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ASJMC

SPRING 2007

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Melvin Mencher, Columbia University

ASJMC Insights

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From the Editor

The main theme of this issue is student journalism, both secondary and college levels.

Both levels of student journalism continue to be bedeviled by censorship, in one or another form, along with many other problems. Now, of course, the 7th Circuit Court of Appeals has extended a bad decision relating to high schools, the Hazelwood decision, of several years ago, to colleges. The decision is good, and that certainly is not the right word, only in the 7th Circuit for now. The U.S. Supreme Court decided not to hear the case on appeal.

A number of folks experienced in both levels of student journalism are represented in this issue. If I had to sum up their thinking succinctly, I believe they are appealing for more help from university-level journalism deans, directors, and department chairs. It seems to me that ASJMC members ought to mobilize their forces and do, for example, what was done in California. Or help get the cause of secondary school journalism a hearing before conventions of schools superintendents and principals where there might be a chance of mitigating, formally and officially, the effects of Hazelwood. Too many secondary school administrators still view student newspapers, if they have them at all, as public relations organs and use the Hazelwood-allowed prior review to censor important stories. There simply is desperate need out there for help, and who better to provide it than ASJMC members.

We also have a splendid explanation of how the World Journalism Education Congress, scheduled for June in Singapore, came together. This gathering holds a great deal of potential, as you will realize when you read it. Now is not too early to be making plans to attend if you can.

Also included is an article on the use of internships as an assessment device in the accreditation process.

And a well known textbook author weighs in on how journalism education, perhaps too preoccupied with technology and technique, can come closer to making sure students get what they really need from college to be able to survive and thrive in today's media world.

I shall welcome your questions or comments.

Robert M. Ruggles
Editor, *Insights*



Good School Papers Could Help Stem Readership Slide

PAUL TASH
The St. Petersburg Times

The St. Petersburg Times is the third newspaper where I have been editor.

The first was the *Old Hickory*, the student newspaper at Andrew Jackson High School in South Bend, IN. Our adviser was Lois Claus, who was also my English teacher. Gently but relentlessly, she nudged us toward excellence. We published every week.

My second paper was the *Indiana Daily Student* at Indiana University. The publisher was Jack Backer, a member of the journalism faculty. While he kept the paper's business operations humming, Jack defended us from our detractors and from ourselves. He had enormous influence upon us because he pretended to have no influence at all.

In large measure, I have this job because of Jack Backer and Mrs. Claus. (I still can't bring myself to call her by her first name.)

The point may be familiar, but it is no less true: student journalism advisers have a huge role in the careers of future journalists.

Student media, including Websites and broadcasting, continue to launch the next generations of journalists. In their latest census of America's journalistic workforce, a team led by David Weaver at Indiana University found that 74 percent of professionals had worked on their college newspaper or other campus media, compared to 36 percent who had majored in journalism. Some important and lasting lessons are being learned outside the classroom.

All things being equal, I will hire the young reporter who has been editor of her college newspaper. Somebody already has judged that she has talent; she must have ambition and energy, and because she was editor, she probably has a pretty good idea about what's at stake in the work we ask her to do. As the editor myself, I find that notion vaguely reassuring.

But the description of student journalism as the spawning ground for our profession, while accurate, is also incomplete. Your publications reach far beyond the next crop of copy editors, photographers, and reporters.

If there's something our business needs more than new journalists, it's new consumers of journalism. The trend lines are not particularly encouraging across all branches of traditional news media, but I'll stick with newspapers because the numbers there are most familiar.

The generation that regards newspapers as a basic utility, almost like electricity



Melrose Elementary Center for Communication and Mass Media won the *Time for Kids* national award for elementary school newspapers for the *Manatee Messenger*. *Time for Kids* is a magazine published by Time, Inc. The issue on top won the national award in 2004. (Photo courtesy of *The St. Petersburg Times*)



Leon Tomlinson, a third grader at Melrose Elementary Center for Communication and Mass Media, prepares a cutline for his photo of cafeteria garbage to accompany a story for the *Manatee Messenger* about the mess in the cafeteria after lunch. (Photo courtesy of *The St. Petersburg Times*)

and telephone service, is dying off. Their children, the Baby Boomers, are about one-third less likely to read a printed daily newspaper, and the audience drops by a similar margin among the Boomers' kids.

The picture is sufficiently troubling that the Newspaper Association of America, among other organizations, has spent considerable time and money to understand how we might recruit young readers. Apparently, one of the answers is to build the habit while they're young.

A study commissioned by NAA found that students whose schools used newspapers in the classroom were much more likely to read newspapers by choice when they became young adults. If the local, general-interest local newspaper can help young readers establish the newspaper habit, imagine the power of a good student newspaper focused directly on the life of the school.

In Tampa last fall, a high school principal paid unintentional tribute to the power of the student press by censoring the school newspaper. Principal William Orr of Hillsborough High School ordered the *Red & Black* to pull a story about the achievement gap in test scores between white and black students, not because the story was wrong but because it was right.

"If it's something that has a potential to hurt students' self-esteem, then I have an obligation not to let that happen," Orr later explained. "I don't think it's the job of the school newspaper to embarrass the students."

Because the newspaper had already been printed, the students stayed late on a Friday night, cutting out the article by hand. When students got their copies on Monday, they found a hole where the story had been. *The St. Petersburg Times* and the *Tampa Tribune* filled in the gap, with stories about the missing story.

Any paper that provokes the principal to censor it must be worth reading, so Hillsborough High students should be even more interested in the next issue of the *Red & Black*.

In St. Petersburg, my newspaper helps sponsor a journalism program that is woven into the curriculum of two inner-city schools, an elementary (see pictures) and a middle school. My favorite moment in the life of that program is from an assembly at John Hopkins Middle School, the chairs filled with kids waiting for the program to start, their noses buried in the latest copy of the *J.Hop Times* – their newspaper – fresh off the press.

Maybe the *J.Hop Times* will help us find some future journalists. I would like to think so. But even more, I'm hoping it will help us hook some future readers.

The new journalism program at Melrose Elementary School on St. Petersburg, FL may be the prototype for other programs. It started with a vision—each child in the school, kindergarten through fifth grade, would participate in a weekly journalism class. It has evolved into a real-life experience with a real-life outcome: ongoing productions of a student newspaper, *The Manatee Messenger*.

It started with what is called The Learning Together partnership that included free delivery of the *Times* to Melrose families. This was the first step in getting students and parents involved with the daily newspaper. The *Times* also established journalism mentors, speakers, and field trips to its printing plant and downtown office.

Paul Tash is the editor of The St. Petersburg Times and the CEO and chairman of the Times Publishing Company. He is a member of the board of the Pulitzer Prizes and has served as a judge in the Hearst Foundation collegiate journalism competition.

We Need to Stimulate, Protect Student Journalism

LOREN GHIGLIONE, ASJMC president
Northwestern University

Consider this lead an old goat's true confession.

Fifty years ago, I wrote sports for the student newspaper at McBurney School in New York City, which led to a term as editor of the student paper at Haverford College and the dream of putting out my own paper.

Almost 40 years ago, I bought the 5,700-circulation, six-day (now five-day) *Southbridge Evening News*, located in a central Massachusetts factory town of 17,000.

Exactly 30 years ago, partly out of a sense of debt to my high school and college student newspapers, I wrote a series for the *News* on the sorry state of the area's school newspapers.

As a follow up, The *News* sponsored training sessions for the advisers and editors of those high school papers. The *News* also brought in a Student Press Law Center speaker to stiffen the editors' spines, gave away AP stylebooks and writing guides, and offered free composition and printing services.

Success mixed

Here's the true confession: I cannot say the *News* transformed high school journalism in the area. At best, we encouraged a few improvements at some of the schools.

At one school, the student press, to paraphrase A. J. Liebling, disimproved. A 1994 book, *Death by Cheeseburger: High School Journalism in the 1990s and Beyond*, recalled my four-page report in the *News* on the 30-year history of student newspapers published at Southbridge High School since its opening in 1961.

Death By Cheeseburger's authors wrote: "The school spawned five newspapers and won some awards in the process, but none of the papers lasted more than five years. In fact, Southbridge High has not published a school newspaper for almost two-thirds of the school's existence, including the past 11 years."

The News, which I sold in 1995, now publishes a monthly "Next Generation News" section—two to four broadsheet pages edited, written, and designed by eight high school students—about happenings at Southbridge High and three other area schools, including Shepherd Hill Regional High.

Barbara Marderosian, adviser to Shepherd Hill Regional's monthly *Advocate*, an after-school club activity, hopes to offer journalism as an elective next year. "It really depends on funding, frankly," said the former professional journalist. So not all the news is bad.

But Southbridge High is still without a school newspaper. The battle for a student paper at Southbridge High—and at many other schools—may never be won. Indeed, Rich Holden and Linda Shockley, respectively executive director and deputy director of the Dow Jones Newspaper Fund, suggest the battle is escalating into a six-front war.

Many well-to-do high schools offer not only print student newspapers but also online multimedia news sources with audio/video clips. Take a look at the *Paly Voice* of Palo Alto High School in California or *A-Blast*.online, the student newspaper of Annandale High School in Virginia.

A-Blast.online offers videos of the winter blood drive and a recent football game. The four-year-old *Paly Voice* features exclusive online content and searchable archives for *The Campanile*, the school's newspaper (20 broadsheet pages every three weeks), and *Verde*, the five-times-a-year student magazine.

Less affluent schools struggle

Less affluent schools in cities and rural areas, though, risk losing the war on six fronts:

1. School systems and politicians fail to appreciate student journalism's value in improving students' writing, reading, critical thinking, media literacy, and appreciation of free speech and civic engagement. Journalism is seen as a frill, like art or music, said Diana Mitsu Klos, project director of the high school journalism initiative of the American Society of Newspaper Editors (ASNE).

2. Censorship, prior review, and self-censorship are on the rise at student newspapers, said Klos. Attacks on mainstream media—reduced access to public records, efforts by the president and other government leaders to delegitimize the press and treat it as an enemy—trickle down to student media, which appear more vulnerable to pressure by advisers and administrators.

3. While media magnet schools may be exceptions, many financially strapped schools see the cost of ink and paper—even the expense of an online newspaper—as a nonessential extra.

4. The pipeline for bringing interested and knowledgeable students and advisers into high school journalism may be narrowing. Klos cited “no long-term stability”—turnover among interested student reporters and editors and advisers—as a constant and costly challenge. The need to train students and advisers saps the enthusiasm of principals and school systems for starting student media.

5. Mainstream media, motivated to help scholastic journalism in part by the desire to increase the pool of high school and college students of color interested in journalism careers, may be less and less committed to newsroom diversity. Holden says, “I'm convinced the newspaper industry no longer gives one hoot about diversity.”

6. The audience for the student newspaper is changing. Klos said ASNE works with 500 high school newspapers. Twenty percent or more are Web only and, she said, “that percentage is expanding.” So the evolving reading/viewing habits of young people—combined with the \$400-\$800 cost of producing an issue of a student newspaper—raise additional questions about the future of the student press.

What better time for *Insights* to focus on high school and college journalism. What better time to revisit and update an ASJMC-sponsored “action agenda” for scholastic journalism from 20 years ago.

Time for ASJMC to act

Students' interest in blogging, podcasting, and Web streaming, students' willingness (according to a Knight Foundation study) to have their First Amendment rights restricted, the financial pressures on school systems, the devaluation of journalism's benefit to students learning to write, read and think—those forces suggest it is a perfect time for Shirley Staples Carter's secondary education committee to present a new “action agenda” at August's AEJMC/ASJMC convention in Washington, D.C.

No doubt each ASJMC member can help in one or more ways: encourage the creation of a student newspaper, print or online, at a nearby school; offer a class or summer workshop for area journalism teachers at least once a year; develop a journalism course for credit that will be considered for adoption by the state's school system.

Please do your part and share your ideas by writing an e-mail letter to the editor to Bob Ruggles, *Insights* editor, at BobRug@aol.com. He'll compile them and publish them in the next issue.

Loren Ghiglione, ASJMC president, is the Richard Schwarzlose Professor of Ethics at Northwestern University's Medill School of Journalism.

Secondary Schools

Students, Teachers Face Uphill Battle

JULIE E. DODD
University of Florida

Writing about the “state” of high school journalism is challenging because it is impacted by so many variables in our country’s education system. For instance, every state has its own certification requirements for teachers and graduation requirements for students. Even with No Child Left Behind (NCLB), the federal legislation passed in 2002, much of the implementation of this national mandate for the public schools is directed by each state’s legislature and each state’s department of education..

As a result, this article reflects the “states” of high school journalism, discussing common themes of high school journalism across the country but noting the variety of approaches within the states.

