explained to the site team that after the Schieffer School became a department in the Schieffer College, tensions within the department resulted in what might be called a malaise. With the hiring of additional faculty and the appointment of a chair from outside the university, those tensions no longer exist and a new energy is felt throughout the department.

▪ **Lack of “journalism” policies and procedures since the split from Strategic Communication**

The unit is developing a policies handbook.

- **Lack of a systematic diversity discussion amongst faculty.**

With three appointments, the faculty of nine is now quite diverse (gender wise as well as racially).

5. Summary conclusion

The department has made remarkable improvement in every area in which it was criticized during the 2016 review. The department no longer operates “haphazardly.” It is systematic, consistent and rigorous, with clear objectives. Rubrics have been designed and are included in the assessment.

We recommend reaccreditation without reservation.

The Schieffer Seven

1. **Writing and editing:** Students will learn to write clearly for diverse audiences across appropriate multimedia platforms, to apply the conventions of the language, to edit, and to critically evaluate their work and that of others.
2. **The tools of mass communications:** statistics, research and technology: Students will apply the tools of effective communication practice: research and the evaluation of research, the use of numerical and statistical concepts and the technology skills used to communicate effectively in their professional area.
3. **Free media:** Students will understand and value the principles and laws that underlie a free media system, including their historical antecedents.
4. **Diversity:** Students will value diversity in a global society and its impact on information-gathering and adapting messages to an ethnically and culturally heterogeneous audience.
5. **Critical and creative thinking:** Students will apply critical, creative and independent thinking to their professional projects.
6. **Theory:** Students will understand concepts and apply theories in the use and presentation of images and information.
7. **Ethical standards:** Students will understand professional ethical standards and their relationships to critical professional choices.

- 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; #3
- institutions in shaping communications; #3
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications. #4; #1
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society. #4: #1
- understand concepts and apply theories in the use and presentation of images and information; #6
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity; #7

- think critically, creatively and independently; #5
- conduct research and evaluate information by methods appropriate to the communications professions in which they work; #2
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve; #2; #1
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness; #2, 7; #1
- apply basic numerical and statistical concepts; #2
- apply tools and technologies appropriate for the communications professions in which they work. #2; #1

Table 1: Evaluation Rubric for Capstone/Signature Learning Activity (SLA)

Criteria	4: Excellent/Exceeds Expectations	3: Satisfactory/Met or nearly met Expectations	2: Average lacks key elements	1: Fails to meet criteria
<p>Story idea A timely and in-depth look at a relevant topic. Student to choose the topic in any “capstone” area of interest</p> <p>Critical Thinking Schieffer 2, 5</p>				
<p>Writing Story is well-written, 750-1,000 words. Meets grammatical and AP style standards.</p> <p>JOUR 10113 Media Writing JOUR 30204 Reporting</p> <p>Upper Division Elective Schieffer 1</p>				
<p>Reporting/Research/Analysis Story is well-sourced and conclusions are based on facts presented</p> <p>JOUR 30204 Reporting Upper Division Elective Schieffer 2, 4</p>				
<p>Visuals - Video/Photo Story includes at least one relevant video clip, 15 seconds to 1 minute; will also include still photos</p> <p>JOUR 10303 Intro to Visuals JOUR 30204 Reporting Upper Division Schieffer 2</p>				
<p>Social Media Show understanding of how to use social media, this can be through sourcing, development of group, or collection of posts</p>				

JOUR 30204 Reporting Upper Division Schieffer 2				
Interactives/Digital Tools Should include at least three interactive elements, this can include audio clips, google maps or interactives such as Thinglink Evrybit or Tableau JOUR 30204 Reporting JOUR 30563 Digital Storytelling Upper Division Schieffer 2, 5				
Overall Presentation The final product should be presented on an online platform built by the student. This can be done on wordpress or third party like Medium Schieffer 2				

Capstone/Signature Learning Activity (SLA): Highlights

This option, *Signature Learning Activity (SLA)*, shall be based on our current multiple capstone structure where students are required to complete a Capstone in any of the following:

