

ARKANSAS JOURNALISM EDUCATION: A SURVEY  
OF CONTINUING EDUCATION NEEDS,  
WANTS AND OFFERINGS, AND  
OPINIONS ON STATE  
REQUIREMENTS

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## PREFACE

This study is concerned with the continuing education needs of Arkansas' high school journalism teachers in obtaining journalism certification and approval compared to offerings by the state's two- and four-year institutions. This study is also concerned with the continuing education wants of the journalism teachers and their opinions on state certification and approval requirements.

I wish to express my appreciation to my major adviser, Dr. Charles Fleming, for his guidance throughout this study and the graduate program as a whole. I also would like to thank the other committee members, Dr. Kenneth St. Clair, Dr. Marlan Nelson and Dr. Constance Lawry, for their assistance with the study.

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## CHAPTER I

### INTRODUCTION

Many universities throughout the country take an active role in promoting scholastic journalism on the high school level. The universities offer courses for teachers pursuing certification and sponsor workshops and conferences to assist publications advisers and their staffs.

Recent Arkansas mandates requiring journalism as part of the secondary school curriculum and requiring journalism teachers to be certified or approved to teach in the subject area have led to an increase in demand for certified and approved journalism teachers in the state. With the need to staff more than 300 high schools in Arkansas with journalism teachers, Arkansas' colleges and universities will play an increased role in providing educational support to help the state's school districts meet these demands.

This study will look at the continuing education needs and wants of Arkansas' high school journalism teachers, the continuing education journalism courses and formats through which they are offered at Arkansas' two- and four-year colleges and universities, and the teachers' extent of agreement with the current certification and

approval laws.

### Background of the Problem

During the past decade, scholastic journalism research has focused on the validation of journalism in the high school curriculum and a debate over mandated teacher certification for high school journalism teachers. Recent legislation in Arkansas reflects the state's stand on both issues.

Arkansas' educational standards for public schools, implemented in 1987, include the requirement that every high school in the state offer journalism as part of its curriculum. Minimum standards require that journalism be offered at least once every two years ("Standards" 4).

In addition to the course offering requirement, the law requires that journalism teachers hold an Arkansas teaching certificate in journalism or be approved to teach journalism. Requirements for a certificate are 24 semester hours of journalism and a minimum score of 642 on the NTE Test of Professional Knowledge ("Certification" 68).

If a school is unable to employ a certified journalism teacher, an English-certified teacher who has completed six hours of journalism can teach on approval. Should a school not be able to employ a certified or an approved journalism teacher, a teacher in another subject area may teach journalism on a deficiency status. That teacher has two years to complete the certification or approval requirements

or the school will be subject to loss of accreditation.

Colleges and universities play a major role as a resource tool when states, such as Arkansas, implement changes that require additional course offerings, teachers and teacher-training.

#### Statement of the Problem

These recently implemented laws lead to the tremendous task of employing journalism certified or approved teachers for more than 300 secondary schools in Arkansas.

With this increase in demand for teachers to return to the university to obtain certification or approval, and with the inability of high school teachers to attend day classes during the academic year, it is necessary to determine if the continuing education needs and wants of the high school journalism teachers are being met by the colleges and universities in the state.

A second problem to be addressed is in the area of certification and approval regulations. At this time, there are no specific guidelines on the course content of the hours required for certification and approval, although the need to specify content has been addressed by members of the Arkansas High School Press Association (Arkansas High School Press).

#### Purpose of the Study

The purpose of this study is to determine if there is a

discrepancy between the continuing education needs of Arkansas' high school journalism teachers and what the state's colleges and universities are offering.

Second, the study will seek to determine the continuing education wants of the journalism teachers in terms of course content and course format.

Third, the study will seek to determine if there is a discrepancy between the current certification/ approval laws and what Arkansas' high school journalism teachers and university journalism department chairpersons believe should be required for certification or approval.

#### Objectives of the Study

This study will seek to determine the continuing education offerings in journalism at the state's two- and four-year institutions. Because teachers may be required to return to school to acquire certification or approval to teach journalism to comply with state laws, comparisons of teacher needs and university offerings will be made to determine if the teachers' needs in pursuing continuing education in journalism are being met.

This study will seek to determine the continuing education wants of the journalism teachers in terms of course content and course format so that the state's colleges and universities can better serve the wishes of the journalism teachers.

Should the state consider changes in the current

journalism certification and approval laws, this study will seek to determine the journalism teachers' extent of agreement with the current laws and the coursework they and the journalism department chairpersons of the institutions believe best benefits high school journalism teachers. Finally, because of the increased need for journalism teachers in the state, the journalism department chairpersons will also be asked to indicate ways they encourage their majors to seek secondary teaching certification.

### Methodology

Information about teacher needs, wants and opinions will be obtained by surveying the journalism teacher(s) at each of the 286 high schools in Arkansas that are offering journalism during the 1990-91 academic year.

Information on university journalism continuing education offerings and department chairperson opinions will be obtained by surveying the journalism department chairpersons at Arkansas' 31 colleges and universities.

### Importance of the Study

This study will benefit Arkansas' public high schools and high school journalism teachers by giving them a forum for expressing their needs and wants in obtaining continuing education coursework. This study also will benefit the universities' journalism departments and

administrators by providing information on how they can best meet the needs and wants of the journalism teachers in the state.

The Arkansas State Department of Education will benefit because no study has addressed which journalism hours are appropriate for certification or approval, according to teachers and university personnel. Although the current law does not specify course content, the need to do so has been addressed at meetings of the Arkansas High School Press Association.

#### Scope and Limitations of the Study

While the continuing education needs and wants will be based on a survey of journalism teachers during the 1990-91 academic year, the survey does not include teachers who may teach journalism in the future, but who are not currently teaching it. On the other hand, it does include teachers who are currently teaching journalism on a deficiency status but who may "drop out" on or before their two-year status expires.

The overview of college and university offerings is limited to institutions in Arkansas, but it is possible for a teacher to obtain course credit outside the state and request approval for transfer of credit toward Arkansas teacher certification.

This study is limited to a review of scholastic journalism in Arkansas, and reviews of scholastic journalism



in other states will vary.

### Assumptions

For the purpose of utilizing results of this study, it is assumed that those surveyed will provide accurate and honest answers. Opinions can change, as can plans by teachers for study and plans by educational institutions for courses and programs. Also, laws and regulations governing high school curriculum and teacher certification can change.

### Outline of the Study

In Chapter II that follows, a more comprehensive background of the Arkansas educational laws will be provided, along with an overview of what other states currently require for secondary school journalism and teacher certification. A review of additional relevant literature also will be provided.

A description of the research methodology, design and instruments will be outlined in Chapter III. Chapter IV will include the research findings and discussion of findings, and Chapter V will provide a summary of the study, conclusions, suggestions on how the results can be implemented and suggestions for further research.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Overview of the Chapter

In presenting a review of the literature on high school journalism, the chapter will begin with a review of the current status of Arkansas high school journalism standards and certification requirements. Based on the stated problem, a need for the study will be established.

Following a discussion of the background of the problem and need for the study, a review of current literature on scholastic journalism will be provided. The review will be divided into five categories that relate to issues addressed in this study.

These categories are the current curriculum and certification requirements in journalism in the 50 states and the District of Columbia, problems facing high school journalism, the role of journalism in the secondary curriculum, the need for mandatory certification and the role of colleges and universities in assisting in the development of high school journalism.

#### Background of the Problem

Recent legislation in Arkansas requires that every

high school in Arkansas offer journalism a minimum of every other year ("Standards" 4) and a teacher of journalism must be either certified or approved to teach journalism.

Certification requires 24 semester hours in journalism, and approval requires English certification and a minimum of six hours in journalism ("Certification" 68).

If a school fails to meet the minimum school standards in journalism, the school is subject to losing its state accreditation. If a school fails to secure a certified or approved journalism teacher, a teacher in a different subject area may teach journalism in a deficiency status. If the deficiency status is not removed in two years, the school is subject to losing accreditation.

Teachers may correct deficiencies by completing the semester hours of coursework that meet the certification or approval regulations.

#### Need for the Study

During the 1990-91 school year, 52 of Arkansas' 338 high schools were not offering journalism. Those 52 high schools will be required to secure a journalism teacher and offer at least one journalism course during the 1991-92 school year to meet state standards (Root, Mary).

Of the 286 high schools that were offering journalism, 38 of the journalism teachers are teaching in a deficiency status. Teachers in those 38 teaching positions will have to meet certification or approval requirements within two

years to meet state standards.

With 52 schools needing to secure a journalism teacher and 38 current journalism teachers teaching on a deficiency status, Arkansas' colleges and universities play a vital role in assisting the state's high schools in meeting state standards by providing continuing education for these teachers.

### Review of Literature

The following review of the literature relating to high school journalism is divided into five areas: (1) current status of journalism curriculum and certification laws in the 50 states and the District of Columbia; (2) the problems facing high school journalism; (3) the importance of journalism in the high school curriculum; (4) the importance of requiring journalism certification; and (5) the role of the university in assisting the development of high school journalism programs.

#### Current Status of High School

##### Journalism

Certification Requirements. A 1990 survey of the State Departments of Education revealed that 17 of the 44 states responding require some journalism coursework for certification in journalism. These states are: Arizona, Arkansas, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Mississippi, Missouri, Montana, Nebraska, North Dakota,

Oklahoma, South Dakota, Texas, Utah and Wisconsin (Root, Deborah).

Nineteen states require certification in English, language arts OR journalism. These states are: Alabama, Colorado, Delaware, Florida, Georgia, Hawaii, Kentucky, Maine, Michigan, Minnesota, New Jersey, New Mexico, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Washington and West Virginia.

Eight states responded that they had no specified requirements for teaching journalism. These states are: Alaska, California, Connecticut, Massachusetts, New Hampshire, Oregon, Rhode Island and Vermont.

In Nebraska, each college or university has its own requirements for certification.

Curriculum Requirements. Of the 43 states that responded to the question concerning curriculum requirements, only Arkansas and Iowa require journalism to be offered on a regular basis.