I serve as the liaison between the Journalism Education Association (JEA) and scholastic press association directors across the country. JEA is a national scholastic journalism organization for high school and middle school journalism teachers and advisers. I have served as liaison for 16 years and in that time have had literally hundreds of conversations and e-mails with directors of scholastic press associations, high school journalism teachers, and high school journalists.

Within the scope of this article, I will provide snapshots of issues that reflect high school journalism. Each snapshot could become its own movie. With that in mind, this article will be a photo album of issues that reflect the states of today’s high school journalism.

1. State scholastic press association directors speak with enthusiasm about the quality of work being produced by their states’ high school journalists and their advisers.

At the state and national levels, scholastic press organizations sponsor critique services for media productions (i.e., newspapers, yearbooks, broadcast programs, Websites, literary magazines). Thousands of student media staffs compete for state and national recognition each year.

The students who receive state and national awards as outstanding high school journalists demonstrate that they can begin their college media course work with impressive portfolios and resumes of experience. The Journalism Education Association recognizes a series of outstanding high school journalism students each year. These students are chosen from the winners of state scholastic journalism competitions and represent the top high school journalism students, who typically are working for local newspapers or television stations as well as editing high school newspapers or yearbooks.

Most state scholastic media organizations have annual awards to recognize outstanding journalism teachers and advisers. At the national level, the Dow Jones Newspaper Fund selects the National High School Journalism Teacher of the Year and also recognizes Distinguished Advisers and Special Recognition Advisers. The Teacher of the Year spends part of the school year speaking to professional media organizations as an advocate for high school journalism.

2. Today’s high school media programs embrace a wide range of technology applications:

- High school newspapers and yearbooks are designed on computers with files being e-mailed to the printer;
- Broadcast programs are going beyond making morning announcements to producing shows that are aired on local cable access stations;

- Publication and broadcast staffs are creating multi-media Websites, podcasts, and blogs; and
- Every staff uses the Internet to conduct research for stories, find out what other student media staffs are doing, and to identify sources.

High school students and advisers are learning and using sophisticated computer applications such as InDesign, PhotoShop, Garage Band, Audacity, Flash, Final Cut Pro, Premiere, and a variety of other software programs.

High school journalism teachers are able to improve their teaching with resources on the Web created by the Radio Television News Directors Foundation, the American Society of Newspaper Editors, the Student Press Law Center (SPLC), and many state high school media associations. These resources include lesson plans and PowerPoint slides. (See Resources sidebar.) Scholastic press associations also offer e-mail mentoring for new advisers. The Journalism Education Association provides a listserv for its members, with more than 200 postings a week on topics from dealing with prior review to developing current events quizzes.

3. Scholastic media organizations at the state and national level are working to help students and teachers learn software and consider some of the special ethical and legal dimensions that new technology presents.

Copyright and plagiarism issues - One of the challenges facing high school media advisers is the same issue faced by college journalism and communications faculty and the commercial media – establishing guidelines regarding copyright and plagiarism. The Journalism Education Association developed recommended guidelines for high school publications and for state and national organizations that sponsor competitions for publications and individual students.

Internet filters on school computers - Some schools, in their efforts to protect students from unsavory materials that can be found – intentionally or unintentionally – through a Web search, have installed filtering software to limit students' Internet access. Internet filtering programs not only can keep students from winding up at pornography sites, but also can keep student journalists from being able to access news and health sites as they report on a story. When I was teaching a summer workshop at Indiana University for high school journalism teachers, one teacher said the filtering program installed on the school system's computers blocked the students from being able to access the school's own Website because of the "sex" in Sexton, part of the school name.

Social networking, such as MySpace and YouTube, are part of most high school students' daily lives. Now scholastic

press associations are trying to determine appropriate and effective use of this popular and much used method of student communication. For example, the Missouri Interscholastic Press Association created a MySpace account to promote its summer high school journalism workshop at the University of Missouri – myspace.com/MIPAAatMizzou. If you've done much reading at MySpace or Facebook (<http://www.facebook.com>), you know that some of the technology behavior high school (and college) students are learning on their own needs to be modified for appropriate use in a professional setting.

4. State educational laws and directives and No Child Left Behind impact high school media programs.

Having adequately prepared teachers in the classroom – Each state has its own guidelines for K-12 public school teachers. Typically, college students must earn a certain number of credits in a specific subject field and a certain number of credits in education classes that include an internship in the schools. The state department of education then certifies or licenses the teachers. In some states, a test also is required.

The number of subject area courses required differs from state to state. Whether a teacher candidate has to take a teaching proficiency test – and what that test is – differs from state to state. Whether a teacher who is certified in one subject area (such as English) can teach in another subject area (such as journalism) differs from state to state.

The No Child Left Behind legislation requires that teachers be "highly qualified" in the disciplines they teach. That determination is being left to each state.

A challenge for high school media is that typically a teacher hired to teach a journalism class and advise the newspaper, yearbook, or broadcast program spends the majority of the teaching day teaching another subject, usually English or history. So that teacher earned English teaching certification but may not have met the certification requirements for journalism — if the state even has journalism certification. In states with strict standards about certification, the newspaper adviser who is certified in English but not journalism would have to advise the newspaper as an extra-curricular activity rather than a for-credit course.

The Journalism Education Association offers a certification program to enable journalism teachers to be recognized for their teaching competence in journalism as Certified Journalism Educators or Master Journalism Educators. The program provides teachers with a means of demonstrating competence or proficiency that is validated by a national scholastic press organization, but this certification is not rec-

ognized by any state department of education.

Journalism is not a “core” course in the high school curriculum and in graduation requirements - In establishing the priorities for high school education, “core” courses have been identified at the state and federal levels. Those core curriculum areas are reading, math, science, and history. As those are the areas that are tested and are required for graduation, those are the areas that are stressed in the high school curriculum. Courses like journalism, art, music, speech, and drama are marginalized. Students who do take journalism may have room in their schedules to take journalism for only one year. That turnover in students affects the quality of student publications because students don’t have the time to develop from reporters to editors during their high school years.

State scholarship programs also influence the interest high school students (and their parents) have in media courses. In Florida, for example, students who meet a set of state-mandated requirements are eligible for Florida Bright Futures Scholarships, which can pay up to 100 percent of a student’s tuition and books. A major part of that requirement is taking a specific number of credits in specified courses. Journalism is not one of the required courses.

5. High school media classes don’t carry the weighted grade that many students want to contribute to a high GPA.

Courses that tie to national testing programs – Advanced Placement and International Baccalaureate — and courses identified at the state or local level as “honors” courses award weighted grades, meaning that a student who receives an “A” in a weighted course receives more points in the GPA than a student who receives an “A” in a non-weighted course.

No AP (Advanced Placement) journalism exam is offered. The Journalism Education Association worked with the College Board to explore the possibility of developing an AP journalism test, but the College Board made the decision not to create and offer that exam. Journalism students can and do take the AP English Language and Composition exam, but that test isn’t typically taken by journalism students.

6. Colleges of communications and colleges of education often lack collaborative curricula to enable students to become certified in journalism.

Even in states where journalism certification exists, college students often have difficulty in completing a degree that includes the course work required for journalism certification. Having a collaborative working relationship between colleges of communications and colleges of education is the

exception nationwide. College students typically have to choose between being an education major and being a communications major. The result is that communications majors will not have the courses required to be certified to teach, and education majors will not have the courses required to be certified to teach journalism.

7. Teaching high school media classes offers some special challenges for teachers.

Few parts of the high school curriculum are as highly visible as advising student media. Just like varsity sports programs and band, student media are performance courses and very public. Some teachers don’t want the high level of scrutiny and (sometimes) criticism (justified or not) that comes with being the newspaper, yearbook, or broadcast adviser.

A significant factor in advising student media is helping students learn about the First Amendment and press rights and responsibilities. Encountering a prior review or censorship situation can be a highly stressful teaching experience, even leading to the teacher being removed as adviser or even fired as a teacher.

Student media typically are funded, at least in part, by the student staffs. The adviser needs to be able to train a sales staff and develop and coordinate the budget which for big yearbooks can be more than \$70,000. Selling ads and calculating a publication budget are real-life experiences for the students. But business and advertising typically are not part of the adviser’s training and experience, even if the adviser was a reporter on a college or commercial newspaper. A February 2005 study by the Knight Foundation found that only 74 percent of schools in the U.S. had a student newspaper. For those schools without a student newspaper, 40 percent reported the program was cut within the last five years, lack of financial resources being the main cause.

8. High school media benefit from the support and leadership of scholastic press associations.

Scholastic press associations (see sidebar) provide programming, contests, awards, and other assistance for media advisers and students. State scholastic press associations have a variety of different organizational structures, depending on the level of commitment to scholastic journalism made by the state’s colleges of journalism and communications.

I was a guest speaker for a high school journalism convention and was driving to the convention with the organization’s president. The association had no university home base, and the leadership of the organization rotated each year with the new president. When I asked her about the associa-

tion's office, she replied, "Why, it's in the trunk of this car."

Without a doubt, the strongest scholastic press associations are those that are hosted by a college with a faculty member serving as the association's executive director. That requires the college to pay a portion of the faculty member's salary for scholastic press association duties and provide other support, such as office space and postage.

9. Partnerships with and funding from commercial media organizations and foundations are playing an important role in high school media.

Support from the Knight Foundation, ASNE, the Newspaper Association of America Foundation, and RTNDF offer services, programs, and funding that are having positive impact on the quality of high school media programs. They also provide lesson plans for teachers, host online high school newspapers, and offer virtual fields trips. (See Resources sidebar.)

10. High school media programs are preparing students for the future – college and their careers.

The National Center on Education and the Economy's Commission on the Skills of the American Workforce issued

a report in December 2006, calling for rethinking of American education from pre-K to 12. The report, titled "Tough Choices or Tough Times," states that education needs to go beyond competency assessment that is test-driven and teach 21st century skills. Those skills include:

- Knowing more about the world.
- Thinking outside the box.
- Becoming smarter about new sources of information.
- Developing good people skills.

High school media teach those 21st century skills, whether the students go on to become media majors in college and enter media careers or whether they choose another major and go on to become the kind of informed and active citizens that are needed to make a democratic society work.

Julie E. Dodd is a professor in the University of Florida's College of Journalism and Communications. She serves on the Journalism Education Association board and the Quill and Scroll board of trustees. She is a member and former head of the AEJMC Scholastic Journalism Division. She was executive director of the Florida Scholastic Press Association and Kentucky High School Press Association and is a former high school journalism and English teacher and newspaper and yearbook adviser. She is a member of the UF Faculty Senate and chair of the college's Diversity and Faculty Development Committee.

Resources

The Classic Reports on the State of High School Journalism

These books provide a decade-by-decade profile on high school journalism in the United States.

Dvorak, J., Lain, L., Dickson, T. *Journalism kids do better: What research tells us about high school journalism.* Bloomington, Ind.: ERIC Clearinghouse on Reading, English & Communication, 1994.

Freedom Forum. *Death by cheeseburger: High school journalism in the 1990s and beyond.* Arlington, Va.: Freedom Forum, 1994.

High School Journalism Confronts Critical Deadline. A Report by the Journalism Education Association Commission on the Role of Journalism in Secondary Education. Kansas State University, Manhattan, Kansas: Journalism Education Association, 1987.

Nelson, J. *Captive voices: The Report of the Commission of Inquiry into High School Journalism.* New York: Schocken Books, 1974.

Resources for High School Media Programs

The following are some of the resources available for high school media teachers and students provided by professional media organizations. State press associations also offer support to student media programs and through the state's scholastic press association.

Newspaper Association of America Foundation — The NAAF has partnered with the Student Press Law Center to revise and expand the SPLC's Virtual Lawyer and create a five-part series of PowerPoint classroom presentations on common media law issues. In 2007, NAAF will fund the creation of 10 SPLC podcasts and additional PowerPoint presentations. In 2008, NAAF will be funding a national research project in scholastic journalism. NAAF funds a number of partnerships between middle/ secondary schools, local newspapers, and sometimes colleges. Included programs are The Student/Newspaper Partnership grant and the Young Publishers grant which seek to assist schools nationwide to establish or revive student newspapers. Since 1997, the NAA

Foundation has awarded more than \$450,000 to assist more than 185 middle or high schools and their professional newspaper and university partners. <http://www.naa.org/Home/NAAFoundation.aspx>

Knight Foundation — Since 2000, the Knight Foundation has awarded \$15 million in grants to strengthen interest in journalism and the importance of the First Amendment among young Americans, especially targeting high school journalism students and teachers. Funding has been awarded to ASNE, RTNDF, and Ball State University among others.