- Honors Research JOUR 40003
- Newscast JOUR 40203
- Television Sportscast JOUR 40213
- Business Journalism JOUR 40453
- Public Affairs Reporting JOUR 40463
- Long-form Journalism JOUR 40643
- Washington Internship JOUR 40820

The following are the main highlights of this option:

- Students will still complete the required courses for the BA.
- They will not be required to complete the Multi-Platform Capstone course (JOUR 40983)
- Students will be expected to complete the SLA as a course project.
- The project will be incorporated into the course syllabus of each of the Capstone courses above i.e. each faculty teaching any of the above courses shall build into his/her course syllabus a project to be accomplished by each student or a group of students (not exceeding 3 students in each group)
- Each project shall be completed by students along the lines of the rubric in Table 1

- The faculty teaching any of the courses shall grade the SLA and make available to the Chair the ungraded assignment to be sent to outside professionals for their feedback for our assessment and course review purposes.
- This option will not attract any additional credit hour(s) outside the normal credit hours already assigned to the course.
- Teaching any of the courses shall be considered as normal workload, not an overload
- All Capstone courses above will be taught each semester, to provide graduating seniors in December (Fall) or May (Spring) an opportunity to register for them; courses will be available only to graduating seniors

Table 2: Signature Learning Activity: Applicable to all classes designated as a Capstone

Curriculum	This will be incorporated into syllabi at the latest by next fall (2018). Enrollment would be limited to seniors who are graduating in the fall or spring.
How would it work?	This would be part of an existing course, already scheduled and assigned. Students would be on the project throughout the semester.
Faculty Commitment	This keeps faculty in compliance with load requirements. It will not create an additional burden or overload.

1. In order to enable students retain/utilize all skills acquired in the program from their first year, faculty are encouraged to incorporate class projects in their syllabus; the projects should encourage students' use of these skills e.g. photos and videos, graphs etc. in doing their projects.
2. The department shall organize training sessions for faculty on multimedia/visual/digital/skills/tools in order to be prepared to assess class projects

Journalism Advising Guide

2017 - 2018

Essential Competencies (EC) 18 hours

Mathematical Reasoning (MTH)	3 hours
Oral Communication (OCO)	3 hours
Written Communication (WCO)	6 hours
Writing Emphasis (WEM)*	6 hours

WEM courses can be double-dipped with courses in the major, minor or HEE/HMVV courses

Human Experience and Endeavors (HEE) 27 hours

Humanities (HUM)	9 hours
Social Sciences (SSC)	9 hours
Natural Sciences (NSC)	6 hours
Fine Arts (FAR)	3 hours

A maximum of 2 courses may be taken from 1 subject area, as defined by course prefix. Additionally, HUM, SSC & NSC must be fulfilled by taking at least 2 different subject areas, as defined by course prefix.

Heritage, Mission, Vision and Values (HMVV) 18 hours

Religious Traditions (RT)	3 hours
Historical Traditions (HT)	3 hours
Literary Traditions (LT)	3 hours
Cultural Awareness (CA)*	3 hours
Global Awareness (GA)*	3 hours
Citizenship and Social Values (CSV)*	3 hours

A maximum of 2 courses may be taken from 1 subject area, as defined by course prefix. You **cannot** double-dip within the HMVV curriculum.

* Must be taken at TCU

All courses in the TCU Core Curriculum may overlap with other requirements of the student's degree program. It is also possible for students to take courses that will fulfill more than one core category.

Once you are at TCU, you must get prior approval from your academic dean to take courses (maximum of 12 hours) at another college/university. Once you have 54 total hours, you may not transfer hours from a community college.

The BA in Journalism requires 124 hours with 33 hours of journalism courses, 12 hours of college-level foreign language and a minor. Additionally, students may pursue a specialty by fulfilling course requirements in one of three certificates offered: Broadcast, Sports and Business Journalism.