Arkansas requires journalism to be offered a minimum of once every other year. In its language arts curriculum, Iowa requires communication processes and skills, written composition, speech, debate, American English, world literature, creative dramatics and journalism (Root, Deborah).

## Problems Facing High School Journalism

A report by the National Commission on the Role of Journalism in Secondary Education identified six concerns with the future of high school journalism. These included: (1) the academic status of journalism; (2) the lack of training and certification for journalism teachers; (3) censorship of the student press; (4) financial difficulties; (5) declining student enrollment; and (6) lack of support from professional media ("High School Journalism" 106).

According to Homer Hall, the 1982 National Journalism Teacher of the Year, supporters of scholastic journalism continually have to defend its role and relevance in the high school curriculum to skeptical state departments of education who still believe high school journalism is nothing more than a cut-and-paste course, with no real academic value (Hall, Homer "Will Scholastic Journalism Survive?" 2).

Expressing his concern about the future of high school journalism, Jack Dvorak of the University of Iowa School of Journalism and Mass Communication, wrote that although journalism fulfills several elements crucial in secondary language arts curriculum, journalism has fought an uphill battle to seek respectability for several years. Dvorak added that because journalism has not been a mainstream course in the language arts curriculum in most schools, many administrators and English teachers have looked upon

journalism as a frill elective course that could be one of the first to go (5).

In writing about journalism's fight for survival, Hall stated that student journalism is fighting for its life because of more demanding high school credit requirements for graduation, which make it difficult for students to fit journalism into their schedules. (Hall, Homer "Will Scholastic Journalism Survive?" 2). Sharon Iorio and Brooks Garner echoed this concern when they wrote in "Scholastic Journalism Enrollment Changes and Attendance at University Programs for High School Students," that increased graduation requirements in basic courses appear to be the single most detrimental factor influencing journalism enrollment (14).

Julie Dodd, a teaching associate at the University of Kentucky, Lexington, agreed, writing that the educational reform movements that started in the early 1980s have caused major damage to journalism education in high schools in several Southern states. In an effort to improve the quality of entering college freshman, many colleges and universities have established more specific high school graduation requirements. According to Dodd, colleges frequently do not consider journalism as a viable credit toward admission to college (Dodd "Editor's and Publishers'" 1).

Hall also stated that stricter college admission requirements are hampering high school journalism because colleges are not accepting journalism as an English credit

(Hall, Homer "Scholastic Journalism" 2).

A survey to determine current admission office practices was conducted among 362 colleges and universities listed as members of the Association of Schools of Journalism and Mass Communication. Admission counselors were asked if their institutions permitted journalism to substitute for a portion of the required English units, and 63 percent replied they do not. Some institutions do make allowances on a case-by-case basis, but the courses must emphasize writing (McPhillips 18).

Dvorak wrote that a journalism course is worthy of the same academic credit given for other writing classes. In his article "Journalism's Role in the Secondary School Language Arts Curriculum in the Context of the Educational Reform Movement," Dvorak wrote that in light of the many educational reform commissions' directives, a one- or two-semester course in journalism should be considered a worthy writing course in the college-bound or general area of the curriculum (4).

In 1986, the Missouri department of education was in the process of mandating that journalism not be counted as an English credit when teachers presented the department with a resolution that English credit be given for a journalism course if the teacher were certified in both English and journalism. The department accepted the agreement (Hall, Homer "Scholastic Journalism" 2-3).

In the summer of 1986, participants at the 69th meeting



of the Association for Education in Journalism and Mass Communication (AEJMC) learned about and discussed the threats facing scholastic journalism. In the keynote address, John Siegenthaler, editor and publisher of The Tennessean and editorial director of USA Today, Nashville, stated his concern for the future of high school journalism and called upon members of the media and higher education to form alliances to save and strengthen high school journalism (Peterson 2).

### The Importance of Journalism in the High School Curriculum

Numerous journalism scholars have defended the role of journalism in the secondary curriculum by outlining its benefits.

According to the 1987 Journalism Education Association (JEA) Commission study on the future of high school journalism, journalism programs have significant academic and human development aspects. They promote cross-disciplinary strengths, develop and utilize critical thinking skills, emphasize writing and the writing process, and stress "real world" situations that require students to consider consequences of freedom as student journalists ("High School Journalism" 106).

The skills learned in journalism also can be applied to situations outside the journalism class, according to journalism educators.

Testifying before the JEA Commission, Susan Hathaway from Wheeling High School in Wheeling, Illinois, stated:

Journalism uniquely uses so many skills that kids are studying in other classes. For example, you have to have an understanding of certain kinds of math in order to do layout. If you're covering a production such as The King and I, to really understand what the play is about, you need to understand other cultures, so journalism also overlaps into social studies ("High School Journalism" 6).

Nancy Green, president and publisher of the Richmond (Ind.) Palladium-Item, also noted the overlap of journalism skills into other educational and career settings. She noted that skills learned, such as interviewing, fact checking, writing, research, analysis and meeting deadlines are needed by most people and are adaptable to any career selection. In "Journalism: Preparation for Student Success," Green outlined the skills learned by students in journalism as law, ethical values, business practices, sales, design, tough decision-making and how to handle consequences of their actions (2).

In "Editor's and Publisher's Handbook for Helping High School Journalism Programs," Dodd also addressed the general benefits of journalism training. She wrote that journalism training helps individuals develop and refine a multitude of skills that not only apply to producing a newspaper, but also to being better rounded individuals who are able to communicate effectively, reason carefully and write clearly (2).

Journalism's contribution to the overall educational

process also was noted by journalism educator Carl Giles. He stated that a journalism class motivates and awakens students to effective communication achievements; alerts students to evaluate journalism as a future profession; develops a sense of ethical and responsible performance; places in perspective the role of journalism media in a democratic society; develops a commitment to excellence; and serves as an integral part of the total educational program (Campbell and Reeves 15).

In "Why Teach High School Journalism?" authors Campbell and Reeves wrote that as a whole, a journalism program extends preliminary courses in communication; develops intelligent consumers of mass media; develops and nourishes personal and civic competence; arouses interest in current events; prepares for professional training; builds community consciousness; and is an ideal public relations carrier (15).

Hall believes journalism is valuable because it teaches students the ability to think critically, distinguish between fact and fiction, determine if a source is credible, eliminate ambiguous statements, develop logical arguments supported by fact, recognize bias, determine the accuracy of statements, eliminate worthless information and develop thought-provoking questions to ask interviewees (Hall, Homer "Scholastic Journalism" 4).

Benefits of a strong journalism program outlined by Wendy Weyen include the cultivation of leadership,

cooperation, basic writing skills, responsibility and interpersonal skills (Weyen 3). Weyen identified these benefits based on her experience as a high school newspaper editor, editor of the Indiana Daily Student and intern with the Washington Post.

A study of selected 1983-84 American College Testing (ACT) scores identified benefits of high school journalism based on ACT scores. Part one of a three-part study conducted by ACT involved comparisons of college grades, ACT scores and high school grades for students with high school newspaper or yearbook experience and for those without (McPhillips 16, 18).

Conclusions of the study were that strong journalism programs have a significant academic and human development value; they offer excellent classroom experience and directed independent study in a lab setting, which helps to develop and refine communication skills; student management and control of publications can develop and promote responsibility; professional journalists point to high school journalism as a critical factor in their career choice; and ACT research indicates a strong, positive relationship between work on publications and success in high school and college.

The research indicated students with publications experience scored higher in cumulative freshman grade point average, scored higher in their first year of college English, had higher ACT composite scores, had higher ACT

social studies scores and had higher mean scores in the final four courses (English, social studies, mathematics and natural sciences) taken prior to the ACT assessment (Dodd "Editors' and Publishers'" 2).

While journalism aids the individual student in a number of ways previously cited, journalism has an important impact on the student body and school as a whole.

In his article "Scholastic Journalism Comes of Age," Professor Robert P. Knight of the University of Missouri, wrote that school publications are capable of pinpointing and clarifying school problems and offering solutions that can at least produce dialogue (8-12).

Principal Franklin McCallie of Kirkwood High School in Kirkwood, Missouri, agreed that journalism is beneficial in promoting a positive school environment. He wrote, "The entire process of creating each issue of the newspaper, the Call, and the annual volume of the yearbook, the Pioneer, is the epitome of great education for every student involved." McCallie added:

Enterprising investigative reporters give me the opportunity to express my views in a very public way in order to defeat rumor and innuendo and promote positive educational theories. A strong and effective student press stimulates the overall atmosphere of the school (McCallie 8).

High school journalism also offers a forum for learning about new technology in mass media as a whole and its effect on society.

In "J-educators must deal with 'A Nation at Risk,'" J.

Robert Craig, assistant professor of broadcast and cinematic arts at Central Michigan University, discussed the importance of mass media studies in the high school curriculum. He stated a need for media-responsible students including an educational emphasis on understanding the implications of interactive cable, teletext and satellite communications (42).

The issues of mass media education and the importance of being responsible mass media consumers were also addressed by Carl Towley, former high school journalism adviser and editor of Scholastic Editor. In his article "All They Know Is....," Towley wrote:

The newspaper, radio, movie and television are the most important entertainment and informational media we have and there must be some place in the secondary curriculum where they can be studied objectively. The natural place is in the journalism course (9).

According to Towley, the skills learned through such a course include: awareness of social problems involving media such as freedom of the press, crime news, and propaganda; help in building up standards for judging newspapers, radio programs, movies and television; awareness of the place of the press, the radio, movies and television in a modern life and their influence on the student mind; help students develop preferences for good newspapers, movies, radio and television and an immunity to the influence of others; help students develop the ability to discuss intelligently what they read, see and hear; help students realize their

individual and social responsibility for improving the press, the radio, television and movies in America; and help students develop the ability to write simply, clearly and correctly (10).

Towley wrote, "The importance of honest, objective news reporting by newspapers, magazines, radio, movies and television is equaled only by the importance of the critical evaluating of the same by today's students" (9).