American Society of Newspaper Editors — ASNE hosts online newspapers and has an archive of more than 240 lesson plans. From 2001 through 2006, ASNE funded more than 1,000 high school journalism teachers to attend ASNE summer institutes. ASNE has announced that this program will not be continued due to a change in funding from the Knight Foundation. <http://www.highschooljournalism.org>

Radio Television News Directors Foundation — The RTNDF High School Journalism Project provides lesson plans, seed grants, and podcasts from national conventions. Teachers can download from the Website the Teaching Resource for Broadcast Educators, a teacher's guide for "Good Night, and Good Luck," and a Teacher-to-Teacher Guide made by teachers for teachers. <http://www.rtnda.org/resources/highschool.shtml>

State, Regional and National Scholastic Press Associations

State, regional and national scholastic press associations provide programming and services for high school journalism teachers and students.

The major national organizations are:

Columbia Scholastic Press Association

<http://cspa@columbia.edu>

Journalism Education Association

<http://jea.org>

National Scholastic Press Association

<http://info@studentpress.org>

Quill and Scroll International

<http://quill-scroll@uiowa.edu>

You can find a list of state and regional scholastic press associations at:

<http://jea.org/resources/proorgz/natregasso.html>

<http://jea.org/resources/proorgz/stateassns.html>

<http://www.highschooljournalism.org/Teachers/Teachers.cfm?id=62>

Innovative Outreach to Scholastic Journalism

The AEJMC Scholastic Journalism Division sponsors an Innovative Outreach to Scholastic Journalism competition with an April 1 deadline each year. The competition is to identify and recognize colleges that are offering outreach programs that promote scholastic journalism at the high school, middle school, or elementary school levels. Previous winners include a summer journalism program for elementary school students who are mentored by high school journalism students and a partnership between a college and an inner city high school newspaper staff. <http://grove.ufl.edu/~sjdaeajmc/awards.html>

Colleges

Hosty Decision Further Muddies the Water

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We are hearing a lot about attacks on basic press freedoms, access to public information, and other threats to free and unfettered media in this country. However, nowhere is the threat greater than on many of our public college and university campuses these days. College journalism and communication deans and administrators need to understand the potential threat to student media freedoms posed on their campuses by a recent 7th Circuit Court of Appeals decision.

If dealing with the continuing effects of the *Hazelwood* decision were not difficult enough for high school student journalists and their media advisers, the 7th Circuit Court of Appeals clouded First Amendment rights for many collegiate journalists with its 2005 *Hosty v. Carter* decision. Moreover, the U.S. Supreme Court's refusal to rehear the case in February of 2006 has left great uncertainty on exactly what the *Hosty* ruling really means for college press freedom. *Hazelwood* generally held that secondary school newspapers could be reviewed by administration before publication.

The *Hosty* case arose after Governors State University's then-Dean Patricia Carter told the student newspaper's printer she would not authorize payment for future issues of the college's paper, *The Innovator*, unless she first saw and approved the paper's contents. The paper had begun an aggressive series of stories, many of which were considered negative toward the school's administration. The printer stopped printing the paper, fearing he would not be paid, and the paper ceased publication.

Student journalist Margaret Hosty and others sued on First Amendment grounds and won at the federal district court level and a unanimous decision of the 7th Circuit Court of Appeals. However, Illinois Attorney General Lisa Madigan was successful in having the circuit court's opinion set aside, claiming the law was not clearly established at the time Dean Carter took her actions against the paper.

Hazelwood extended to 7th circuit colleges

Sadly, in a June 2005 decision, the entire 7th Circuit ruled 11-4 that the 1988 *Hazelwood* decision might well apply to some public college student media situations. The most damning statement in the court's opinion: "We hold, therefore, that *Hazelwood's* framework applies to subsidized student newspapers at colleges as well as elementary and secondary schools." Ironically, in making this finding, the court did not question the trial court's finding that *The Innovator* had been established as a "designated public forum."

As horrible as many feel the 1988 *Hazelwood* decision was to high school journalism, it has always been an uphill battle to assure reasonable press freedoms in many American public schools. However, for more than four decades, it's been established law and practice that public college student journalists — who are also adults — enjoy broad First Amendment protections. All that was true until the 2005 *Hosty* decision.

The only other appeals court decision where college officials had attempted *Hazelwood*-type censorship involved a fully student-fee-funded public college yearbook that was locked-up from view or distribution for years because Kentucky State University's Dean Betty Gibson thought the book's theme was negative, did not like the color of the book's cover—purple—and listed other such complaints. In this case from the Sixth Circuit, *Kincaid v. Gibson*, the court ruled overwhelmingly that this yearbook was a "limited public forum" and that confiscating it was "brutal censorship." But, the *Kincaid* case was not on the books before Dean Carter took her actions at Governors State.

Supreme court ducks clarification

Mark Goodman, executive director of the Student Press Law Center, has repeatedly said the *Hosty* decision further “muddies the waters” for collegiate student journalists. The result of the case was that the 7th Circuit found that Dean Carter’s actions were protected and shielded by “qualified immunity” because the 7th Circuit agreed that the law was not clear at the time she took action against the paper. Margaret Hosty immediately filed an appeal to the U.S. Supreme Court, and the Court decided in February 2006 not to take up the *Hosty* case on appeal.

Thus, collegiate press freedom remains in a bit of a confused state. The Student Press Law Center has urged student media in the 7th Circuit states of Illinois, Indiana, and Wisconsin to get their student media governing boards and top administrators to sign off on a clear statement declaring their student media “designated public forums.” You can find the exact suggested wording and other information, including the colleges and universities that have signed on to the “public forum” list, by going to the SPLC URL at: <http://www.splc.org/legalresearch.asp?id=91>.

In addition, while the *Hosty* decision applies only to “subsidized” student media in the 7th Circuit, the SPLC is urging student media in other states to get university officials to sign off on a similar statement. Campus journalism deans and administrators may have to play an aggressive, active role in helping central administration and governing boards understand that it is ultimately in their best interest to continue a hands-off philosophy when it comes to the campus press and their independent editorial freedom. If campus media governing documents declare student media to be “designated public forums” or “limited public forums” where duly appointed student editors make content decisions, then there is no legal liability to the campus or the administration for those student media that might someday have legal problems. For that reason alone, it’s best to have written policies that place the responsibility for all content decisions in the hands of student editors, and not their media advisers, faculty advisers, journalism administrators, or other “state actors” who might eventually be sued.

California takes proactive stance

California became the first state to enact legislation that nullifies any impact *Hosty* might have had on its state’s college student newspapers. In August 2006, California’s General Assembly passed and the governor signed a new state law that prohibits colleges and universities in the state from exercising editorial control over the student press. The California anti-censorship law, AB 2581, prohibits prior restraint and other forms of censorship at public campus newspapers.

California took this action, in part, it is believed, because of

a California State University memo from CSU’s general counsel indicating the *Hosty* decision could affect California collegiate media. “[T]he case appears to signal that CSU campuses may have more latitude than previously believed to censor the content of subsidized student newspapers, provided that there is an established practice of regularized content review and approval for pedagogical purposes,” wrote Christine Helwick, CSU general counsel. Other states are considering similar legislation, including Indiana and Illinois, two states directly affected by the *Hosty* decision.

If *Hosty* were to be broadly interpreted by university presidents and governing bodies, it could effectively shut down the needed critical and “independent” voice that the student press has represented. The “marketplace of ideas” that the modern college or university is supposed to represent might even be threatened. Another aspect of *Hosty* is that it applies strictly to “subsidized” student media. Most student services on most campuses receive part or most of their operating budgets through student fees or other direct support from their host campuses.

Most student media subsidized

“Subsidized” student media would include well over 95 percent of all student media in this country, so chances are, *Hosty* could become a threat to editorial independence on your campus. That is where your leadership as college mass communication and journalism deans and administrators becomes important. While the student press is often considered a pain in the rear, it is still a great training ground for learning real-life journalism skills in a broadly free climate.

There has been a long history of greater press freedom at public colleges and universities than at their counterparts at the secondary school levels in this country. Yes, high school media have had more restrictions pertaining to “obscenity as to minors” and “illegal as to minors” and other such restrictions even before both the *Hazelwood* and the *Hosty* decisions. With the *Hosty* ruling, the whole situation seems to have become more confused for all concerned.

All this is even more confusing because two recent high school cases, also in the Midwest, seem to have carved large holes in the *Hazelwood* decision. In 2003, a federal court in Ohio ruled in *Draudt v. Wooster* that a school’s student newspaper had a history of operating as a “limited public forum” and that school officials had acted improperly by removing an issue of the paper that continued coverage of the school’s disciplinary actions against athletes and cheerleaders.

And in late 2004, in *Dean v. Utica*, a Michigan federal court ruled school officials had erred in censoring student newspaper stories about a lawsuit filed against the school district

from a cancer survivor who claimed the district's bus barn fumes were aggravating his illness. Again, this court ruled that the paper had a history of operating as a "public forum," and even if it had not, the *Hazelwood* decision would not have allowed censorship of these public-interest stories because "there was no valid educational ground for censorship."

In reading this, you might start to get a bit confused. Is the legal world of student journalism turning upside down? Do public high school journalists have more "free expression" rights than those in some public colleges? Who knows? Right now, the courts seem to be all over the page on this one. We may have to wait for future court decisions to see if the waters clear a bit or perhaps become even murkier

What you can do

What you can do as mass communication academic leaders is to work with central administration and student media in

developing governing documents and policy statements that foster and continue the free and unfettered flow of information in your campus media. It is an important issue worth fighting for, and you are often in a position to educate others on the importance of having an aggressive, independent voice on your campuses. Those "voices," more often than not, are your own students' "voices," practicing the freedoms that they have been taught in your academic area's classrooms by your own faculties. Become informed on this important legal development and take action so that *Hosty* does not threaten freedom of expression on your campus.

David L. Adams is the immediate past president of the Student Press Law Center board of directors, chair of the Association for Education in Journalism and Mass Communication's Scholastic Journalism Division PFC&R Committee, and a veteran journalism professor and student media director at Indiana University at Bloomington.

The Complicated State of Student Press Law

MARK GOODMAN
Student Press Law Center

Over the course of the 33-year history of the Student Press Law Center, our work has remained consistent in some ways and changed dramatically in others. As a national legal advocate for high school and college journalists, we find ourselves advising young reporters and editors as well as their advisers at schools large and small from coast to coast.

The problems we hear today are not that different from what we heard in the months after our founding in 1974. Today, the questions are as likely to be from a Web-based publication and come via e-mail rather than over the phone or in a letter, but the fundamental legal issues of concern typically are similar to what they were decades ago.

In 2007, as in 1974, censorship is the one topic that dominates the requests for assistance we receive. Of the over 2,500 individuals who called or e-mailed us last year to ask for our help, over 40 percent were dealing with a censorship problem. From newspaper confiscations to funding cuts, adviser removals to demands by administrators for prior approval of content, or efforts to punish or censor student media organizations because of what they have published (or attempted to publish) remain the most common reasons young journalists turn to the SPLC and the most important reasons demand for our services continues to grow.

But what has changed, in a way that is difficult to overstate, is the incredible confusion about the legal protections that regulate this behavior, and especially for many student journalists on the high school level, the diminishment of clear and understandable legal limitations on the ability of their school officials to engage in acts of censorship. And that change is prompting an increase in lawsuits and legislation that may result in more uncertainty in the state of the law for many years to come.

The shifting law

In 1974, and for over a decade after, acts of censorship by school officials at public high schools and colleges were regulated by a single legal standard. Relying on the Supreme Court's 1969 ruling in the case *Tinker v. Des Moines Independent*

Community School District, 393 U.S. 503 (1969), which rejected punishment of students for wearing black armbands protesting the Vietnam War, courts have consistently recognized that student press freedom was protected by the First Amendment. Only when school officials could demonstrate that censorship was necessary to avoid a “material and substantial disruption of school activities” or an “invasion of the rights of others” would their actions be allowed. The “mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint” was not a sufficient justification for censorship.

Admittedly, the *Tinker* standard was subject to some misinterpretation, but quickly courts across the country fell into agreement that it almost always meant some physical disruption of class work or school activities had occurred or was imminent or that some other legally unprotected expression such as libel was at issue. The *Tinker* standard was one based on objective facts reflected by the circumstances in the school at the time of the incident. And although the standard was applied to both high school and college student expression and publications, it was a difficult one to meet, especially on a university campus with a largely adult population.

In 1988, the landscape of student press law changed overnight. The Supreme Court’s decision in *Hazelwood School District v. Kuhlmeier*, upholding the right of public high school officials to censor stories about teen pregnancy and divorce from a student newspaper tied to a journalism class, created a tectonic shift in the way courts looked at the First Amendment protections afforded secondary school journalists.

Contrary to a widespread misunderstanding of the ruling, the *Hazelwood* court did *not* say school officials could censor anything they wanted. Rather, the court said for many school-sponsored publications, especially those that were part of the school’s curriculum, school officials would be able to censor if they could demonstrate that their censorship was “reasonably related to legitimate pedagogical concerns.” The court made clear that it was giving great deference to school officials, replacing the objective, fact-based *Tinker* standard with a much more subjective one based on the assessment of school officials. But, the court pointed out, if school censorship has “no valid educational purpose” the First Amendment will still prohibit it.