The BA in Journalism requires proven competency at the fourth semester of college-level foreign language (the equivalent of 12 hours). This can be accomplished either through taking courses or testing out through examinations as required by the foreign language programs on campus.

All journalism majors are required to have a minor. A list of available minors can be found in the TCU catalog – catalog.tcu.edu

First-year	0 – 23 hours
Sophomore	24 – 53 hours
Junior	54 – 83 hours
Senior	84+ hours

1. Go to my.tcu.edu
2. Click on Student Center
3. Click on My Academics
4. Click on View or Change Major/Minor



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Journalism

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Journalism Major Requirements (33 hours)

Journalism Core Courses (12 hours)

JOUR 10113	Media Writing & Editing*	3 hours
JOUR 10203	Introduction to Journalism*	3 hours
JOUR 10303	Introduction to Visual Journalism*	3 hours
JOUR 20003	Diversity and the Media*	3 hours

* Must be passed with a "C" or better before enrolling in Reporting

Upper-level Required Courses (7 hours)

JOUR 30204	Reporting	4 hours
JOUR 40523	Law & Ethics of Mass Communication	3 hours

Journalism Electives (8 hours)

All journalism majors must complete eight hours of electives. Elective courses may count towards an optional journalism certificate.

Seminar Course (at least 3 hours)

All journalism majors must complete at least one of the following:

JOUR 30853	Historical Development of Mass Media	3 hours
JOUR 40443	Issues in Coverage of Business and the Economy	3 hours
JOUR 40493	Opinion and Commentary	3 hours
JOUR 40553	Issues in News	3 hours
JOUR 40563	Media Management	3 hours
JOUR 40573	Contemporary Issues in Sports Journalism	3 hours
JOUR 40613	Media Ethics	3 hours
JOUR 40813	Media in Washington	3 hours
JOUR 40993	Mass Media in Society	3 hours
JOUR 50143	Social & Cultural History of the Media	3 hours
JOUR 50183	Media Management and Leadership	3 hours
JOUR 50193	Economics and Finance of the Media	3 hours
JOUR 50523	Information Law and Policy	3 hours

Capstone Course (at least 3 hours)

All majors must complete at least one of the following:

JOUR 40003	Honors Research	3 hours
JOUR 40203	Newscast	3 hours
JOUR 40213	Television Sportscast	3 hours
JOUR 40453	Business Journalism	3 hours
JOUR 40463	Public Affairs Reporting	3 hours
JOUR 40643	Long-form Journalism	3 hours
JOUR 40820	Washington Internship	3 hours
JOUR 40983	Multiplatform Capstone	3 hours

Journalism Certificates (optional)

Broadcast Journalism (6 hours)

Choose two from the following:

JOUR 30303	Radio/TV Newswriting
JOUR 30543	Multimedia Reporting
JOUR 40203	Newscast (may be taken twice)
JOUR 40553	Issues in News

Sports Journalism (6 hours)

Choose two from the following:

JOUR 40213	Television Sportscast
JOUR 40483	Sports Journalism
JOUR 40573	Contemporary Issues in Sports Journalism

Business Journalism (12 hours)

JOUR 40453	Business Journalism
JOUR 40443	Issues in Coverage of Business
ECON 10223	Introductory Microeconomics
Plus one of the following:	
ECON 10233	Introductory Macroeconomics
ECON 30253	History of Economic Thought
BUSI 10013	Perspectives in Business
POSC 31413	Public Policy

News and Media Studies Advising Guide

2017 - 2018

TCU Core Requirements (39-63 hours)

Essential Competencies (EC) 18 hours

Mathematical Reasoning (MTH)	3 hours
Oral Communication (OCO)	3 hours
Written Communication (WCO)	6 hours
Writing Emphasis (WEM)*	6 hours

WEM courses can be double-dipped with courses in the major, minor or HEE/HMVV courses

Human Experience and Endeavors (HEE) 27 hours

Humanities (HUM)	9 hours
Social Sciences (SSC)	9 hours
Natural Sciences (NSC)	6 hours
Fine Arts (FAR)	3 hours

A maximum of 2 courses may be taken from 1 subject area, as defined by course prefix. Additionally, HUM, SSC & NSC must be fulfilled by taking at least 2 different subject areas, as defined by course prefix.