### Journalism Teacher Certification

The Argument for Mandatory Certification. Basic skills and course objectives have found their way into journalism as they have in history, math and science. For example, an overview of the Louisiana Journalism/Language Arts Curriculum revealed that course objectives in journalism address the following skills: thinking and organizing, interviewing and broadcasting, composition, mechanics, layout and makeup, and business management and organization. The students also study career implications and the history of journalism ("Journalism").

Because of the broader skills being taught in high school journalism today, some educators are calling for mandatory certification of journalism teachers to have quality programs.

Those who support mandatory certification claim the teacher-certified program will lead to journalism being offered as an academic course, which will aid its reputation

with students, administrators, school boards, state departments of education, colleges and universities and the community as a whole.

The Journalism Education Association (JEA) Commission stated that a journalism degree, professional experience, and/or demonstration of subject area competency are necessary for the teacher of a sound journalism program. The Commission recommended the journalism teacher complete an educational background that includes a study of composition, language, history of journalism, journalism law and ethics, design, photography, advertising, management and publishing ("High School Journalism" 104-105).

Minimum requirements outlined by high school adviser John Bowen in "Responsibility: The Key to Scholastic Journalism" are knowledge in press law and ethics, teaching and advising of journalism, news reporting skills and background, copy editing skills and design and layout principles (19).

One way to ensure scholastic journalism, according to Homer Hall in "An Overview of Scholastic Journalism in the 1980s and into the 1990s," is for journalism teachers to be certified in both journalism and English. He wrote that some programs have grown stronger in the last 10-15 years largely because there have been more certified teachers. He believes sponsors should have enough experience and educational background in the field to pass on to students knowledge and skills needed to produce quality publications and training



for possible journalism careers (6-8).

Wilma Taylor, a journalism teacher from Warren Central High School in Indianapolis, agreed with Hall that English certification alone is not sufficient. She stated, "Just because a person may be a good English teacher does not provide him or her with an understanding of the newspaper's role, responsibility, or the practical matters of style and timeliness" (Hall, Lynlea 5-15).

Lynn Shenkman, adviser at Miami (Fla.) Southridge High School, wrote in "Publications Advisers - What Are Their Competencies?," that decisions to hire journalism teachers should be based on: (1) knowledge of journalism ethics; (2) ability to fulfill adviser responsibilities to students, administrators and community; and (3) educational preparation. She suggested using a checklist of what advisers should know developed by John Boyd. The competencies on the checklist are: the First Amendment, questions of libel, privacy, copyright, and other legal questions; kinds of journalistic writing; techniques of interviewing; editing techniques; printing process; art and layout design; typography; photography and reproduction of all art, advertising, marketing, and business management; and psychology (Shenkman 78).

Shenkman cited a Michigan State University survey of high school principals that examined opinions of journalism teacher competency skills. Seventy percent of the respondents placed a great or moderate importance rating on

journalism teachers having a major or minor in the field (75-78).

Shenkman believes The National Council of College Publications Advisers 1980 Code of Professional Standards for Student Publication Advisers can be applied to high school advisers as well. These requirements include formal journalism training, experience working in professional media, and possession of business skills (Shenkman 78).

Evidence suggests that experienced teacher-advisers and those certified seem to be more successful in increasing enrollment than their counterparts who are inexperienced or not certified (Iorio, Garner 14).

Mandatory certification also may bring credibility to high school journalism in the minds of administrators and colleges and universities. In a survey of admission counselors at ACEJMC accredited schools, respondents indicated they were hesitant to grant English credit for journalism courses because they argued that there is limited instructional quality provided by underqualified teachers in high school journalism courses (Ervin 4).

Bowen noted in testimony before the JEA Commission, "Newspapers recognize non-certified journalism programs led by people who are not well-trained so they don't put a whole lot of support into scholastic journalism" ("High School Journalism" 9). Concern about non-certified teachers was also addressed by adviser Beryl Taylor. She stated in her testimony, "When you get people who really don't know what

they're doing, that's when you get the underground newspaper and the poorly edited things that get you into trouble with lawsuits. Journalism's bad name comes from poorly trained journalists" ("High School Journalism" 8). In its report, the commission concluded that the key to a sound program is a qualified teacher.

The Argument Against Mandatory Certification. Despite the importance of qualified teachers in enhancing the reputation of the program, critics have addressed the consequences of mandatory certification.

In "Is High School Journalism Worth Keeping?" Lynlea Hall, a former high school editor and copyeditor for the St. Louis Globe-Democrat, outlined two major factors to consider when debating the certification issue. First, if required certification is implemented, schools might lose journalism programs altogether because administrators, faced with the need to cut their budgets, might have the excuse they need to cut journalism programs completely rather than support and upgrade them (5).

Second, with increased education costs, school boards would see eliminating school publications as a way to cut costs.

The possibility of the elimination of publications was also addressed by Jackie Engle of McPherson, Texas, in her testimony before the JEA Commission. She stated some schools title journalism "creative writing" when a certified teacher

is not available. When they are told they cannot do that, administrators reply, "Oh, all right. Then we won't have a newspaper or we won't have a yearbook." Students are deprived of publications because there is no certified teacher ("High School Journalism" 7).

### The Role of the University

Prior to 1920, the high school newspaper was regarded as an experiment in many schools, and university schools of journalism did not look favorably on journalism as part of the secondary school curriculum. The period of growth in high school journalism and publication of student newspapers began about 1920. That year, Grant Milner Hyde, a University of Wisconsin journalism professor, organized the first university course to train teachers of high school journalism and advisers of student publications.

During the past 50 years, colleges and universities have taken a more active role in providing workshops and continuing education courses for journalism teachers ("High School Journalism" 100).

However, the need to evaluate the role of the university in relation to journalism education has been voiced by journalism educators.

According to a study conducted in association with the JEA Commission report, it appears that many journalism schools do not attract sufficient teachers to continuing education training programs, current programs

need updating to continue to be fruitful, and many schools offer programs that fail to meet teacher needs ("High School Journalism" 103).

Ron Hayes of Idaho stated that "colleges and universities are not doing an adequate job of preparing people who go out into the journalistic field, especially those going into journalism education" ("High School Journalism" 6). Jack Harkrider of Austin, Texas, wrote, "Colleges need to re-examine and redefine their journalism education program" ("High School Journalism" 6).

In the 1983 journalism directory published by the Association for Education in Journalism and Mass Communication, only 24 of 311 colleges and university catalogs listed journalism education as a sequence (Hall, Lynlea 6).

For those universities offering journalism as a certification field, Dodd wrote:

It is essential that journalism education programs include a course in the methods of teaching and advising publications. Such a course would enable those concerned with journalism at the secondary level to adapt information they gained in other journalism courses to the high school situation ("High School Principals" 21).

According to Dorothy McPhillips, a former teacher and past president of the JEA, the first step is for colleges and universities to examine course offerings and make adjustments to meet teacher and secondary school needs (McPhillips 18). This includes identifying the continuing education needs of current teachers.

In "Scholastic Journalism Comes of Age," Knight outlined five roles of the university in scholastic journalism. These are:

(1) Looking to veteran high school teachers for leadership. Knight suggests universities utilize veteran high school journalism teachers in directing workshops and seminars.

(2) Identifying and nurturing prospective journalism teachers while they are still in college. Knight wrote, "It's easier to help them get the training they need now than it is to help them become 'instant advisers' once they've been thrust into the job without any real training."

(3) Demanding state certification standards be enforced.

(4) Offering a variety of continuing education programs through which advisers can learn new trends in professional and scholastic journalism.

(5) Supporting research in scholastic journalism. Knight emphasized the need for research in journalism history because "we need a comprehensive, sweeping picture that captures the excitement and enthusiasm involved" (12).

In its concluding comments in its 1987 study on the role of journalism in the secondary school curriculum, the JEA Commission stated:

Colleges and universities offering teacher training programs must accept the responsibility to develop programs that will encourage academic-based journalism programs in all high schools. Journalism departments or schools need to take the initiative within colleges and universities ("High School Journalism" 114).

The Commission suggested that colleges and universities should:

- (1) examine course offerings and make adjustments to meet teacher and secondary needs;
- (2) re-examine admission standards to define components of secondary journalism courses that would be accepted for academic credit;
- (3) offer master's degree programs and continuing education programs that focus on journalism teacher/adviser preparation as a career option;
- (4) offer in-school and/or off-campus assistance for scholastic journalism programs; and
- (5) lobby for the development of a performance-oriented Advanced Placement journalism education ("High School Journalism" 114).

#### Summary

It is evident by the literature reviewed that journalism educators are striving to defend journalism as an important element in the high school curriculum. While its role and relevance are well-documented, it is noted that in a survey of State Departments of Education, only Arkansas and Iowa responded that they require secondary schools to

offer journalism on any regular basis.

The arguments for and against mandatory certification also are well-documented, and evidence of this debate is seen in the fact that only 19 of the 44 State Departments of Education that responded to a 1990 survey require journalism coursework as preparation to teach high school journalism.

In addition to the support of high school journalism and certification standards by the journalism educators cited in the review, the educators noted the importance of the colleges and universities in assisting in such areas as identifying potential journalism teachers, supporting state standards and identifying and meeting the continuing education needs of current journalism teachers.



## CHAPTER III

### METHODOLOGY

#### Overview of the Chapter

Chapter III provides information on the research methodology used to gather the data for the study, the research questions, and the variables considered. Discussion of the pilot study to pretest the questionnaires is also included.

The chapter concludes with the plans used to collect, tabulate and analyze the data.

#### Description of Research Methodology

The research methodology used in this project was the survey, which included two mail questionnaires and one follow-up mailing of each. Surveys were conducted as follows:

(a) Arkansas high school journalism teachers were surveyed as to journalism continuing education needs and wants, and their opinions of state certification and approval regulations and courses most beneficial in teaching high school journalism.

(b) Chairpersons of the journalism departments at

Arkansas' two- and four-year colleges and universities also were surveyed to determine journalism continuing education offerings, their opinion of courses most beneficial to journalism teachers, and ways they promote journalism teacher education.

#### Research Design

The journalism teacher questionnaire included six independent variables. These were the teacher's current journalism teaching status (certified, approved or deficient), the number of years the teacher has taught journalism, the student population of his/her school, whether the school had a journalism program prior to the 1982 standards, how many students are currently enrolled in the journalism program, and the composition of the journalism program (publications only, versus publications and non-publications classes).