Finding loopholes

As dramatic as this change was, the Supreme Court decision provided some loopholes, ways that students might still be able to find stronger First Amendment protection. First, the court reaffirmed the validity and importance of the *Tinker* case and its standard as it applied to other forms of speech that occurred in school. Student expression that was not

school-sponsored, such as the armbands at issue in *Tinker* itself, would still be protected unless the school could show substantial disruption or invasion of the rights of others. This has created a new incentive for students to create what we once called “underground newspapers,” which today are just as likely to be online as in print.

An example of this continued protection was illustrated by a case decided by the federal Ninth Circuit Court of Appeals not long after the *Hazelwood* ruling. In *Burch v. Barker*, 861 F.2d 1149 (9th Cir. 1988), the court was confronted with a case where school officials had punished students who distributed their own independent publication at a senior picnic without getting prior approval from school officials. In disallowing the school’s punishment, the court not only rejected the prior review requirement, it also noted fundamental distinction between non-school-sponsored student speech and school-sponsored expression at issue in *Hazelwood*.

The second loophole to *Hazelwood* is even more important. The Supreme Court noted that school-sponsored student publications that had, by policy or practice, been designated as “public forums” for student expression would also be exempt from the limitations of *Hazelwood*. For those student publications where student editors have been given the authority to make their own content decisions, the stronger protections of *Tinker* will apply.

Thanks to some long-standing school policy statements supporting student press freedom and many dedicated high school teachers who advise student media organizations, the SPLC believes there are a significant (but uncounted) number of high school publications out there operating as designated public forums. For those publications, censorship will rarely be permitted, especially when based on school officials’ concern about coverage of controversial topics or unpopular opinions.

Perhaps the best example of this *Hazelwood* loophole, and evidence that the standard of *Hazelwood* still has some teeth, is a case decided by a federal district court in Michigan in 2004. In *Dean v. Utica Community Schools*, 345 F.Supp.2d 799 (E.D. Mich. 2004), student journalist Katy Dean sued her school after officials refused to allow her to publish a story in the school-sponsored student newspaper, the *Arrow*. Katy’s story reported on a civil lawsuit that had been filed against the school district by community members who lived adjacent to a school bus parking garage. They claimed that fumes from idling school buses caused or contributed to their serious health problems, including a recent cancer diagnosis for one.

Katy and another staff member wrote a straightforward story

about the lawsuit, noting both the plaintiffs' allegations and the fact that scientists at the time disagreed about the health affects of breathing diesel exhaust. School officials refused to comment.

But as Katy's story was ready for publication, administrators stepped in and spiked it. They claimed that the story was biased and not appropriate for the high school student newspaper.

Katy eventually filed suit, arguing that the First Amendment protected her story, even though she was writing it for her school-sponsored newspaper produced in a relationship to a journalism class. The court agreed.

First, the court noted that despite a school district policy on the matter, the *Arrow* at Utica High School had been operating as a public forum for student expression for years. As the newspaper's long-time faculty adviser testified, for over two decades, student editors had made all the content decisions for the publication with the adviser providing only information, advice, and encouragement. Given that fact, the court held that the *Arrow* was different from the student newspaper at issue in the *Hazelwood* case and thus was entitled to strong First Amendment protection.

And the court didn't stop there. It went on to rule that even if the *Arrow* were not operating as a public forum, the school's censorship would still not pass constitutional muster. The court held that the school could present no educationally reasonable justification for censoring a factually accurate story about a public record lawsuit filed against the school.

"If the role of the press in a democratic society is to have any value, all journalists – including student journalists – must be allowed to publish viewpoints contrary to those of state authorities without intervention or censorship by the authorities themselves," the court said.

Thus as devastating a blow as *Hazelwood* has been for high school student publications, there is still some hope for those seeking to contest school censorship under the First Amendment and produce news media that can truly be called journalism.

State laws gain importance

One result of the *Hazelwood* decision's diminishment of student First Amendment rights has been a search for other forms of legal protection against censorship. In the days immediately following the Supreme Court's 1988 ruling, attention focused on a little-noticed statute the California legislature had enacted in 1977 that prohibited censorship by public school officials of student publications unless the material was obscene, libelous, substantially disruptive, or

otherwise unlawful. The law was perceived as largely redundant of the legal protections afforded by the First Amendment as defined by *Tinker*. But after *Hazelwood*, the California statute, Education Code section 48907, took on new importance. As the state superintendent of public instruction said at the time, "California students still enjoy substantial 'freedom of the press' despite the recent U.S. Supreme Court decision to the contrary."

In those first years after *Hazelwood*, California's example prompted a flurry of state legislative proposals to protect student free expression. As of February 2007, 30 state legislatures had considered bills that would limit school officials' ability to censor student news media. And of those 30, five have become law. Today, in addition to California, Arkansas, Colorado, Iowa, Kansas, and Massachusetts have statutes that return to students some of the protections that *Hazelwood* took away. No two of these six state laws are identical, but like in California, they all use the "substantial disruption" standard of *Tinker* as the basis for determining when school officials' censorship will be permitted. Washington is the most recent state to consider this kind of proposal. As of late February 2007, H.B. 1307 was expected to be voted on in the House of Representatives before the end of March.

College press faces challenges

In a footnote to the *Hazelwood* decision, the Supreme Court made clear its ruling was not intended to state a position on college student press rights. "We need not now decide whether the same degree of deference [to censorship by school officials] is appropriate with respect to school-sponsored expressive activities at the college and university level," the court majority said. While most agreed that this was simply a way for the court to avoid answering a question that wasn't before it, the language left open the possibility that a future court (or a college administration eager to rein in a student newspaper) might argue that the *Hazelwood* rationale and standard should extend to colleges.

Such a step would constitute a major change, perhaps even more dramatic than the one prompted by *Hazelwood* for high schools. Since the early 1970s, federal courts of appeal around the nation had ruled on cases involving efforts to censor the college press and had consistently rejected those actions. As one court said, "Censorship of constitutionally protected expression cannot be imposed at a college or university by suspending editors of student newspapers, suppressing circulation, requiring imprimatur of controversial articles, excising repugnant material, withdrawing financial support, or asserting any other form of censorship oversight based on an institution's power of the purse." *Joyner v. Whiting*, 477 F.2d 456, 460 (4th Cir. 1973).

The first federal appeals court confronted with a case of

Hazelwood's application to college student media rejected a school's act of censorship. After school officials confiscated copies of the 1993-94 student yearbook at Kentucky State University over objections to content, the student editor sued. The U.S. Court of Appeals for the Sixth Circuit ruled in 2001 that the university had exceeded its authority and that "*Hazelwood* has little application to this case." *Kincaid v. Gibson*, 236 F.3d 342 (6th Cir. 2001)(en banc).

But in 2005, a seed of doubt about the 30-plus years of strong free press protections for college journalists was planted as a result of a case that arose in Illinois. After an official at Governors State University demanded the right to review the content of her campus student newspaper before it was printed, student editors refused. Eventually, they went to court to contest the demand for prior approval as a violation of their First Amendment rights. After both a federal district court and a unanimous three-judge panel of the federal appeals court agreed with their claim, a divided 11-judge panel of the U.S. Court of Appeals for the Seventh Circuit reversed. The court's decision in *Hosty v. Carter*, 412 F.3d 731 (7th Cir. 2005) (en banc), rejected the students' First Amendment claim.

The seven-judge majority of the court said that the analysis used by the Supreme Court in *Hazelwood* was applicable at the public college and university level as well. The majority said that when confronted with an act of student newspaper censorship by a college official, a court must first determine if the publication was a "designated public forum" where students had been given the authority to make the content decisions. The majority said that the fact a publication might be extracurricular was not determinative of its public forum status. The court went on to say that even assuming the student newspaper at Governors State was a public forum, the official who censored the publication was entitled to qualified immunity from damages for infringing the students' rights because she could not have reasonably known that the limitations of the *Hazelwood* decision did not apply to college and university student publications.

In essence, the *Hosty* court opened a door to censorship of college student publications that had long been presumed closed. Unlike with high school student publications, many of which are produced in relationship to a class where the teacher has extensive involvement in every decision made regarding the publication, most college student newspapers operate as extra-curricular activities with student editors exercising complete editorial independence. The danger of *Hosty* is that it allows for the possibility that college and university officials could overcome First Amendment protections for student journalists by slyly enacting new policies that designate student publications as restricted or closed forums —

even when a publication had been operating freely for years.

Despite the fact the *Hosty* decision applies only in the states within the Seventh Circuit (the U.S. Supreme Court refused to consider the case), the response by college press advocates is reminiscent of the aftermath of *Hazelwood*. In August 2006, California became the first state to enact statutory language explicitly protecting college student media organizations from prior restraint. California Education Code section 66301 already protected student free expression at public colleges and universities, but in light of *Hosty* (and statements by one California State University official suggesting that the ruling could apply beyond the Seventh Circuit), the legislature amended the law to explicitly mention the college press.

The bill to protect high school press freedom pending in the Washington state legislature in February 2007 also includes provisions to protect college journalists. And our contacts around the country suggest that at least one or two more states may consider college free press protection bills within the next year.

The consequences

The end result of these confusing court decisions and state legislative efforts is a much more completed legal landscape for student journalists, where one's ability to successfully overcome administrative censorship may be determined by the state in which you live. It's an unsettling state of affairs for young journalists and for those who advise them.

Despite the uncertainty, student news media continue to impress. Those student journalists who are able to defend their press freedom are doing a better job of covering their schools and their communities than any before them and are becoming life-long advocates for the First Amendment. The question, of course, is what will become of the rest, the growing number for whom censorship has become a way of life and who are being taught to accept that only government-approved stories should see the light of day.

The chilling prospect of a world where the latter group holds the power should give us all pause and prompt us to remember that student press freedom has implications far beyond the schoolhouse gate.

Mark Goodman is executive director of the Student Press Law Center. He has a bachelor of journalism degree from the University of Missouri at Columbia and a juris doctorate from Duke University. The Student Press Law Center is a champion for student voices. Recognizing the essential roles freedoms of speech and press play in a democratic society, the SPLC is committed to nurturing and protecting those freedoms for students.

What J-schools can do for Student Journalism

LINDA SHOCKLEY
Dow Jones Newspaper Fund

Over the decades several reports have defined the state of scholastic journalism. *Captive Voices* chronicled the struggles of high school journalism in the 1970s. *High School Journalism Confronts a Critical Deadline* went to press in 1987, and *Death by Cheeseburger* examined the post-Hazelwood years of the 1990s.

Much has changed, yet the perennial problems of earlier decades remain defiantly unresolved. Censorship by administrators is pervasive, and self-censorship by students is rising. Under-funding persists. Secondary journalism teachers are vastly under-trained and under-appreciated—yet high school students want to express themselves. There are some major differences, too, however.

The last six years have seen millions of dollars in financial support to coordinate efforts among professional media organizations, foundations, and colleges to shore up the high school press largely orchestrated by the John S. and James L. Knight Foundation. At the same time, a major study funded by the foundation has shown students and their teachers think the First Amendment goes too far. This is in the face of more ways to communicate, not simply through school newspapers, radio, video, the yearbook, or the literary magazine; students now have multimedia options—DVDs, CDs, and the Internet with its assorted social networking Websites, blogs, podcasts, and other emerging technologies.

Several journalism school leaders talked about the kinds of activities and programs they fund while many in scholastic journalism defined the forms of support they'd like from academia.

The most common requests from the scholastic journalism community were:

- Host press associations and afford faculty status to association administrators
- Recruit high school journalists for admission with scholarships and credit for excellent portfolios
- Champion student press rights to school boards and superintendents in coalition with civics organizations
- More academic research with practical applications to the problems of scholastic journalism
- More training opportunities for high school journalism teachers
- Outreach by college faculty (and students) to high school journalists and teachers

Hosting state and national scholastic media groups

Four universities host premier national journalism organizations – Columbia University has been home to the Columbia Scholastic Press Association since its founding in 1925. Kansas State University has hosted the Journalism Education Association since 1987. Quill and Scroll Journalism Honor Society was begun at the University of Iowa in the School of Journalism in 1926. The National Scholastic Press Association operates under the oversight of the director of the school of journalism at the University of Minnesota. Dr. Albert Tims undertook a reorganization that has added six members to the association's board and completed a financial audit of the past several years. A search for a new executive director is under way.

At Kansas State, Dr. Angela Powers said her director has devoted resources for JEA offices and salaries for staff and the executive director Linda Puntney, who also teaches in the J-school, advises the yearbook, and oversees student publications. JEA will likely remain at the school for some years to come.

Dr. Pamela Creedon, director of the School of Journalism and Mass Communication at the University of Iowa, is proud to host Quill and Scroll with its 14,000 chapters worldwide as well as the Iowa High School Press Association. She said

journalism schools ought to do a lot more.