Heritage, Mission, Vision and Values (HMOVV) 18 hours

Religious Traditions (RT)	3 hours
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Global Awareness (GA)*	3 hours
Citizenship and Social Values (CSV)*	3 hours

A maximum of 2 courses may be taken from 1 subject area, as defined by course prefix. You **cannot** double-dip within the HMOVV curriculum.

* Must be taken at TCU

All courses in the TCU Core Curriculum may overlap with other requirements of the student's degree program. It is also possible for students to take courses that will fulfill more than one core category.

Once you are at TCU, you must get prior approval from your academic dean to take courses (maximum of 12 hours) at another college/university. Once you have 54 total hours, you may not transfer hours from a community college.

Major Required Courses (18 hours)

JOUR 10103	Media Literacy	OR	
JOUR 10203	Introduction to Journalism		3 hours
JOUR 10113	Media Writing & Editing		3 hours
JOUR 20003	Diversity and the Media		3 hours
JOUR 30853	Historical Development of Mass Media		3 hours
JOUR 40523	Law and Ethics of Mass Communication		3 hours
JOUR 40553	Issues in News	OR	
JOUR 40613	Media Ethics		3 hours

Major Electives (15 hours)

The major requires 15 hours of electives, 6 of which must be at the 3000-level or higher, from any area in the College of Communication (COMM, FTDM, JOUR, STCO), not including STCO 11103 and STCO 16103, and or from the list below:

Anthropology

ANTH 40523 Mass Media and Culture

Computer Information Technology

CITE 30023 The Digital Explosion: A Cultural Transformation

CITE 30533 Computers, Technology and Society

Criminal Justice

CRJU 30933 Crime and the Media

English

ENGL 10303 Approaches to Film

ENGL 20223 Gender, Culture and Representation

ENGL 30753 Literature and Film

ENGL 30813 Books and the History of Print Culture

ENGL 30833 Serials, Franchises and Fan Culture

Political Science

POSC 31123 Public Opinion

POSC 31323 Media and Politics

POSC 33523 U.S. Foreign Policy in Film

POSC 34033 Constitutional Law: Amendment One

Religion

RELI 30163 The Bible at the Movies

RELI 30743 Religion, Art and Visual Culture

RELI 30803 Religion and News Media

RELI 30823 Jesus in Fiction and Film

Social Work

SOWO 30563 Social Work and the Media

Sociology

SOCI 30423 Media, Self and Society

SOCI 30463 Popular Culture

SOCI 30523 Self and Society Through Film

SOCI 30583 Technology, Social Media and Society

SOCI 40443 Media Images of Drug and Alcohol Abuse

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Journalism



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Journalism

February 16, 2018

Susanne Shaw
Executive Director,
Accrediting Council On Education in Journalism and Mass Communications
University of Kansas School of Journalism
Stauffer-Flint Hall
1435 Jayhawk Blvd.
Lawrence, Kansas 66045-7575

Dear Susanne,

I write to acknowledge receiving your February 6, 2018 letter, with the attached 2017-18 site revisit report on our journalism program.
We welcome the team's conclusion that "We recommend reaccreditation without reservation."

Please find below our response to two issues in the team's report:

- a) The number of 2017 Journalism Majors is 129, not 29. I believe this is a typographical error (see p. 5).
- b) On page 3, the team wrote the following: "The university has limited to 200 the number of majors in the Department of Journalism." This calls for clarification. Our university does not limit the number of majors in any department. I'll like to clarify that our faculty determined that given the facilities at our disposal, especially classroom space, we have the capacity to grow our majors up to 200 students.

See you in Chicago on March 24th.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Uche Onyebadi", written over a horizontal line.

Uche Onyebadi, Ph.D.
Associate Professor and Chair of Journalism Department