The university department chairperson questionnaire included three independent variables:

- (1) whether two- or four-year institution
- (2) whether the institution has a teacher education program in journalism approved by the Arkansas State Department of Education
- (3) whether the institution's journalism program is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

The purpose of the study was to answer the following

research questions:

(1) Is there a discrepancy between the perceived journalism continuing education needs of Arkansas' high school journalism teachers and the offerings by Arkansas' colleges and universities?

(2) What are the continuing education wants of the journalism teachers in the state in terms of course content and course format?

(3) What is the extent of agreement of Arkansas' high school journalism teachers with the state's journalism teacher certification/approval laws?

(4) What are the most beneficial journalism courses in preparation to teach high school journalism in the opinion of the teachers and in the opinion of department chairpersons?

(5) What are the journalism department chairpersons at Arkansas' colleges and universities doing to encourage their students to seek secondary teaching certification?

#### Pilot Study

The journalism teacher and department chairperson questionnaires were pretested by high school journalism teachers, journalism faculty members and journalism graduate assistants for their comments and suggestions on the questionnaire content.

The journalism teacher questionnaire was pre-tested by: Steve Patterson, yearbook adviser, Arkadelphia High School, Arkadelphia, Ark.; Doris Rutherford, yearbook and newspaper

adviser, Joe T. Robinson High School, Little Rock, Ark.; and Anne Hammond, former Arkansas high school journalism teacher and current yearbook adviser at Oklahoma Baptist University, Shawnee, Okla.

The journalism department chair questionnaire was pre-tested by: Anne Hammond; Diane Pacetti, Ed.D. student, Oklahoma State University; Dottie Witter, public information officer and Ed.D. student, Oklahoma State University; Dr. Paul Root, chairman of the education department and director of teacher education, Ouachita Baptist University, Arkadelphia, Ark.; and Terry Clark, journalism department chair, Central State University, Edmond, Okla. and Ed.D. student, Oklahoma State University.

The questionnaires were mailed to the above listed individuals December 1, 1991, with a December 15, 1990, response deadline.

#### Selection of Subjects

The journalism teacher questionnaire was sent to the journalism teacher(s) at each of the 286 high schools in Arkansas offering journalism during the 1990-91 academic year.

The journalism department chairperson survey was sent to the total population of Arkansas' two- and four-year institutions of higher education for response by the journalism department chairperson at each of the institutions.

## Research Instruments

### Journalism Teacher Questionnaire

The journalism teacher questionnaire was accompanied by a cover letter. The cover letter included an explanation of the purpose of the survey, the importance of the survey, the importance of the respondent's participation, the confidentiality of respondents, the response deadline, contact person for inquiries and a statement of appreciation.

The journalism teacher questionnaire included three sections. Section one, journalism continuing education, included three multiple-choice questions to determine likelihood of pursuing continuing education, the importance of obtaining graduate credit and the coursework desired. The section also asked teachers to express their format preference for pursuing continuing education by ranking options.

Section two, teacher opinions on state requirements, included four Likert scale questions on the following subjects: extent of agreement with certification requirements, extent of agreement with approval requirements, extent of agreement with specifying content of 24 hours for journalism-certified teachers, and extent of agreement with specifying content of six hours for those

teachers who are English-certified.

Section two also included a ranking of the four most beneficial courses for high school journalism teachers, in the opinion of the teachers, and a multiple-choice question on the minimum number of hours the teachers believe should be required for teaching journalism.

Section three, demographics, included six multiple-choice questions on journalism teaching status, years of experience teaching journalism, school size, existence of journalism program prior to 1982 standards, size of journalism program and composition of journalism program. The teachers were also asked to check, on a list of course topics, what journalism courses they have completed.

This information provided an overview of the journalism programs and educational background of the journalism teachers, and two variables, teaching status and years of experience, were used to determine if relationships existed among these two variables and the needs and opinions expressed.

#### Department Chair Questionnaire

The cover letter for the department chair questionnaire included an explanation of the purpose of the study, its importance to journalism education in Arkansas, and the importance of the institution's response to the questionnaire. The letter also included a response deadline and a statement of appreciation.

The department chairperson questionnaire consisted of three sections. Section one, journalism continuing education offerings, began with a question to determine if journalism courses are offered at the university on a periodic basis. If they are not, the respondent was asked what the institution's plans are for offering journalism coursework in the future. The respondent was then instructed not to complete the remainder of the questionnaire.

For those that do offer journalism courses, the respondent proceeded with the questionnaire. The remaining 10 questions in the section determined the journalism continuing education courses offered by the university and the formats through which they are offered. These data then were compared with the teacher needs in regard to obtaining certification or approval.

Section two, high school journalism, consisted of two questions. The department chairpersons were asked to rank the four most beneficial courses for teaching high school journalism, in their opinion. This was compared to the opinions expressed by the teachers.

The department chairpersons were also asked to list ways their department encourages journalism majors to seek secondary teaching certification.

Section three, demographics, included three multiple-choice questions to determine whether the institution is a two- or four-year institution, whether the institution has a journalism teacher education program approved by the

Arkansas State Department of Education and whether the institution's journalism program is accredited by the Accrediting Council on Education in Journalism and Mass Communications.

Cover letters and sample questionnaires for each of the surveys are included in the appendixes.

#### Data Collection Plan

The journalism teacher questionnaire with a cover letter explaining the purpose of the study was mailed January 17, 1991, with a response deadline of January 31, 1991. A second mailing was sent February 9, 1991, with a response deadline of February 23, 1991. The department chairperson questionnaire with a cover letter was mailed February 27, 1991, with a response deadline of March 14, 1991. A second mailing was sent March 28, 1991, with a response deadline of April 12, 1991.

The revised cover letters in the second mailings included an acknowledgement of busy schedules, and emphasized the importance of the study and the individual's participation in the study. Again, deadlines were printed and a statement of appreciation was included.

#### Data Processing and Analysis

For the journalism teacher questionnaire, items 12 through 17, the independent variables, were tabulated and illustrated to show: teaching status of Arkansas' high



school journalism teachers, years of journalism teaching experience, school population, existence of journalism program prior to the 1982 standards, number of students enrolled in journalism programs, and the composition of the journalism programs.

For the department chairperson questionnaire, items 14 through 16, the independent variables, were tabulated and illustrated to show: two-year vs. four-year institution, status of approved teacher education program in journalism, and status of ACEJMC accreditation.

The following is a list of statistical tests calculated to answer the research questions:

(1) A Simple Chi Square to determine if a statistically significant difference exists among the number of teachers who are very likely, likely, undecided, unlikely or very unlikely to pursue continuing education

(2) A Simple Chi Square to determine if a statistically significant difference exists among the teachers who believe it is very important, important, undecided, unimportant or very unimportant that they receive graduate credit for their coursework

(3) A Simple Chi Square to determine if a statistically significant difference exists among the preferences in journalism course content

(4) A Simple Chi Square to determine if a statistically significant difference exists among preferences in continuing education format

(5) A Simple Chi Square to determine if a statistically significant difference exists among the preferences in continuing education through technology

(6) A Simple Chi Square to determine if a statistically significant difference exists among the number of teachers who strongly disagree, disagree, are undecided, agree, or strongly agree with the current journalism certification requirement

(7) A Complex Chi Square to determine if a genuine relationship exists among the teacher's level of agreement with the current journalism certification requirements and teaching status

(8) A Complex Chi Square to determine if a genuine relationship exists among the teacher's level of agreement with the current journalism certification requirements and teaching experience

(9) A Simple Chi Square to determine if a statistically significant difference exists among the number of teachers who strongly disagree, disagree, are undecided, agree, or strongly agree with the current approval requirements

(10) A Complex Chi Square to determine if a genuine relationship exists among the teacher's level of agreement with the approval requirements and teaching status

(11) A Complex Chi Square to determine if a genuine relationship exists among the teacher's level of agreement with the approval requirements and teaching experience

(12) A Simple Chi Square to determine if a statistically significant difference exists among the number of teachers who strongly disagree, disagree, are undecided, agree or strongly agree that the content of the 24 hours of coursework for certification needs to be specified

(13) A Complex Chi Square to determine if a genuine relationship exists among the teacher's level of agreement with specifying course content for certification and teaching status

(14) A Complex Chi Square to determine if a genuine relationship exists among the teacher's level of agreement with specifying course content for certification and teaching experience

(15) A Simple Chi Square to determine if a statistically significant difference exists among the number of teachers who strongly disagree, disagree, are undecided, agree or strongly agree that the course content of the six hours of journalism for the English-certified teachers needs to be specified

(16) A Complex Chi Square to determine if a genuine relationship exists among the teacher's level of agreement with specifying the six journalism hours for English-certified teachers and teaching status

(17) A Complex Chi Square to determine if a genuine relationship exists among the teacher's level of agreement with specifying the six journalism hours for English-certified teachers and teaching experience

(18) Simple Chi Squares to determine if there is a real difference among the courses ranked first, second, third and fourth most beneficial for teaching high school journalism, as ranked by the journalism teachers

(19) Percentage of total votes courses received to indicate the most beneficial courses in preparation to teach high school journalism as ranked by the journalism teachers

(20) Simple Chi Squares to determine if there is a real difference among the courses ranked first, second, third and fourth most beneficial for teaching high school journalism, as ranked by the department chairpersons

(21) Percentage of total votes courses received to indicate the most beneficial courses needed in preparation to teach high school journalism as ranked by the department chairpersons

(22) A Spearman Rho Correlation to determine if a genuine relationship exists among the department chairpersons' ranking of the most beneficial courses in preparation to teach high school journalism and rankings by the high school journalism teachers

Non-statistical comparisons were made:

(1) between teacher coursework needs in terms of obtaining certification or approval, and courses offered by the institutions

(2) to determine what the journalism department chairpersons are doing to encourage their journalism majors to seek secondary teaching certification.

To determine if the journalism continuing education needs of the teachers are being met, each university was assigned the counties whose closest boundary is within a 75-mile radius of the county in which the campus is located. These are counties that the universities can easily service, based on distance.