Vanessa Shelton, director of the IHSPA, said Iowa has done a tremendous amount. Her offices and those of Quill and Scroll were included in the design as a suite in the new journalism building, Adler Hall. Both she and Richard Johns, retiring Quill and Scroll executive director, hold faculty positions and teach. A search is under way for Johns' successor who will have similar responsibilities. The university provides them with computers, work and storage space, and salaries for their administrative staff. Shelton, on a break from teaching, is the face of the journalism school for prospective freshmen.

The Columbia Scholastic Press Association came under the aegis of the Graduate School of Journalism within the last decade. Ed Sullivan, its executive director for 25 years, now reports to Arlene Morgan, a former newspaper editor, who serves as associate dean of prizes and programs. Sullivan's administrative duties have expanded to include professional prizes, which he views as a way to connect with professionals who may be helpful to scholastic journalists.

Of some 60 state student press associations, 37 are located on college campuses, most within departments or schools of journalism and mass communications. The level and range of support varies from program to program. The cross-pollination of conducting journalism days and summer workshops on campus ushers prospective students onto campus and highlights the benefits of working in media.

Kent State University's j-school has hosted at least two scholastic press associations, Northern Ohio Press Association and Journalism Association of Ohio Schools. Jeff Fruit, director of the journalism school there, explained, "We are trying to extend the reach and get good coverage for all the schools in the state. Some areas are really covered well, and some aren't covered at all. Instead of having a couple of conferences at odd places, we're trying to get more schools and colleges and universities involved in helping."

He is talking to a few organizations about support that would benefit a lot of schools and students. "Broad-based activity makes perfect sense," he says.

Standing up for student press rights

Jane Briggs Bunting brought her background in media law to direct the journalism school at Michigan State and saw an immediate need—for legal services for high school journalists whose press rights were violated. This was crystallized for her by the *Dean v. Utica Community Schools* case. Katy Dean, a reporter on Utica (Michigan) High School's *Arrow* newspaper staff sued the district for censoring a story about a

lawsuit alleging physical harm from school bus diesel fumes. Dean eventually prevailed in federal district court for Eastern Michigan. But since the ruling said the paper could not be censored as a "limited public forum," she said principals are trying to rein in such papers in other ways.

What struck Bunting is that local law firms could not take the case because all had conflicts. The American Civil Liberties Union finally handled the litigation. Bunting said she saw "the perfect opportunity to marry a j-school and a great law college" resulting in the Great Lakes Student Press Law Clinic. A second- or third-year law student from the Detroit College of Law at MSU serves an externship at the clinic with a supervising attorney. Though they haven't had any case to tackle yet, they are preparing for them. "It's not just a battle, it's a war. If we don't protect the First Amendment at the high school level, the next generation of citizens will be Stepford," she said.

Bunting said one salvo fired at student press rights comes from pre-packaged school board policies authored by NEOLA Corp., the original acronym for Northeastern Ohio Learning Association Corp. She points to the Lake Shore School district as passing a NEOLA policy where the principal has the final say on what goes into the paper. NEOLA has sales representatives in seven states including Michigan, Florida, Ohio, Indiana, Wisconsin, West Virginia, and Illinois.

The Knight Foundation took the boldest step in recent years by endowing a first-ever chair in scholastic journalism at Kent State. The chair, to be funded by \$2 million from Knight, will lead national campaigns under way to increase scholastic journalism education and student media, to increase the use of news in classrooms, and to promote the First Amendment and civic education, according to an announcement by Kent State earlier this year. A nationwide search is seeking candidates to fill the tenured faculty position.

Fruit said that the established scholastic media center will expand to become a national player with Candace Perkins Bowen as director. He says the Knight chair, who could be selected by spring, will "do the bully pulpit thing" around the nation. Besides being a speaker and researcher, the chair would convene a national meeting of major players in scholastic media and establish a leadership project to get them working together, he said.

Several administrators and press advocates said scholastic journalism needs to be placed on the agendas of school boards and superintendents, with journalism deans and directors using their clout to get it there. Dr. Terry Hynes,

former dean at the University of Florida, said the part-time director of the Florida Scholastic Press Association tried to get a hearing or set up panels at principals' state conventions without success. Others reported similar failed attempts in their regions.

Dr. Judy Robinson, FSPA full-time director, suggested joining with colleges of education on workshops for high school administrators talking about civic responsibilities, with journalism as an integral part of the discussion.

Recruiting students for admission to journalism schools

Pat Graff, 1995 Dow Jones Newspaper Fund National High School Journalism Teacher of the Year, told journalism administrators they should be recruiting outstanding high school journalists with the same vigor football programs pursue star quarterbacks. Her reasoning was the gifted, aggressive student would move on to some other field if kept off the student newspaper, excluded from journalism classes, or made to cool his heels in repetitive entry-level courses.

Creedon at Iowa and Brian Brooks, associate dean of journalism at Missouri, tout their honors programs as central to bringing bright future journalists to their campuses. Walter Williams Scholars at Missouri are admitted to the university honors college, receive \$1,000 scholarships for off-campus study, early access to select courses, and automatic acceptance into the j-school's master's program.

The Daily Iowan independent newspaper, also housed in the journalism building, gives four full-ride scholarships to freshmen who are directly admitted to the journalism school. There are now 30 direct admission students in the journalism school, said Creedon, who hopes a similar program can be arranged for DITV (Daily Iowan TV).

Shelton, who shepherds prospective freshman around the Iowa j-school, said the reason some of the nation's best journalism students come to Iowa is because of the scholastic journalism programs in place there and her ability to talk knowledgeably about the school as a faculty member. She notes the *Daily Iowan* just won a Pacemaker.

"The payoff is the quality of the student media. It's not the first time that they have been the top college newspaper in the country," she said

The Florida Scholastic Press Association in 2001 successfully lobbied the state department of education to award high school students honors credits for upper level journalism course completion, said Dr. Robinson. Now, some districts are asking her to investigate why their students are not get-

ting honors credit while others still do. She believes j-school deans might have the right political connections to get credit recognized consistently across the state. Californians overcame a similar problem by combining their efforts.

Steve O'Donoghue of the California Scholastic Journalism Institute, and Sylvia Fox of California State University Sacramento, formed a coalition with members of the scholastic, community college, four-year universities, and state publisher association to pursue issues of mutual benefit. The group calls itself the California Journalism Education Coalition and has tackled changing the way the state university systems value high school journalism credits. O'Donoghue says scholastic journalism representatives were accompanied to the University of California's Office of the President to work through a course outline that would be approved by that office for university credit.

Fox said, "Had I not been part of CalJEC, there wouldn't have been anyone at the four-year level at that meeting. I felt like a universal translator. That is exactly what is needed. At the four-year level, we need to talk, intercede, and support."

Scholastic journalism research needs another look

Jack Dvorak of Indiana, Mary Arnold of South Dakota, Thomas Eveslage of Temple, and Bruce Konkle of South Carolina have been prolific in producing research on scholastic journalism. A small cadre of graduate students has complemented their work over the years. Yet compared to other divisions of the Association for Education in Journalism and Mass Communication, the scholastic division often finds a shallow reservoir of papers to review for presentation at the annual conferences.

Journalism Kids Do Better: What Research Tells Us About High School Journalism, the book Dvorak co-authored with Tom Dickson of Missouri State and Larry Lain of the University of Dayton in 1994, is often quoted as the rationale for supporting journalistic writing and Advanced Placement-type journalism courses on the high school level. Too often, when budget must be trimmed, school newspapers, whether produced after-school or during a class, are being dropped or reduced. Most say an update of the book is in order, and new topics also need to be explored.

Warren Watson, director of the J-Ideas Program at Ball State University, said universities are not harnessing a lot of their research capabilities.

"I don't see much being done on high school journalism and the importance of high school as a building place for journalism."

He thinks more theses should be channeled to scholastic journalism and that publishing projects by professors using the same kinds of empirical techniques applied to other mass communications topics would help the cause tremendously. J-Ideas has been a major disseminator of the Knight Foundation's 2004 study on the First Amendment.

Cheryl Pell, executive director of the Michigan Interscholastic Press Association at Michigan State, agreed. *Journalism Kids Do Better* needs to be updated. She believes her place as a faculty member at MSU gives her access to colleagues. "I should talk to people who teach the research classes and put a bug in their ear," she said.

Hynes of Florida believes youth media use would provide a wealth of experiential research. As examples, she listed: What will that generation of citizens do to find out information? How will they re-invent the ways in which we tell stories? What will news look like 10 to 15 years from now? What are the ways young people connect with the world?

She said high school students would provide a "great laboratory for exploring this. They don't know what is not possible. Some of their ideas will be wacky but that's true of any of us at any age."

Pell said more effort ought to be made to develop researchers, among graduate students and other faculty, with an interest in scholastic journalism research.

Sullivan of CSPA sees the academy and the professional media's perception of scholastic media as skewed. He doesn't see scholastic journalists as fodder for a recruiting push.

"They need to respect scholastic journalism for what it is, not what they think it can do for the profession. It's a form of journalism in and of itself."

He believes professionals need to do real world research on what the students are doing right and what their unmet needs in high school and college are.

"The high school community has several clear ways of defining itself. It speaks to the community within those four walls and treats it as something to report on in all the different ways. High school media aspire to cover a set repertoire of events, traditions, and activities. This is a community that wants to be a community; they are transitioning from family life to adult life."

Outreach and service obligations

In discussing the Prime Movers programs at George Washington and San Francisco State Universities, another

Knight project, a professional journalist wondered why undergraduate journalism students were not required to volunteer to mentor high school newspaper staffers.

Columbia's Morgan worries that scholastic journalism in poor and striving communities isn't getting the attention it needs, especially in big city districts such as New York and Philadelphia where she witnessed the problem firsthand. She thinks college journalism students like the members of the Columbia *Spectator* staff could allow high school students to be interns on their paper. Members of campus minority journalists' groups like the National Association of Black Journalists could volunteer with high schools staffs as community service, she said.

Fox of Cal State said, "Some of these students on college papers are so savvy, and that connection from student to student would be so advantageous. They are really smart, savvy, and successful, and are excited to share that information."

Watson of J-Ideas thinks journalism faculty across disciplines should go into the community. For example, advertising professors helping papers develop workable business plans, media law teachers talking about Tinker and Hazelwood and where students press rights stand. He thinks journalism schools should open their design labs and other facilities so that high school staffs can produce their papers and other media there.

Training for high school journalism teachers

Of some 454 programs offering a major in journalism few offer the option of pursuing a degree in journalism education for undergraduates who know they want to be high school journalism teachers. That approach is possible at Michigan State. Iowa, which did have a journalism education major, recently switched to a minor. At Indiana's Bloomington campus, an education major can get a journalism teaching certificate.

Students at other schools are left to cobble together a course of study that brings teaching methodologies together with their journalistic training.

Pell, MIPA director at Michigan State's J-school, recruits the j-ed majors to volunteer for on-campus workshops and the nationally recognized institutes and scholastic organizations. She encourages them to get involved with local high schools beyond their assigned student teaching schools.

Most journalism programs offer workshops for teachers during the summer as continuing education or as part of a master's program. They also offer institutes and workshops for students on a wide variety of current topics. The American

Society of Newspaper Editors, using grants for its high school initiatives from the Knight Foundation, trained about 150 high school teachers for free each of the past seven summers. Knight is discontinuing this funding and asking organizations to move toward Web-based instruction modules. This is already an integral part of the ASNE model.

So while teacher workshops are nothing new, they are still very much needed as reports indicate that most journalism teachers start learning the skills they need *after* being assigned to advise the paper or to teach journalism.

Looking for innovative approaches

Dr. Shirley Staples Carter, director of the School of Journalism and Mass Communications at the University of South Carolina, is organizing a summit of journalism admin-

istrators before the 2007 convention to review the state of scholastic journalism. She expects the gathering to produce a set of best practices that can be published by ASJMC.

Of her own university, she said it's important that the South Carolina Scholastic Press Association and the regional Southern Interscholastic Press Association are part of the journalism school.

"We're natural partners in this endeavor."

Linda Shockley is deputy director of the Dow Jones Newspaper Fund, Inc., with responsibility for teacher recognition, high school workshops, and publications. She is a former newspaper reporter, columnist, and city editor.

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Coming Together Globally as a Field: The World Journalism Education Congress, Singapore 2007

JOE FOOTE
University of Oklahoma

In June 2007, journalism education is planning a "coming out" party in Singapore. The World Journalism Education Congress is the product of five years of planning by a working group of 24 journalism education associations on six continents around the globe. There will actually be two meetings in Singapore—a one-day meeting of the partner associations and a three-day public academic conference. Both meetings will serve as markers for a young discipline that has developed during the past one hundred years and has had explosive growth during the past twenty years. It will be an opportunity to take stock of a field that has expanded rapidly to meet professional demand, but has not taken much time to reflect on its status and its future.

The WJEC meeting will be held in conjunction with the annual conference of the Asian Media Information & Communication Centre (AMIC), which is the official host of the Congress. The dates of the meeting are June 26-28, 2007, at the Grand Copthorne Waterfront Hotel in Singapore. The Website for the meeting is <http://www.amic-wjec.org/>.

Background

The World Journalism Education Congress initiative began in 2001 when the President of the Association for Education in Journalism and Mass Communication (AEJMC) appointed an Internationalization Task Force to find ways to help the Association break out of its traditional pattern of insularity and reach out to the rest of the world. The most significant recommendation of that task force was for an international meeting in 2007 to include all associations of journalism education in the world—a bold undertaking, indeed.

The rationale for this meeting was simple. Since 1990, there had been a proliferation of new academic programs throughout the world focusing on journalism and mass communication education. The fall of the Berlin Wall had opened the Eastern Bloc countries. Privatization of media had streaked across Europe. Asia's surging economies and growing private media had increased demand for trained professionals. Demand was also increasing in South America and the Middle East. Infrastructure for journalism education was emerging in Africa.

Because most of these journalism education programs were so new or expanding rapidly, there were pressing needs for curricular materials, research outlets, and support from the professional community. There was also a need for academic associations, formal or informal, to meet the specialized needs of journalism and mass communication.

The AEJMC Task Force on Internationalization researched the organizations whose main or subsidiary focus was journalism and mass communication education. There were half a dozen that focused almost exclusively on journalism education and at least another dozen that claimed it as most of their mission. The communication research needs of the global community were being met quite well by organizations like International Media Communication Research Organization, and the task force did not want to duplicate their efforts (IAMCR has recently become a co-sponsor of WJEC because of its professional journalism interest group). Thus, the focus of the World Journalism Education Congress was on journalism education—its teaching mission, its research initiatives, and its relationship to professional and societal issues.

When the International Task Force issued its final report in 2003, momentum had risen for a global meeting. A representative from the Journalism Education Association in Australia joined a representative from the Association for Journalism Education from the U.K. at the AEJMC Kansas City meeting. Thus, the nucleus for a worldwide group had been formed.

Toronto meeting

The small planning group born in Kansas City used the roster of journalism education associations compiled by the AEJMC Internationalization Task Force to invite representatives from journalism and mass communication education organizations around the world to the next AEJMC annual conference in Toronto in 2004.

Eleven organizations indicated their interest in joining the planning group for the World Journalism Education Congress in 2007. Eight sent representatives to Toronto in 2004 at their own expense. Five continents were represented (Asia, Europe, Africa, Oceania and North America), making it an historic day for journalism education.

Over a two-day period, the group brainstormed possibilities for the Congress. The first item to explore was whether there was a real need for a global congress. Affirmation for this idea was immediate, strong, and direct. There was less consensus on what it should look like. Some saw the congress as an intimate meeting of the associations to discuss their mutual needs and challenges and to explore collaboration. Others envisioned a massive full-blown academic meeting attracting as many as 1,000 delegates. The ideas brought to the table formed the basis for future agenda items.

A major challenge confronting the planning group was where to hold the meeting and what kind of infrastructure would be required to organize it. Locations receiving the most support were Dubai, Budapest, and Singapore. A breakthrough came in Toronto when the Asian Media Information Centre (AMIC, an NGO based in Singapore), provisionally volunteered to host the 2007 conference. Because AMIC already hosts an annual conference for professionals and academics in Asia each year, it was fully confident that it could take on this responsibility. Plus, AMIC was the only organization around the table in Toronto besides AEJMC that had a permanent staff. Delegates were highly pleased because Singapore met all of the group's criteria. It was a major city outside the U.S. or Europe with excellent infrastructure and transportation gateways. It was located proximately to a large concentration of journalism education programs, including those in China. The host organization was experienced in convention planning.

Other ideas that emerged from the Toronto session were a meeting of journal editors from around the globe, a mechanism that would promote academic and student exchange, a forum for exchanging teaching methods and practices, and a research competition.

Organizations comprising the WJEC planning council were

asked to do three things: (1) endorse the World Journalism Education Congress and work towards its successful implementation; (2) select a representative who could serve for three consecutive years on the planning council; and (3) pledge that their president and representative would attend the 2007 meeting in Singapore. A supplemental requirement added later was that member organizations would contribute information for the global census of journalism education. No financial obligation was imposed beyond asking that the organizations support their delegates' travel to the planning meetings and the congress.

San Antonio meeting

Delegates left Toronto with a great deal of enthusiasm that the World Journalism Education Congress was a viable project and held great promise for advancing the field. Having the location and hosting decided so early was an unexpected bonus. The Toronto group agreed to have two more planning meetings, 2005 in San Antonio, Texas where AEJMC was meeting and 2006 in Asia in conjunction with AMIC's annual conference. In the interim, the group would redouble its efforts to get organizations in South America, Korea, Japan, and China to join the planning effort.

The goals for the San Antonio meeting were to establish the focus and size of the Congress, to begin preliminary work on the content of the meeting, and to refine the logistical arrangements. By August 2005, AMIC had prepared a dossier detailing its capabilities to host the meeting in Singapore. AMIC had secured hotel and conference space and had the backing of the Singapore Tourism Authority. Nanyang Technological University, AMIC's academic partner, would be the academic host for the conference.

By the San Antonio meeting, the group had grown to 15 organizations, 12 of which were represented. China, Korea, and South America were important additions to the effort. JourNet, the pioneering group that had begun as a collection of academics from around the world interested in global cooperation and exchange with support from UNESCO, also joined the planning group and sent a representative.

The planning group reconciled the conflicting views on the size and scope of the conference by agreeing to two separate but allied meetings. The first would be a one-day meeting of all of the associations represented around the table featuring the President of that organization and its representative on the planning council. The second would be a three-day academic conference featuring plenaries and concurrent strands for research, teaching, professional issues, and administration.

Three working groups were appointed to undertake specific

projects. The first would conduct a census of journalism education. The second would provide an overview of the status of journalism education in various parts of the world. The third would draft a statement of universal principles to define journalism education for the rest of the academy, the profession, and the public. These three reports along with a report on quality control in journalism education (accreditation, learning outcomes assessment, and government regulation) would form the basis for three of the six plenary sessions in Singapore.

Penang/San Francisco meetings

The final planning meeting occurred in August 2006 at the AEJMC convention in San Francisco. A smaller group met at the AMIC annual conference in Penang, Malaysia. By this time, the plenary framework had been established. Among the major session topics would be: The State of Journalism Education, Assessment, Accreditation and Government Oversight of Journalism Education, Exchanges/Linkages in Journalism Education, Who is a Journalist?, and the Industry/Academy Relationship.

The WJEC meeting would be three days long with two of them overlapping with the AMIC annual conference. Two of the plenaries would be joint WJEC/AMIC session. With so much planning already accomplished over the past three years, the San Francisco meeting dealt mainly with implementation details. The one major addition was a series of small group meetings called "syndicates" that would supplement the larger, more impersonal plenaries.

WJEC conference delegates will choose a particular syndicate when they register. There should be six to ten choices, depending on the number of registrants. Every syndicate will meet three times during the conference, reporting their results on the final day.

In addition to the plenaries and syndicates, delegates will have a choice of three, three-hour workshops: (1) Best teaching practices; (2) Administrators Workshop (organized by ASJMC); and (3) Journal Editors Workshop.

The deadline for the research paper competition was set as January 7, 2007. The AEJMC office helped to facilitate a contract with a firm that would supply the software for online submission, evaluation, and feedback for papers.

WJEC associations meeting

The day before the WJEC conference begins, all 24 of the organizations joining in this endeavor will hold a one-day meeting in Singapore to finalize the three major documents to be presented at the first plenary (Preliminary Census, Area Reports, Universal Principles) and to discuss possible follow-

up to the 2007 meeting. Should this group ascertain a need for ongoing work together, the planning group will need to establish a system for that contact. Attending this meeting will be the presidents of these organizations and their designated WJEC representatives.

Global census of journalism education/area reports

By far, WJEC's most ambitious undertaking will be the first global census of journalism education ever taken.

Fortunately, our network of 23 partner organizations will provide a significant advantage. The Institute of Research and Training at the University of Oklahoma under the direction of Charles Self, past president of ASJMC and president elect of AEJMC, is directing the global census. Because this is such a huge effort, the census will be conducted in three stages.

The preliminary report, to be released in Singapore, will provide the names and addresses of most institutions around the world that offer journalism and mass communication education. Our goal is to deliver to our partner organizations and to the external communities of our field a snapshot portrait of one of the fastest growing fields in the academy and one that has advanced from the trade schools and polytechnics to the mainstream of practically every major university regardless of the heritage of the educational system. We can also pinpoint the areas of the greatest growth and the areas that are still underserved. One of the most valuable parts of the initial report could be ascertaining what we don't know about journalism education. Subsequent reports to be issued in 2008 and 2009 will expand the list of programs.

Another major component of the census is to map the international linkages and relationships established by journalism education. It should be fascinating to see where those relationships lie, how long they have existed, and their patterns of growth. One would assume that the World Journalism Education Congress would increase those bilateral relationships and begin some multilateral relationships as well. A recent initiative between ASJMC and the Chinese Journalism Education Association that will feature reciprocal visits by delegations of administrators is an outgrowth of the WJEC initiative.

Clearly, the census will be a dynamic process with many challenges and loose ends. The three-year window should provide an opportunity to tie many of the elements together and to target places where information is hard to find. Accompanying the census will be a report expanding on journalism activity on every continent. Experts in the various regions around the world will contribute the elements of this report. The hope is to publish the results in a book that will be circulated throughout the world.

Universal principles of journalism education

As a young discipline that has experienced rapid growth, a need exists to take stock of who we are and what we stand for. While this may seem like an odd exercise to those in disciplines steeped in tradition and locked into intellectual patterns and camps, our interdisciplinary character, our disjointed parentage, and our lack of credibility within the academy and the profession lead us toward greater definition.

By crafting "universal" principles, we will be seeking common denominators of journalism education, most of which will appear superficial and self-evident to those knowledgeable about the field. But to those who are not particularly aware of our field or are operating under incorrect assumptions, these principles should be constructive. We would like to position journalism education as a field worthy of study at a variety of levels in any institution, as an interdisciplinary field with an impressive lineage, as a field with its own body of knowledge, conceptual, theoretical, and practical, as a field with a special relationship with the media professions, and as a field with a keen, deep, and active understanding of and deep appreciation for the role that journalism plays in the formation, enhancement, and perpetuation of civil society. Below are some of the draft principles circulated to the universal principles working group in 2006. This list will, no doubt, be expanded, focused, and revised extensively before the 2007 WJEC meeting in Singapore:

- At the heart of journalism education is a balance of conceptual, philosophical, and skills-based content. Journalism education is an academic field in its own right with a distinctive body of knowledge and theory and with its own research journals. It is also interdisciplinary, drawing its ideas and methods from several disciplines in the social sciences and humanities.
- Journalism is a field appropriate for university study from undergraduate to postgraduate levels. Journalism programs offer bachelors, masters, and Doctor of Philosophy degrees as well as certificate and specialized practitioner training. Journalism education can play an important role in providing training for mid-career practitioners.
- Journalism educators should be a blend of academics and practitioners; it is important that some educators have experience working as journalists.
- Journalism curriculum includes the study of journalism ethics, history, and law. It includes course work on the social, political, and cultural role of media in society and sometimes includes course work dealing with media management and economics. In some countries, journalism education includes allied fields like public relations, advertising, and broadcast production.
- Journalism educators have an important outreach mission to promote media literacy among the public gener-

- ally and within their academic institutions specifically.
- Journalism program graduates should be prepared to work as highly informed, strongly committed practitioners who have high ethical principles and are able to fulfill the public service obligations that are central to their work.
 - Most undergraduate and many masters programs in journalism have a strong vocational orientation. In these programs experiential learning, provided by classroom laboratories and on-the-job internships, is a key component.
 - Journalism educators should maintain strong links to media industries. They should critically reflect on industry practices and offer advice to industry based on this reflection.
 - Journalism is becoming a technologically intensive field. Practitioners will need to master a variety of computer-based tools. Where practical, journalism education provides an orientation to these tools.
 - Journalism is a global endeavor; journalism students should learn that despite political and cultural differences, they share important values and professional goals with peers in other nations. Where practical, journalism education provides students with first-hand experience of the way that journalism is practiced in other nations.
 - Journalism educators have an obligation to collaborate with colleagues worldwide to provide assistance and support so that journalism education can gain strength as an academic discipline and play a more effective role in helping journalism reach its potential for public service.