A teacher's needs are considered met if he/she can obtain certification/approval through at least one of the formats listed: night classes within 75 miles beyond the boundary of the county in which he/she lives, Saturday classes within 75 miles beyond the boundary of the county in which he/she lives, summer school classes, week-long summer course in conjunction with a publications workshop, week-long summer course not in conjunction with a publications workshop, courses offered through technology (telephone or television) or mail correspondence course.

#### Summary

Each high school journalism teacher in Arkansas was surveyed to determine his/her journalism continuing education needs and wants, and his/her opinions regarding the current certification and approval regulations.

The journalism department chairpersons at each of Arkansas' two- and four-year colleges and universities were surveyed to assess their journalism continuing education offerings, their opinions of courses needed to teach journalism, and ways they encourage their journalism majors

to seek secondary teaching certification.

Results of the two surveys were tabulated in early May, and statistical tests were calculated to determine differences and relationships in the data gathered.

Comparisons were made to determine if the journalism continuing education needs of the teachers are being met by the institutions and what the institutions are doing to promote journalism teacher education.

## CHAPTER IV

### FINDINGS AND ANALYSIS OF DATA

#### General

As outlined in Chapter III, all Arkansas high school journalism teachers teaching journalism during the 1990-91 academic year were surveyed to assess their continuing education needs in journalism, their continuing education wants in journalism, and their extent of agreement with the current state teacher certification laws. Of the 286 surveys that were mailed to the high schools offering journalism during the 1990-91 academic year, 186, or 65 percent, of the schools are represented in the findings (see Appendix G). Four schools returned two surveys each, for a total of 190 surveys returned.

The journalism department chairpersons at Arkansas' two- and four-year colleges and universities were surveyed on their continuing education offerings in journalism, their opinions on journalism course content, and their methods of encouraging majors to seek secondary teaching certification. After two mailings of the questionnaires, 28 of the 31 institutions, or 90 percent, responded (see Appendix H). Of the three institutions that did not respond, none has an

approved teacher education program.

Chapter IV will begin with demographic data of the journalism teachers who responded and the journalism department chairpersons who responded. Following the demographic data will be an analysis of the university offerings in journalism continuing education compared with teacher needs, teacher wants in journalism continuing education, and teacher opinions on state certification and approval requirements. Chapter IV will conclude with the journalism department chairperson responses to continuing education offerings, opinions on journalism course content and methods of encouraging journalism majors to seek secondary teacher certification.

#### Teaching Status of Teacher Respondents

The journalism teachers were asked to indicate whether they were certified to teach journalism (24 hours in journalism), approved to teach journalism (English-certified plus six hours in journalism), or if they were classified as deficient to teach journalism (neither certified or approved). The findings are presented in Table I (see Table I, page 47).

As indicated in Table I, approximately 91 percent of the teachers who responded were either certified or approved to teach journalism, while approximately 9 percent were deficient.



TABLE I  
TEACHING STATUS OF TEACHER RESPONDENTS

STATUS	PERCENTAGE
n=183	
Certified	30.06%
Approved	61.20
Deficient	8.74
Total	100.00%

#### Experience of Teacher Respondents

The journalism teachers were asked to indicate their journalism teaching experience. The categories were 1-3 years, 4-6 years, 7-9 years, or 10 years or more. The findings are presented in Table II.

TABLE II  
JOURNALISM TEACHING EXPERIENCE OF TEACHER RESPONDENTS

YEARS OF EXPERIENCE	PERCENTAGE
n=181	
1-3 Years	35.36%
4-6 Years	31.49
7-9 Years	17.13
10 or More Years	16.02
Total	100.00%

As indicated in Table II, approximately 67 percent of the teachers who responded had six or fewer years of experience teaching journalism and approximately 33 percent had seven or more years of experience.

Student Population of High Schools  
Represented By Teacher Respondents

The teachers were asked to indicate the student population of their high school (grades 10-12). The categories were less than 100, 100-199, 200-299, 300-399, and 400 or more. The findings are presented in Table III.

TABLE III  
STUDENT POPULATION OF HIGH SCHOOLS  
REPRESENTED BY TEACHER RESPONDENTS

STUDENT POPULATION	PERCENTAGE
n=188	
Less than 100	12.23%
100-199	31.38
200-299	17.56
300-399	12.23
400 or More	26.60
Total	100.00%

As indicated in Table III, approximately 61 percent of the journalism teachers who responded taught in schools with

a student population of less than 300 and approximately 39 percent of the teachers taught in schools with a student population of 300 or more.

#### Status of Program Prior to 1982

##### School Standards

Teachers were asked to indicate whether their high school offered journalism prior to the 1982 school standards that mandated every high school offer journalism a minimum of every other school year. The findings are presented in Table IV.

TABLE IV  
STATUS OF JOURNALISM PROGRAMS PRIOR TO 1982 STANDARDS

OFFERED BEFORE 1982 STANDARDS	PERCENTAGE
n=174	
Yes	58.62%
No	41.37
Total	100.00%

As Table IV indicates, approximately 41 percent of the respondents were from schools that did not offer journalism prior to the 1982 mandate and approximately 59 percent of

the schools represented in the survey offered journalism prior to the 1982 standards.

#### Number of Students in Journalism

The teachers were asked to indicate the number of students enrolled in their journalism program. If a student was enrolled in more than one class (i.e., yearbook and newspaper), the student was counted twice. The categories were fewer than 10 students, 10-25 students, 26-50 students and more than 50 students. Table V presents the findings.

TABLE V  
NUMBER OF STUDENTS IN JOURNALISM PROGRAMS

NUMBER OF STUDENTS	PERCENTAGE
n=183	
Less than 10	19.13%
10-25	49.18
26-50	24.04
More than 50	7.65
Total	100.00%

As Table V indicates, almost one-half of the programs represented in the survey had a journalism enrollment of 10-25 students. Overall, approximately 68 percent of the

programs had 25 or fewer journalism students, and approximately 32 percent of the schools represented had a journalism enrollment of 26 or more students.

#### Description of Journalism Programs

The journalism teachers were asked to indicate whether their journalism program was: (a) publications only in which the primary purpose of the program was to produce the newspaper and/or yearbook; (b) publications classes and non-publications classes in which, in addition to producing the school publications, journalism classes were offered that did not produce a publication. The findings are presented in Table VI.

TABLE VI

#### DESCRIPTION OF JOURNALISM PROGRAMS REPRESENTED IN SURVEY

DESCRIPTION OF PROGRAM	PERCENTAGE
n=184	
Publications Only	75.55%
Publications and Non-Publications Classes	24.45
Total	100.00%

As indicated in Table VI, more than two-thirds of the

journalism programs represented in the survey were publications-only programs, while fewer than one-third offered courses whose primary purpose was not to produce a publication.

Types of Higher Education Institutions  
Represented

The journalism department chairpersons were asked to indicate whether their school was a two- or four-year institution. The findings are presented in Table VII.

TABLE VII  
TYPES OF INSTITUTIONS REPRESENTED IN SURVEY

TYPE OF INSTITUTION	PERCENTAGE
n=22	
Two-Year Institution	35.71%
Four-Year Institution	64.29%
Total	100.00%

As indicated in Table VII, approximately two-thirds of the institutions represented in the survey were four-year institutions.

Approved Teacher Education Programs  
in Journalism

The journalism department chairpersons were asked to indicate whether their institution had a teacher education program in journalism approved by the Arkansas State Department of Education. The findings are presented in Table VIII.

TABLE VIII  
PERCENTAGE OF APPROVED JOURNALISM TEACHER EDUCATION PROGRAMS  
REPRESENTED IN SURVEY

APPROVED JOURNALISM PROGRAM	PERCENTAGE
n=23	
Yes	39.13%
No	60.87
Total	100.00%

As indicated in Table VIII, approximately 39 percent of the programs represented had an approved teacher education program in journalism. Courses can be taken toward certification at the non-approved schools that offer journalism, but a person cannot complete a teacher education program in journalism at the non-approved schools.

### ACEJMC Accredited Institutions

The journalism department chairpersons were asked to indicate whether their journalism program was accredited by the Accrediting Council on Education for Journalism and Mass Communication. The findings are presented in Table IX.

TABLE IX  
PERCENTAGE OF INSTITUTIONS REPRESENTED THAT ARE  
ACCREDITED BY ACEJMC

ACEJMC ACCREDITED	PERCENTAGE
n=21	
Yes	14.29%
No	85.71
Total	100.00%

As indicated in Table IX, approximately 86 percent of the higher education institutions represented were not accredited by ACEJMC. Of the institutions that responded they were not accredited by ACEJMC, none have ever been accredited by ACEJMC, 15 of the 18 institutions responded they do not plan to seek ACEJMC accreditation and three responded they plan to seek accreditation in the next five years.



## Continuing Education Offerings

The journalism department chairpersons of each of Arkansas' two- and four-year institutions were surveyed as to their journalism continuing education offerings. Table X presents the number of different journalism courses that are offered at each institution through the continuing education formats outlined in Chapter III (see Appendix K).

TABLE X

NUMBER OF DIFFERENT JOURNALISM COURSES OFFERED AT EACH  
INSTITUTION THROUGH CONTINUING EDUCATION FORMATS

INSTITUTION	NUMBER OF COURSES
Arkansas Tech University	8
University of Arkansas-Fayetteville	8
University of Arkansas-Little Rock	7
Arkansas State University	6
Arkansas College	4
University of Central Arkansas	4
John Brown University	2
University of Arkansas-Monticello	2
Henderson State University	1
Southern Arkansas University	1
University of Arkansas-Pine Bluff	1
Mississippi County Community College	1
Rich Mountain Community College	1
Ouachita Baptist University	1
Arkansas State University-Beebe	0
Southern Arkansas University-El Dorado	0
East Arkansas Community College	0
Garland County Community College	0
North Arkansas Community College	0
Phillips County Community College	0
Westark Community College	0
Arkansas Baptist College	0
Central Baptist College	0

TABLE X (Continued)

INSTITUTION	NUMBER OF COURSES
Crowley's Ridge Community College	0
University of the Ozarks	0
Harding University	0
Hendrix College	0
Williams Baptist College	0

As outlined in Chapter III, to determine if the continuing education needs of the journalism teachers were being met by the state's institutions, each institution would be "responsible" for the counties within a 75-mile radius of the county in which it is located. A "need" was defined as 24 hours of journalism for those seeking certification and six hours of journalism for the English-certified teachers seeking approval to teach journalism.