Quality control and standards in journalism education

Of great interest to the 23 groups planning the WJEC is what constitutes a quality journalism education. Each program has developed according to its own needs and pressures. Are there elements that unite them? What are the fault lines that differentiate programs? How can we measure whether we're doing a good job or not? Do journalism education associations have a role to play in promoting quality control, and what are the precedents for doing that?

In Europe and the United States, learning outcomes and core competencies are developing for journalism education. The methods for measuring outcomes are exceedingly crude; most programs are still struggling with the whole notion of academic assessment. Yet, they provide a crucial first step in the evolution toward accountability and choices based on more than opinion.

Also of interest in many countries is the notion of peer accreditation. Most countries have some sort of external assessment administered by the regional or national governments, but this process generally is onerous and overly

bureaucratic. The Singapore meeting will discuss the pros and cons of a peer-based system and provide recommendations on how one might be constructed. It is also quite common for journalism education to be offered by small, specialized private schools. This training is highly vocational and would not fit into a general university education. Should journalism education embrace these programs as valuable bridges to a university education or build barriers to their acceptance?

There is also the question of what role professionals should play in defining what a quality journalism education should be? And, how important is professional involvement to the success of journalism education? The WJEC will offer a variety of models for professional involvement and report on the varying levels of respect given to the field by professionals. In some countries, journalism education's success depends on its close alliance with the professional community; in others, it exists in spite of the impediments placed in its way by professionals.

Conclusion

The organizations that have worked for several years to plan the World Journalism Education Congress are eagerly anticipating this historic meeting. There seems to be extraordinary interest in coming together as a field. Imagine 23 different associations representing just about every nation approaching common problems and offering solutions. WJEC should make us a stronger, more robust, and more visible field. It should be especially beneficial for administrators to gain exposure to other programs and to build relationships across borders.

There is also enthusiasm to tell the story of journalism education to the vital external constituencies that influence our future. We believe that the world is going to be surprised by the strength of this field, its sophistication, and its pervasive growth during the past few decades. Overall, we hope to achieve:

- Global recognition of and respect for the field by the academy, the professions, and the public
- Greater definition of the field
- Opportunity to share teaching materials, scholarship, and administrative philosophies
- A catalyst for exchange between countries and associations
- A mechanism for continued collaboration among associations and scholars

The World Journalism Education Congress is a one-time meeting with no agenda beyond the specific objectives outlined in this article. As we have moved farther down the road, however, several of the representatives of the partner

organizations have suggested construction of an ongoing network virtually, with face-to-face meetings every five to ten years. With communication links improving rapidly, it is not unrealistic to expect a continued partnership. The journals of several associations have already pledged to publish parts of the WJEC as proceedings and to entertain the possibility of further special issues. Linkages will bind individual programs together. A central clearinghouse for curricular materials has been proposed. Delegations representing educators in individual countries are expected to send delegations to the annual meetings of other associations. We hope that the global census and mapping project will be an ongoing enterprise.

The Singapore meeting will produce other news and initiatives that we cannot contemplate at this time. It is unlikely that our young field will ever experience as much dynamism and excitement as it enjoys today. The World Journalism Education Congress is the backdrop against which we can take stock of this exceptional moment.

Joe Foote is professor and dean of the Gaylord College of Journalism and Mass Communication, University of Oklahoma.

Organizing Committee

World Journalism Education Congress • Singapore, 2007
• African Council on Communication Education (ACCE) • Arab-U.S. Association for Communication Educators (AUSACE) • Asian Media Information Centre (AMIC) • Association for Education in Journalism & Mass Communication (AEJMC) • Association for Journalism Education (U.K.) • Association of Schools of Journalism & Mass Communication (ASJMC) • Broadcast Education Association (BEA) • Canadian Committee for Education in Journalism (CCEJ) • Chinese Communication Association (U.S.-based) • Chinese Journalism Education Association • European Journalism Training Association (EJTA) • Federacion Latinoamericana de Facultades de Communication Social (FELAFACS) • Intercom (Brazil) • International Association for Media and Communication Research (IAMCR) • Israel Communication Association • Japan Society for Studies in Journalism and Mass Communication • Journalism Education Association (Australia & N.Z.) • JourNet • Korean Society for Journalism and Communication Studies • Latin American Association of Communication Researchers (ALAIC) • Russian Association for Education in Journalism • Russian Association for Film & Media Education • Saudi Association for Media & Communication • South African Communication Association

Internships can Assist in Assessment

BETSY B. ALDERMAN
University of Tennessee at Chattanooga

Like many college graduates, I count among my most important accomplishments a professional internship when I was a student. I could not have done that internship if it were not for a very caring and committed faculty member, Ralph Turner of Marshall University, who oversaw my experience. I still can picture Dr. Turner visiting me in the hospital public relations department where I interned.

That internship, now almost 30 years ago, answered a very important question for me: “Was working in healthcare public relations something I wanted to do?” For me, the answer was “no” after I completed the internship. But the internship, and Dr. Turner’s advice, did help me find direction in my career.

Internships help answer questions for several of our audiences.

1. For the student, the internship helps to answer:

“Is this a profession in which I could enjoy success and be fulfilled?” Internships help the student make a transition from the academic to the applied world of communication.

2. For professionals who employ interns, the internship helps to answer:

“Is this an individual I would hire or one I could recommend others employ?” Internships provide potential employers with a look at a student’s abilities and “fit” for a particular job area.

3. For the faculty, the internship helps to answer:

“Are our students capable of applying the knowledge, theoretical ideas, and practical skills they have been taught in the class-

Internship Syllabus pg. 1

COMM 485, Spring 2007
Individual Internship Dr. Betsy Alderman

Internship coordinator: Dr. Betsy Alderman
Office Telephone: 423-425-5278
Office Hours: posted on office door

I. Course Description
Working experience in a professional situation. Every semester. Prerequisites: Senior standing and approval of the department in the semester preceding enrollment.

II. General Goals of the Course
The overall objective of the internship is to provide students with practical professional experience prior to graduation. This experience may be in print or broadcast journalism, in public relations, marketing or advertising or other professional media situations. Experience is gained in a professional setting agreed upon by the intern and the faculty internship director. In addition, the internship should allow the student to put into practice the various skills learned in other communication courses.

III. Requisites for the Course
To enroll in Comm. 485, you must apply the semester prior to enrolling in the internship. The Communication Department faculty reviews applications. Approval is based upon specific criteria set forth by the faculty.

IV. Course Materials
A. Forms and reports
You will complete a variety of forms and reports throughout the internship. These forms will be emailed to you the first week and explained in class. All work is to be of professional quality and **MUST BE** prepared on the computer using the forms.
B. Portfolio
You will be required to turn in a professional portfolio and/or resume DVD at the end of your internship. Please invest in a good-quality leather portfolio that allows you to insert pages of your work. More on this later.

V. Course Procedures
• **All interns will meet during the scheduled class time:** Mondays, noon to 1 p.m. in Frist 203. Do not schedule other classes, internship work, or other commitments during this time. (Out of town interns must communicate at least weekly via email and/or telephone with the internship director.)

room in the working/professional world of communication?” Internships provide an excellent way to assess a program’s ability to prepare students for communication careers.

A well-administered internship program can provide anecdotal *and* empirical data for an assessment plan. Internship programs do this in a very natural and educational way – by

Internship Syllabus pg. 2

2 COMM 485 - Syllabus

- Interns are required to complete a minimum of 150 hours of supervised internship activities. This means you must be at the internship “job” not less than 150 hours throughout the semester period for which you are enrolled.

Prior to beginning the internship, the intern and the on-site supervisor will complete the “Internship Contract”. This document states the job duties, activities and conditions of the internship.

- Each week (Mondays), the intern must submit a word-processed report on the weekly diary form of duties and activities performed the preceding week. This report will describe in detail what the intern did.
- Throughout the internship, interns should keep samples of all professional work. These should be organized into a clipbook, portfolio or resume tape.
- The faculty internship director will visit the intern and on-site supervisor on the job sometime during the internship.
- During the mid-term week or when about 75 hours are completed, the intern must submit a word-processed report of experiences to that point. A form for this report will be emailed to you. Also at mid-term, the on-site supervisor will submit an evaluation.
- Upon completion of the internship (150 hours), the intern must submit a word-processed final report that reviews the entire internship. This report includes specific questions. The form will be emailed to you.

At the completion of the internship, the on-site supervisor will submit a final evaluation of the intern which includes a suggested letter grade.

- A completed portfolio and/or resume tape must be submitted by the last class day, Monday, April 23.

VI. Course Policies
A. Attendance
Interns are expected to attend all class sessions and turn in weekly, mid-term and final reports on time. The Monday meeting begins promptly. Please be on time! Late arrivals are disruptive.
In addition, interns are expected to work closely with the on-site supervisor and attend all scheduled work days or sessions. Please inform your supervisor of times you must be away from the internship.

B. Format for assignments
All assignments, reports and presentations, must be word processed on forms provided via email.
Because it is assumed students in this course plan for a future in professional communication, it is essential interns submit professional-quality report and other internship work. These will be placed in your permanent academic file in the Communication Department. Please spell check and re-read all documents before submitting them to the internship director.

bringing together teachers, students, and professionals to reflect on the entire program of study.

The required internship

The University of Tennessee at Chattanooga’s required internship program has been in place since the early 1990s. In that time, with increased emphasis on accountability and assessment, several requirements have been modified or added.

UTC communication majors are required to complete a “for credit” internship under Communication 485, “Individual Internship.” The course provides students with practical,

Internship Syllabus pg. 3

Comm 485 - Syllabus 3

Please treat this as a professional course and meet all deadlines for weekly diaries, midterm and final reports and the portfolio and/or resume tape.

VII. Grade Criteria
Your internship grade will be based on:

1. Mid-term and final evaluations by your on-site supervisor (75 percent)
2. Your portfolio and/or resume DVD that should include all professional work done during the internship. You may also include in this portfolio and/or DVD professional work from other communication courses or other communication-related jobs. (15 percent)
3. Weekly reports of activities on the job that you prepare (5 percent)
4. Midterm and final reports that you prepare (5 percent)

**VIII. Communication Program Goals
Values and Competencies For Communication Majors**

The University of Tennessee at Chattanooga Communication Department faculty sets the goal of developing within each student these core values and competencies as defined by the Accrediting Council for Education in Journalism and Mass Communication:

1. Understand and apply First Amendment principles and the law appropriate to professional practice.
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
3. Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
4. Work ethically in pursuit of truth, accuracy, fairness and diversity.
5. Think critically, creatively and independently.
6. Conduct research and gather information by methods appropriate to the communications professions in which they work.
7. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
8. Critically evaluate their own work and that of others for grammatical correctness, appropriate style, clarity, accuracy and fairness.
9. Understand concepts and apply theories in the use and presentation of images and information.
10. Apply basic numerical and statistical concepts.
11. Apply tools and technologies appropriate for the communications professions in which they work.

professional experience in communication before graduation, and is closely monitored by a faculty member who serves as the internship director. (See **Internship Syllabus**)

The internship application process

The internship course is offered every semester and during the summer. The majority of communication majors choose to do summer internships as they typically have more time to complete the 150 hours of internship work. Students apply during the semester before they wish to enroll in the internship course. Students must have completed the majority of their major course work before applying — 24 to 27 hours of the 33-hour major.

Students also must submit a portfolio of their writing and visual communication work for evaluation by the depart-

ment faculty. Department faculty members evaluate this portfolio to determine if the student is ready to enroll in the internship course.

To help prepare students for the application process, the internship director makes presentations to junior- and senior-level communication students. Students are told that the internship application portfolio must contain:

1. Three media writing samples. Samples can be original work done outside class or class assignments, but samples cannot have grading marks on them. Students are instructed that these writing samples may be from student publications or broadcasting programs, or from other professional work a student may have completed in another internship or part-time job in communication.
2. One visual example. This can include a DVD or video, a printed screen capture of a Web page, a printout of a visual presentation such as PowerPoint, or a design project.
3. One research paper (without grade marks) from specific junior or senior level communication courses such as "Senior Seminar" or "Mass Communication Law and Ethics."
4. A statement of not fewer than 300 words of the student's

Internship Assessment Worksheet pg. 1

UTC Communication Department
Internship (COMM 485) Application Assessment – revised 9-06
1= very weak, unacceptable; 2= weak; 3 = acceptable; 4 = above average; 5 = excellent

	<i>Proper courses complete? 2.0 GPA</i>	<i>Based on personal ethics statement</i>	<i>Based on three media writing samples</i>	<i>Based on design sample(s)</i>	<i>Based on research paper</i>	<i>Overall impression and score</i>	<i>Other Comments, notes</i>
Student, Semester Of internship	Courses/ GPA/ content OK?	Demonstrates knowledge of professional ethics	Writes clearly in a variety of styles; Uses proper grammar, punctuation, spelling, style	Demonstrates competency in presentation of images and an ability to apply tools, technologies	Demonstrates an ability to conduct research	Based on total portfolio	

- philosophy on media responsibility and professional ethics.
5. A statement of not fewer than 200 words on the student's career goals.
 6. A current resume.
 7. An application form that includes the student's overall and major GPAs and other course data including a list of completed communication courses and grades.

Department faculty members review each internship applicant's portfolio and rate it using an evaluation sheet. (See **Internship Assessment Worksheet**) The worksheet contains four areas of assessment from the "Eleven Values and

Internship Assessment Worksheet pg. 2

UTC Communication Department
Internship (COMM 485) Application Assessment – revised 9-06
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	<i>Proper courses complete? 2.0 GPA</i>	<i>Based on personal ethics statement</i>	<i>Based on three media writing samples</i>	<i>Based on design sample(s)</i>	<i>Based on research paper</i>	<i>Overall impression and score</i>	<i>Other Comments, notes</i>
Student, Semester Of internship	Courses/ GPA/ content OK?	Demonstrates knowledge of professional ethics	Writes clearly in a variety of styles; Uses proper grammar, punctuation, spelling, style	Demonstrates competency in presentation of images and an ability to apply tools, technologies	Demonstrates an ability to conduct research	Based on total portfolio	

Competencies" defined by ACEJMC. The data from these worksheets help to address empirically the question of how well prepared our students are for professional employment. Portfolio evaluation is a direct assessment method in the department's assessment plan because each student must submit the same materials for evaluation.

Assessment during placement

If the student is approved to do an internship, he or she meets with the faculty internship director to discuss placement. Faculty members believe this one-on-one placement assistance is vital for the success of the intern. The faculty internship director has knowledge of the student's interests based on the career goals statement in the application portfolio and perhaps from previous personal interaction.

Although most internships are unpaid, a good number at least offer a stipend at the end of the internship. Other interns are paid hourly. And very often site supervisors hire interns following the internship in part-time or full-time positions.

Over the years, the department has developed a broad and good selection of internship placement sites. In addition, the internship director has spent a great deal of time building good rapport with the professionals who supervise interns. Thus, the internship director has intimate knowledge of internships and supervisors and can assist the student in finding the right "fit."

But students are empowered in the internship placement process as well. They are advised to interview with two or three potential supervisors. This process helps the student and the potential supervisor assess the "fit" of a particular student to an internship setting. Students are advised to ask

Final Intern Evaluation pg. 1

THE UNIVERSITY OF TENNESSEE
AT CHATTANOOGA

Department of Communication
Internship Program
311 First Hall
615 McCallie Ave.
Chattanooga, Tennessee 37403-2998
(423) 425-4400

INTERN FINAL EVALUATION

The on-site intern supervisor should complete the final evaluation after the student completes 150 hours of internship experience.

Intern's Name: _____ Date: _____

Intern Site: _____ Evaluator: _____

Indicate below your evaluation of your intern during his or her semester with your firm. Use the scale: 5 = outstanding; 4 = very good; 3 = average; 2 = mediocre; 1 = poor.

TRAIT	VALUE	COMMENTS
Dependability		
Creativity		
Initiative		
Appearance		
Self-Confidence		
Interpersonal Skills		
Communication Skills		
Professional Skills		
Pride in Work		
Speed		
Accuracy		
Overall Performance		

questions of the potential supervisor to help them assess if the particular internship will provide the desired working environment and professional experience. This process allows the supervisor to determine if the student is a "fit" in knowledge and skills, and if the internship experience will be a quality one.

Final Intern Evaluation pg. 2

2

Indicate below your evaluation of your intern in these professional competencies. Use the scale: 5 = outstanding; 4 = very good; 3 = average; 2 = mediocre; 1 = poor.

Professional competency	Value	Comments	Not applicable
Understands laws, regulations, issues of the work environment			
Has knowledge of the history and role of professionals and institutions in shaping communication			
Shows awareness of diversity in the workplace and in the creation of communication content			
Understands theoretical concepts related to the presentation of images and information (such as composition of images, influence of message on audience)			
Demonstrates the ability to work ethically in pursuit of truth, accuracy, fairness and diversity			
Demonstrates the ability to think critically, creatively and independently			
Demonstrates the ability to conduct research and evaluate information			
Demonstrates the ability to write correctly and clearly in form and style appropriate for the audience			
Demonstrates the ability to critically evaluate own work and that of others			
Demonstrates the ability to apply basic numeric concepts			
Demonstrates the ability to apply tools and technologies appropriate for the profession			

Assessment continues during the internship

Students are required to work at least 150 hours on the internship to earn three hours of academic credit. Throughout the internship, interns meet with the internship director and turn in weekly diaries of experiences and work samples. (Students who select internships out of the geographical area communicate via email and telephone on a regular basis with the faculty internship director.)

Interns write a midterm and final report. The final report asks students to assess the internship and their own preparedness for the professional world. Interns answer the following questions on the final report:

Final Intern Evaluation pg. 3

3

In your opinion, what is the promise for success in the communication professions for this intern?

What do you consider the student's most significant strengths?

How could this student improve?

What are this student's most significant weaknesses?

Hypothetically, if your firm had an opening for a person with the background, aptitude, attitude, and ability of this student, would you hire him or her? Why?

Circle the letter grade listed below that you think the intern should receive for this course.

A represents superior performance: the sponsoring agency would hire the student after completion of the course if a position were available.

B represents commendable performance: the sponsoring agency is impressed with the character, aptitude, attitude, and ability of the student.

C represents acceptable performance: the student performed at a level expected from a college student.

D represents marginal performance: below the acceptable standards for an entry level position in the communication professions.

F indicates unqualified failure to perform. An F in the internship experience says the student did not assume responsibility, was not dependable, and should not be advised to seek a career in one of the communication professions without further work or attitude adjustment.

SIGNED _____ DATE _____

Please mail or fax this completed evaluation to the faculty intern coordinator as soon as possible.
Dr. Betsy Alderman
Communication Department
311 First Hall - LTC
Chattanooga, TN 37403
FAX (423) 425-4695

- Did your supervisor provide you with learning opportunities or make an effort to train you? Explain.
- Are you satisfied with the variety and nature of experiences of your internship? Explain.
- Would you recommend that this company be retained as a participant in the internship program? Explain.
- What advice would give future interns – not necessarily about the place you worked – but about the internship experience itself?
- Summarize your thoughts and observations regarding your internship. How do you feel about the experience? Do you believe you are prepared to enter the professional world? Why or why not?

This information also gives the internship director another

way to assess students' skills and abilities, as well as to assess the professional settings of the various internships.

Site visits continue the assessment process

The internship director also uses site visits to assess the intern and the professional setting. These visits to interns, who are within a short driving distance, typically take place before the student reaches the halfway point (75 hours) in the internship. Site visits, while time-consuming for the internship director, provide the faculty with important anecdotal feedback including changes in the industries the program serves. The internship director also can gather important information about students' preparedness, strengths, and weaknesses. The visits provide the department faculty with insights about the very nature of communication professions and the knowledge, skills, and abilities graduates must have to succeed.

In addition, site visits provide the internship director important information about students and the program of study. For example, information from these internship site visits pointed to the need for more business and marketing instruction for communication majors. From this, a marketing minor was created for non-business majors including communication students.

Assessment continues with a final portfolio

Students also are required to turn in a portfolio of their professional work at the end of the internship. They are instructed on how to assemble a professional portfolio, including content and overall presentation. Because each student's internship portfolio is unique and contains examples of his or her professional work, it can be considered an indirect assessment measure.

The internship director reviews these portfolios as part of the student's final grade in Communication 485. And the department faculty members are invited to review the portfolios to assess students' ability to meet the 11 professional values and competencies. Review of these portfolios has provided faculty with information about how well communication majors perform in a professional setting and what needs to be accomplished to improve course offerings, course content, and overall educational experiences.

Professionals assess interns

Internship supervisors/employers evaluate interns twice on a form provided by the faculty internship director. Evaluations are done at midterm, or when about 75 hours are completed, and again at the end of the 150 hours. These evaluations provide important empirical data for our assessment plan. The evaluation form asks the supervisor to suggest a letter grade for the intern.

The final evaluation form contains a section on the 11 pro-

fessional values and competencies and open-ended questions concerning skills and knowledge. Intern supervisors/employers are asked to rank students in the 11 areas using a numerical scale. Empirical data from these evaluation forms provide faculty with specific areas for improvement in the curriculum. (See **Final Intern Evaluation**)

Since the evaluation form changed several years ago to include the 11 values and competencies, the department now has almost 100 students' scores in this database. This data from internship supervisors' final evaluations is useful in making curriculum changes to better prepare our students for careers and to assure we are meeting the values and competencies based on the professionals' assessment of our interns.

Internship director makes the final student assessment

The faculty internship supervisor determines the final letter grade in Communication 485. However, the grade is based on the supervisor/employer's final evaluation (75 percent), the intern's portfolio (15 percent) and weekly, midterm, and final reports (10 percent).

Time commitment by the faculty internship director

The internship program at UTC requires a large time commitment from the faculty internship director. Overseeing the internship application process, one-on-one communication with each applicant during the placement process, individual communication with internship site supervisors/employers, the reading of weekly internship diaries and reports, and review of evaluations and final portfolios are just some of the time-intensive activities assumed by the faculty internship director. And although the internship is considered an assigned course for this faculty member, the actual contact time with interns and supervisors far exceeds what a typical senior-level three-hour course would be.

However, the department and its faculty remain committed to the professional internship process. It has proven to be an integral part of the overall assessment plan. The internship experience allows faculty to reflect on the entire program of study and answer the question: "Are our students capable of combining the knowledge, theoretical ideas and practical skills they have been taught in the classroom into the working/professional world?"

Betsy B. Alderman is Luther Masingill Professor and UC Foundation Associate Professor in the Department of Communication at the University of Tennessee at Chattanooga.

Opinion Educating Journalism Students

MELVIN MENCHER
Columbia University

Technology has become triumphant in the journalism curriculum. The new media journalist is expected to master much more than the laptop. Consider: megapixel still and digital video camera, digital audio recorder, digital cell phone, mobile global positioning satellite, satellite telephone...to mention a few.

Then there is the impact of the converged newsroom. Courses are developed to assure that graduates can write for print, broadcast, and the Website. Online journalism is omnipresent and its demands must be met in the classroom. And there is Web page design, which means students need to learn how to use the appropriate software.

All of which must be squeezed into a curriculum the AEJMC limits to 32 hours of journalism instruction. Add to the demands of technology the fact that many journalism students arrive ill-equipped to write a grammatical sentence, as ASJMC *Insights* recently pointed out, and that these students' deficiencies must be addressed within the journalism curriculum.

The result: The subject matter of journalistic work is squeezed out. Not to worry. ACEJMC requires journalism students to take a minimum of 80 semester hours outside journalism and a minimum of 65 semester hours in liberal arts and sciences, which means that journalism graduates will be able to handle numbers; understand how budgets are made; follow a criminal court case; comprehend the structure of local, state, and national government; realize the role of politics in education; be able to interview intelligently the scientist about global warming, the environmentalist about species decline, and the author about the modern novel.

Let's stop here. We all know the student culture. Left to themselves, most students will try to ease their way through their four years. And too many universities allow their students to escape courses in statistics, physics, geography, municipal government, foreign language, political science, to mention only a few.

The result is catastrophic for the journalism student. He or she may be a demon at the spreadsheet but a dunce about *Brown v Board of Education*; $e=mc^2$; the mill levy; the strong mayor system; *Hamlet*, *Scopes*, and *Franny and Zooey*. Journalism graduates may well be experts at processing information. But do they know enough to gather relevant information, the information a consensual society requires to function properly?

All of which is a long-winded introduction to a suggestion that the journalism curriculum include a course-specific requirement of its students. Faculties can check to see what math course is relevant for their students; which physical and social science courses; how many hours of foreign language; what government and political science courses make sense for the journalist-to-be. These courses should be specified and required.

Journalism educators with long memories will recall the period of prolonged attacks on journalism education as "vocational training" or as "trade school education" with the implication that along with pad and pencil journalism graduates would carry a lunch pail and hat to the job. The critics have moved on to other targets, but their criticism festers and may well surface should our monitors care to scrutinize the current technique- and technology-ridden curricula so many programs have been forced to adopt in response to the needs of the media for the multi-media practitioner.

A journalism program that combines the instruction in necessary technical skills with required university courses would not

only keep our critics at bay. More importantly, such a curriculum would provide the media and the public with journalists able to “give a truthful, comprehensive and intelligent account of the day’s events in a context that gives them some meaning,” as the Commission

on Freedom of the Press defined our task.

Melvin Mencher is professor emeritus at Columbia’s Graduate School of Journalism in New York City and is at work on the eleventh edition of his textbook News Reporting and Writing.

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