Needs in Obtaining Journalism  
Certification Compared With  
Institutional Offerings

Based on the number of different journalism courses offered through continuing education at the institutions that responded, only two institutions offer a sufficient number of different courses for a teacher to acquire certification through continuing education. These two

institutions are Arkansas Tech University, located in Russellville, and the University of Arkansas at Fayetteville. Based on a driving distance of no more than 75 miles beyond the county boundary, the teacher needs in obtaining journalism certification are not being met for teachers in 42, or 57 percent, of the 74 counties in Arkansas. Because Arkansas Tech and U of A are both located in the northwest quadrant of the state, teacher needs in obtaining journalism certification are not being met for teachers in the northeast quadrant and southern half of the state (see Appendix I).

Needs in Obtaining Approval to Teach  
Journalism Compared With  
Institutional Offerings

Based on the number of different journalism courses offered through continuing education at the institutions that responded, eight institutions offer sufficient coursework for English-certified teachers to acquire approval to teach journalism. In addition to the University of Arkansas at Fayetteville and Arkansas Tech University, these institutions are Arkansas State University, University of Arkansas-Little Rock, University of Arkansas-Monticello, University of Central Arkansas, Arkansas College and John Brown University. Based on the location of these institutions, it was determined that the approval needs of the English-certified teachers in 13, or 18%, of Arkansas'

74 counties, are not being met. These counties are mainly located in the east-central and southwestern parts of the state (see Appendix J).

Likelihood of Pursuing Continuing  
Education

Using a scale of very unlikely, unlikely, undecided, likely and very likely, the journalism teachers were asked the likelihood they would pursue continuing education in journalism. The findings are presented in Table XI.

TABLE XI

DEGREE OF LIKELIHOOD TEACHERS WILL PURSUE  
CONTINUING EDUCATION IN JOURNALISM

LIKELIHOOD	PERCENTAGE
n=189	
Very Unlikely	19.05%
Unlikely	31.22
Undecided	20.10
Likely	22.22
Very Likely	7.41
Total	100.00%

Chi Square=27.42857, DF=4. At the 99.5 percent confidence level, there was a statistically significant

difference among the levels of likelihood that teachers plan to pursue continuing education in journalism. There were no significant differences among unlikely, likely and very unlikely. All other differences were significant.

Table XI indicates that approximately 50 percent of the teachers responded they were not likely to pursue continuing education in journalism, approximately 30 percent were likely, and 20 percent were undecided.

#### Importance of Graduate Credit

Using a scale of very unimportant, unimportant, undecided, important and very important, teachers were asked how important it was to them that they receive graduate credit for continuing education. The findings are presented in Table XII.

TABLE XII

LEVEL OF IMPORTANCE OF RECEIVING GRADUATE CREDIT FOR  
CONTINUING EDUCATION IN JOURNALISM

LEVEL OF IMPORTANCE	PERCENTAGE
n=187	
Very Unimportant	5.88%
Unimportant	17.11
Undecided	12.83
Important	31.02
Very Important	33.16
Total	100.00%

Chi Square=35.562566, DF=4. At the 99.5 percent confidence level, a statistically significant difference existed among the teachers' level of importance that they receive graduate credit for continuing education in journalism. There was no significant difference between very important and important, or between unimportant and undecided. All other differences were significant.

Table XII indicates that approximately 64 percent responded that it was important that they receive graduate credit, approximately 23 percent responded it was not important, and approximately 13 percent were undecided.

#### Preferences in Journalism Course Content

Teachers were surveyed as to their preferences in course content for continuing education in journalism. Teachers were provided a list of 10 courses and were allowed to write in additional choices. They were asked to check all courses they preferred. The findings are presented in Table XIII (see Table XIII, page 61).

Chi Square=174.8271, DF=9. At the 99.5 percent confidence level, a statistically significant difference existed among the preferences in course content for continuing education in journalism.

Table XIII indicates the most preferred course was desktop publishing. There was no significant difference between design/graphics, publications advising and photography, or between photography and newswriting. There

was also no significant difference between newswriting, editing, communication law and journalism ethics. All other differences were significant. The least preferred courses were journalism history and introduction to mass communication.

TABLE XIII  
PREFERENCES IN COURSE CONTENT FOR CONTINUING EDUCATION  
IN JOURNALISM

COURSE CONTENT	PERCENTAGE
n=176	
Desktop Publishing	20.21%
Design/Graphics	15.04
Publications Advising	13.42
Photography	12.09
Newswriting	8.11
Editing	7.97
Communications Law	7.82
Journalism Ethics	7.82
Journalism History	3.98
Introduction to Mass Communication	2.51
Other	1.03
Total	100.00%

Teachers listed the following additional courses: television broadcasting, gifted and talented credit for journalism, journalism teaching methods, magazine writing, international journalism, feature writing, and video news.

Preferences in Continuing  
Education Format

Teachers were asked to rank each of seven continuing education formats provided by placing a "1" by the format they most preferred and a "7" by the format they least preferred. They were given the opportunity of suggesting, and including in the ranking, additional formats. The findings are presented in Table XIV.

TABLE XIV  
PREFERENCES IN CONTINUING EDUCATION FORMAT  
FOR JOURNALISM COURSES

FORMAT	MEAN
n=147	
Correspondence Course/Electronic Technology	4.810
Saturday Course	4.660
Correspondence Course/Mail	4.524
Evening Course	4.286
Summer School Session/4 Weeks or Longer	3.939
Summer School/≤3 Weeks/Publications Workshop	2.993
Summer School/≤3 Weeks/No Publications Workshop	2.844

As Table XIV indicates, the preferences of continuing education format based on mean rankings were: (1) correspondence course via electronic technology offered by a university through which the student receives lectures and



instructions live via television or telephone; (2) Saturday course offered within a 75-mile driving distance of the student's home, fall or spring semester; (3) correspondence course via mail offered by a university with assignments mailed to the student; (4) evening course offered within a 75-mile driving distance of the student's home, fall or spring semester; (5) summer school session offered on a university campus four weeks or longer in duration; (6) summer school course, three weeks or fewer in duration, offered on a university campus in conjunction with a publications workshop for journalism students; (7) summer school course, three weeks or fewer in duration, offered on a university campus not held in conjunction with a publications workshop for journalism students.

#### Preferences in New Technology Format

Teachers were asked to rank their preferences of three formats for continuing education through new technology. Table XV presents the findings (see Table XV, page 64).

As Table XV indicates, the teachers responded that they most preferred the Two-Way Audio and One-Way Video formats. There was no difference between the rankings of these two formats. For the Two-Way Audio format, lectures and instructions are given live, via telephone lines, and the student is able to communicate with the instructor. For the One-Way Video format, lectures and instructions are given live, via television/satellite and the student is not able

to communicate live with the instructor. The least preferred format was Two-Way Audio/Video through which lectures and instructions are given live, via television/satellite, and the student is able to communicate live with the instructor.

TABLE XV  
PREFERENCES IN NEW TECHNOLOGY FORMAT FOR  
CONTINUING EDUCATION IN JOURNALISM

FORMAT	RANKING
n=158	
Two-Way Audio	2.335
One-Way Video	2.335
Two-Way Audio/Video	1.329

Extent of Agreement with  
Certification Laws

On a scale of strongly disagree, disagree, undecided, agree and strongly agree, the teachers were asked to indicate their extent of agreement with the current journalism certification laws in Arkansas. The findings are presented in Table XVI (see Table XVI, page 65).

TABLE XVI

EXTENT OF AGREEMENT WITH ARKANSAS'  
JOURNALISM CERTIFICATION LAWS

LEVEL OF AGREEMENT	PERCENTAGE
n=179	
Strongly Disagree	11.17%
Disagree	34.08
Undecided	15.08
Agree	23.46
Strongly Agree	16.20
Total	100.00%

Chi Square=29.240222, DF=4. At the 99.5 percent confidence level, a statistically significant difference existed among the levels of agreement with the current teacher certification laws. There was no real difference between the number of teachers who disagreed or agreed, or between the number who agreed, strongly agreed, were undecided or strongly disagreed. All other differences were significant.

As Table XVI indicates, approximately 45 percent of the teachers disagreed with the current certification laws, approximately 40 percent agreed, and approximately 15 percent were undecided.

Extent of Agreement with Certification

Laws As a Function of Teaching Status

A Complex Chi Square was computed to determine if a genuine relationship existed among the teachers' extent of agreement with the state journalism certification laws and teaching status. Teaching status was divided into three categories: (A) certified, 24 hours in journalism; (B) approved, English-certified plus six hours in journalism; (C) deficient, neither certified nor approved. The findings are presented in Table XVII.

TABLE XVII

EXTENT OF AGREEMENT WITH ARKANSAS' JOURNALISM CERTIFICATION  
LAWS AS A FUNCTION OF TEACHING STATUS

LEVEL OF AGREEMENT	CERTIFIED	APPROVED	DEFICIENT
	n=51	n=110	n=18
Strongly Disagree	5.88%	14.55%	5.56%
Disagree	9.80	46.36	27.78
Undecided	5.88	13.64	50.00
Agree	27.45	22.73	16.67
Strongly Agree	50.98	2.73	00.00
Total	100.00	100.00	100.00

Chi Square=88.415, DF=8, C=.5750. At the 99.5 percent confidence level, there was a moderate relationship between

extent of agreement with Arkansas' journalism certification laws and teaching status. That is, extent of agreement with the certification laws differed among the three categories of teaching status. Agreement with the certification laws was strongest among the certified teachers (approximately 78 percent) compared with the approved teachers (approximately 25 percent) and the teachers deficient to teach journalism (approximately 17 percent). Disagreement was strongest among the approved teachers (approximately 61 percent) compared with the certified teachers (approximately 15 percent) and the teachers deficient to teach journalism (approximately 33 percent). It is noted that one-half of the teachers deficient to teach journalism were undecided.

Certified. The teachers who were certified to teach journalism were more likely to agree with the journalism certification requirements and less likely to disagree or be undecided. As Table XVII indicates, approximately 78 percent of the certified teachers agreed with the journalism certification requirements, approximately 16 percent disagreed, and approximately 6 percent were undecided.

Approved. The teachers who were approved to teach journalism were more likely to disagree with the journalism certification requirements and less likely to strongly agree. As Table XVII indicates, approximately 61 percent of the approved teachers disagreed with the requirements, approximately 25 percent agreed, and approximately 14

percent were undecided.

Deficient. The teachers who were deficient to teach journalism were more likely to be undecided in their agreement with the certification requirements. However, there was no real differences among the number who were undecided, the number who disagreed and the number who agreed. The teachers deficient to teach journalism were less likely to strongly agree or strongly disagree. As Table XVII indicates, 50 percent of the teachers deficient to teach journalism were undecided, approximately 33 percent disagreed, and approximately 17 percent agreed with the requirements.

#### Extent of Agreement With Certification

##### Laws As a Function of Years of Experience

A Complex Chi Square was computed to determine if a genuine relationship existed among the teachers' extent of agreement with the state journalism certification laws and journalism teaching experience. Years of experience were divided into four categories: (A) 1-3 years; (B) 4-6 years; (C) 7-9 years; and (D) 10 years or more. Table XVIII presents the findings (see Table XVIII, page 69.)

Chi Square=17.005, DF=12, C=1779. At the 95 percent confidence level, there was no significant relationship between extent of agreement with the journalism certification laws and years of journalism teaching

experience. That is, whether teachers agreed or not with the certification laws was not related to teaching experience.

TABLE XVIII

EXTENT OF AGREEMENT WITH ARKANSAS' JOURNALISM CERTIFICATION  
LAWS AS A FUNCTION OF YEARS OF JOURNALISM  
TEACHING EXPERIENCE

LEVEL OF AGREEMENT	1-3 YEARS	4-6 YEARS	7-9 YEARS	10 OR MORE YEARS
	n=64	n=55	n=31	n=29
Strongly Disagree	12.50%	7.27%	12.90%	13.79%
Disagree	29.69	36.36	38.71	34.48
Undecided	23.44	12.73	9.68	6.90
Agree	25.00	30.91	16.13	13.79
Strongly Agree	9.38	12.73	22.58	31.03
Total	100.00%	100.00%	100.00%	100.00%

As presented in Table XVIII, for each category of teaching experience, the largest percentage disagreed with the certification laws. Disagreement was strongest among the teachers with 7-9 years of experience (approximately 51 percent), compared with those with 10 or more years (approximately 48 percent), those with 4-6 years (approximately 44 percent), and those with 1-3 years (approximately 43 percent).

### Extent of Agreement with Approval Laws

On a scale of strongly disagree, disagree, undecided, agree and strongly agree, the teachers were asked to indicate their extent of agreement with the current approval law that allows English-certified teachers to teach journalism with six credit hours of journalism. The findings are presented in Table XIX.

TABLE XIX  
EXTENT OF AGREEMENT WITH ARKANSAS' JOURNALISM  
APPROVAL LAWS

LEVEL OF AGREEMENT	PERCENTAGE
n=180	
Strongly Disagree	18.89%
Disagree	39.44
Undecided	12.78
Agree	21.67
Strongly Agree	7.22
Total	100.00%

Chi Square=53.777776, DF=4. At the 99.5 percent confidence level there was a significant difference among the levels of agreement with the approval laws. There was no significant difference between the number of teachers who strongly disagreed or were undecided, but all other



differences were significant.

As Table XIX indicates, approximately 58 percent of the teachers disagreed with the approval laws, approximately 29 percent agreed, and approximately 13 percent were undecided.

Extent of Agreement With Approval Laws

As a Function of Teaching Status

A Complex Chi Square was computed to determine if there was a genuine relationship between the teachers' teaching status and extent of agreement with the approval laws. The findings are presented in Table XX.

TABLE XX

EXTENT OF AGREEMENT WITH ARKANSAS' APPROVAL LAWS  
AS A FUNCTION OF TEACHING STATUS

LEVEL OF AGREEMENT	CERTIFIED	APPROVED	DEFICIENT
	n=52	n=112	n=16
Strongly Disagree	46.14%	8.04%	6.25%
Disagree	34.62	44.64	18.75
Undecided	11.54	12.50	18.75
Agree	7.69	26.79	31.25
Strongly Agree	.00	8.04	25.00
Total	100.00%	100.00%	100.00%

Chi Square=49.709, DF=8, C=.4652. At the 99.5 percent

confidence level there was a moderately significant relationship between extent of agreement with Arkansas' journalism approval laws and teaching status. That is, extent of agreement with the journalism approval laws differed among the three categories of teaching status. Agreement with the approval laws was strongest among the teachers deficient to teach journalism (approximately 55 percent), compared with the certified teachers (approximately 8 percent) and the approved teachers (approximately 35 percent). Disagreement with the approval laws was strongest among the certified teachers (approximately 80 percent), compared with the approved teachers (approximately 53 percent) and the teachers deficient to teach journalism (approximately 25 percent).

Certified. The certified teachers were more likely to disagree with the approval laws and were less likely to disagree or be undecided. As Table XX indicates, approximately 80 percent of the certified teachers disagreed with the approval laws, approximately 8 percent agreed, and approximately 12 percent were undecided.

Approved. The teachers who were approved to teach journalism were more likely to disagree with the approval laws and less likely to be undecided, strongly disagree or strongly agree. As Table XX indicates, approximately 53 percent of the approved teachers strongly disagreed with the approval laws, approximately 35 percent agreed, and

approximately 12 percent were undecided.

Deficient. There were no significant differences among the levels of agreement for teachers who were deficient to teach journalism.

Extent of Agreement with Approval Laws

As a Function of Years of Experience

A Complex Chi Square was computed to determine if a genuine relationship existed between the teachers' extent of agreement with the approval laws and years of experience teaching journalism. Table XXI presents the findings.

TABLE XXI

EXTENT OF AGREEMENT WITH ARKANSAS' APPROVAL LAWS AS A  
FUNCTION OF YEARS OF JOURNALISM TEACHING EXPERIENCE

LEVEL OF AGREEMENT	1-3 YEARS	4-6 YEARS	7-9 YEARS	10 OR MORE YEARS
	n=63	n=57	n=31	n=29
Strongly Disagree	15.87%	14.04%	22.58%	31.03%
Disagree	31.75	45.61	38.71	44.83
Undecided	12.70	19.30	12.90	.00
Agree	25.40	17.54	25.81	17.24
Strongly Agree	14.29	3.51	.00	6.90
Total	100.00%	100.00%	100.00%	100.00%

Chi Square=19.862, DF=12, C=.3152. At the 95 percent confidence level, there was no significant relationship between extent of agreement with the journalism approval laws and years of journalism teaching experience. That is, whether the teachers agreed or not with Arkansas' journalism approval laws was not related to the teachers' years of experience. However, as illustrated in Table XXI, for each of the four categories of years of experience, the majority disagreed with the journalism approval laws. Disagreement was strongest among the teachers with 10 or more years of experience (approximately 76 percent), compared with those with 7-9 years of experience (approximately 61 percent), those with 4-6 years of experience (approximately 60 percent), and those with 1-3 years of experience (approximately 47 percent).

Extent of Agreement with Specifying  
Content of 24 Credit Hours Required  
for Journalism Certification

On a scale of strongly disagree, disagree, undecided, agree and strongly agree, the teachers were asked to indicate their extent of agreement with specifying the course content of the 24 credit hours required for certification in journalism. The findings are presented in Table XXII. (see Table XXII, page 75).

TABLE XXII

EXTENT OF AGREEMENT WITH SPECIFYING THE COURSE  
CONTENT OF THE 24 CREDIT HOURS REQUIRED FOR  
JOURNALISM CERTIFICATION

LEVEL OF AGREEMENT	PERCENTAGE
n=179	
Strongly Disagree	2.23%
Disagree	8.94
Undecided	22.35
Agree	54.75
Strongly Agree	11.73
Total	100.00%

Chi Square=153.883, DF=4. At the 99.5 percent confidence level there was a significant difference between the levels of agreement with specifying the course content of the 24 credit hours required for journalism certification. There was no significant difference between strongly agree and disagree, but all other differences were significant.

As Table XXII indicates, approximately 67 percent of the teachers agreed that the course content should be specified, approximately 11 percent disagreed, and approximately 22 percent were undecided.

Extent of Agreement With Specifying 24  
Credit Hours Required for Journalism  
Certification As a Function of  
Teaching Status

A Complex Chi Square was computed to determine if a genuine relationship existed between the teachers' level of agreement with specifying the content of the 24 credit hours required for certification and teaching status. The findings are presented in Table XXIII.

TABLE XXIII

EXTENT OF AGREEMENT WITH SPECIFYING THE COURSE CONTENT  
 OF THE 24 CREDIT HOURS REQUIRED FOR JOURNALISM  
 CERTIFICATION AS A FUNCTION OF  
 TEACHING STATUS

LEVEL OF AGREEMENT	APPROVED	CERTIFIED	DEFICIENT
	n=53	N=110	n=16
Strongly Disagree	3.77%	1.82%	.00%
Disagree	5.66	10.91	6.25
Undecided	13.21	23.64	43.75
Agree	54.60	56.36	37.50
Strongly Agree	20.75	7.27	12.50
Total	100.00%	100.00%	100.00%

Chi Square=14.097, DF=8, C=.2702. At the 95 percent confidence level, there was no significant relationship

between extent of agreement with specifying the course content of the 24 credit hours required for journalism certification and teaching status. That is, extent of agreement with specifying the course content of the 24 credit hours required for journalism certification was not related to teaching status. However, as indicated in Table XXIII, for each of the three categories of teaching status, the majority of the teachers agreed with specifying the course content. Agreement was strongest among the approved teachers (approximately 75 percent), compared with the certified teachers (approximately 54 percent) and the teachers deficient to teach journalism (approximately 50 percent).

Extent of Agreement With Specifying 24  
Credit Hours Required for Journalism  
Certification As a Function of  
Years of Experience

A Complex Chi Square was computed to determine if a genuine relationship existed between the teachers' extent of agreement with specifying the course content of the 24 credit hours in journalism required for journalism certification and years of journalism teaching experience. The findings are presented in Table XXIV (see Table XXIV, page 78).

Chi Square=12.615, DF=12. C=.2655. At the 95 percent confidence level, there was no significant relationship

between extent of agreement with specifying the course content of the 24 credit hours required for journalism certification and journalism teaching experience. That is, extent of agreement with specifying the course content of the 24 credit hours for certification was not related to teaching experience.

TABLE XXIV

EXTENT OF AGREEMENT WITH SPECIFYING THE COURSE CONTENT OF THE 24 CREDIT HOURS REQUIRED FOR JOURNALISM CERTIFICATION AS A FUNCTION OF JOURNALISM TEACHING EXPERIENCE

LEVEL OF AGREEMENT	1-3 YEARS	4-6 YEARS	7-9 YEARS	10 OR MORE YEARS
	n=63	n=57	n=30	n=29
Strongly Disagree	.00%	3.51%	6.67%	.00%
Disagree	9.52	7.02	13.33	6.90
Undecided	23.81	18.07	13.33	17.24
Agree	57.14	54.39	50.00	55.17
Strongly Agree	9.52	7.02	16.67	20.69
Total	100.00%	100.00%	100.00%	100.00%

As presented in Table XXIV, for each of the four categories of years of experience, the majority of the teachers agreed with specifying the course content. Agreement was strongest among the teachers with 10 or more years of experience (approximately 76 percent), compared



with those with 1-3 years and 7-9 years (approximately 67 percent each), and those with 4-6 years of experience (approximately 61 percent).

Extent of Agreement With Specifying  
Content of Six Hours Required  
for Journalism Approval

On a scale of strongly disagree, disagree, undecided, agree and strongly agree, the teachers were asked their extent of agreement with specifying the course content of the six credit hours of journalism required of English-certified teachers for approval to teach journalism. The findings are presented in Table XXV.

TABLE XXV

EXTENT OF AGREEMENT WITH SPECIFYING THE COURSE CONTENT  
OF THE SIX JOURNALISM CREDIT HOURS REQUIRED OF  
ENGLISH-CERTIFIED TEACHERS TO RECEIVE APPROVAL  
TO TEACH JOURNALISM

LEVEL OF AGREEMENT	PERCENTAGE
n=178	
Strongly Disagree	3.37%
Disagree	11.80
Undecided	11.24
Agree	49.44
Strongly Agree	24.16
Total	100.00%

Chi Square=116.11, DF=4. At the 99.5 percent confidence level, there was a significant difference between the levels of agreement with specifying the course content of the six journalism credit hours required for English-certified teachers to receive approval to teach journalism. There was no significant difference between disagree and undecided, but all other differences were significant.

As indicated in Table XXV, approximately 74 percent of the teachers agreed with specifying the course content, approximately 15 percent disagreed, and approximately 11 percent were undecided.

Extent of Agreement With Specifying  
Content of Six Hours Required for  
Journalism Approval As a Function  
of Teaching Status

A Complex Chi Square was computed to determine if a genuine relationship existed between the teachers' level of agreement with specifying the course content of the six hours required of English-certified teachers for approval to teach journalism, and teaching status. The findings are presented in Table XXVI (see Table XXVI, page 81).

Chi Square=44.920, DF=8, C=.5024. At the 99.5 percent confidence level, there was a moderately significant relationship between extent of agreement with specifying the course content of the six journalism credit hours required

of English-certified teachers to receive approval to teach journalism and teaching status. That is, extent of agreement with specifying the course content of the six journalism credit hours for approval differed among the three categories of teaching status.

TABLE XXVI

EXTENT OF AGREEMENT WITH SPECIFYING THE COURSE CONTENT OF THE SIX JOURNALISM CREDIT HOURS REQUIRED OF ENGLISH-CERTIFIED TEACHERS TO RECEIVE APPROVAL TO TEACH JOURNALISM AS A FUNCTION OF TEACHING STATUS

LEVEL OF AGREEMENT	CERTIFIED	APPROVED	DEFICIENT
	n=51	n=110	n=17
Strongly Disagree	5.58%	2.73%	.00%
Disagree	7.84	13.64	11.76
Undecided	.00	15.45	17.65
Agree	31.37	58.18	47.06
Strongly Agree	54.90	10.00	23.53
Total	100.00%	100.00%	100.00%

Agreement was strongest among the certified teachers (86 percent), compared with the deficient teachers (approximately 71 percent) and the approved teachers (approximately 68 percent). Disagreement was strongest among the approved teachers (approximately 17 percent), compared with the certified teachers (approximately 14 percent) and the teachers deficient to teach journalism

(approximately 12 percent).

Certified. The certified teachers were more likely to strongly agree or agree with specifying the course content for journalism approval and were less likely to be undecided or strongly disagree. As Table XXVI indicates, approximately 87 percent of the certified teachers agreed with specifying the course content and approximately 13 percent disagreed.

Approved. The teachers approved to teach journalism were more likely to agree with specifying the course content for journalism approval and were less likely to strongly disagree. As indicated in Table XXVI, approximately 68 percent of the approved teachers agreed with specifying the course content, approximately 17 percent disagreed, and approximately 15 percent were undecided.

Deficient. The teachers deficient to teach journalism were more likely to agree with specifying the course content of the six credit hours for journalism approval and were less likely to disagree. As indicated in Table XXVI, approximately 71 percent of the teachers deficient to teach journalism agreed with specifying the course content, approximately 12 percent disagreed, and approximately 11 percent were undecided.

Extent of Agreement With Specifying  
Content of Six Hours Required for  
Journalism Approval as a Function  
of Years of Experience

A Complex Chi Square was computed to determine if a genuine relationship existed between extent of agreement with specifying the course content of the six journalism hours required of English-certified teachers for approval to teach journalism and journalism teaching experience. The findings are presented in Table XXVII.

TABLE XXVII

EXTENT OF AGREEMENT WITH SPECIFYING THE COURSE CONTENT OF  
 THE SIX JOURNALISM CREDIT HOURS REQUIRED OF ENGLISH-  
 CERTIFIED TEACHERS TO RECEIVE APPROVAL TO TEACH  
 JOURNALISM AS A FUNCTION OF YEARS OF  
 JOURNALISM TEACHING EXPERIENCE

LEVEL OF AGREEMENT	1-3 YEARS	4-6 YEARS	7-9 YEARS	10 OR MORE YEARS
	n=63	n=57	n=29	n=29
Strongly Disagree	3.17%	3.51%	6.90%	.00%
Disagree	11.11	10.53	20.69	6.90
Undecided	19.05	8.77	3.45	6.90
Agree	52.38	56.14	34.48	44.83
Strongly Agree	14.29	21.05	34.48	41.38
Total	100.00%	100.00%	100.00%	100.00%

Chi Square=20.150, DF=12, C=.3189. At the 95 percent confidence level there was no significant relationship between extent of agreement with specifying the course content of the six journalism credit hours required of English-certified teachers to receive approval to teach journalism and journalism teaching experience. That is, extent of agreement with specifying the course content of the six journalism credit hours required of English-certified teachers to receive approval to teach journalism was not related to years of journalism teaching experience. However, as indicated in Table XXVII, for each of the four categories of teaching experience, the majority of the teachers agreed with specifying the course content. Agreement was strongest among the teachers with 10 or more years of experience (approximately 86 percent), compared with those with 4-6 years of experience (approximately 77 percent), those with 7-9 years of experience (approximately 68 percent), and those with 1-3 years of experience (approximately 67 percent).

Teachers' Ranking of the Most Beneficial  
Courses for Preparation to Teach  
High School Journalism

To determine the teachers' opinion of the most beneficial courses for preparation to teach high school journalism, the journalism teachers were given a list of 10 journalism courses and were asked to rank the top four

courses they believed were most beneficial for teaching high school journalism. The study sought to determine the eight most beneficial courses, because eight courses, at three semester hours per course, is equivalent to 24 hours, the number of hours required for journalism certification. A ranking of "1" was placed beside the most beneficial course, and a ranking of "4" was placed beside the fourth most beneficial course.

#### Differences Among Courses Ranked

##### First, Second, Third and Fourth

Table XXVIII (see page 86) presents the differences among the courses that were ranked first, differences among the courses that were ranked second, differences among the courses ranked third and differences among courses ranked fourth.

Courses Ranked First. Chi Square=330.17, DF=10. At the 99.5 percent confidence level there were significant differences among the courses ranked first by the teachers as most important for preparation to teach high school journalism. There were no significant differences among desk-top publishing, communications law, introduction to mass communication, design/graphics, journalism ethics and journalism history, or among communications law, journalism ethics, journalism history or photography. All other differences were significant.

As Table XXVIII indicates, approximately 46 percent of

the teachers believed newswriting was the most important course for preparation to teach high school journalism, followed by publications advising, which received approximately 25 percent of the first place rankings.

TABLE XXVIII

DIFFERENCES AMONG COURSES RANKED FIRST, SECOND, THIRD AND FOURTH BY JOURNALISM TEACHERS AS MOST BENEFICIAL FOR PREPARATION TO TEACH HIGH SCHOOL JOURNALISM

COURSE	FIRST	SECOND	THIRD	FOURTH
	n=175	n=175	n=175	n=175
Communications Law	2.85%	7.43%	5.71%	5.71%
Design/Graphics	5.71	14.86	15.43	20.00
Desk-Top Publishing	6.29	8.00	10.29	17.71
Editing	1.71	16.57	18.86	13.71
Intro. to Mass Comm.	5.71	2.86	2.86	4.57
Journalism Ethics	2.29	3.43	4.14	5.71
Journalism History	2.29	2.29	2.29	1.71
Newswriting	46.29	18.29	12.00	5.71
Photography	1.71	15.43	15.43	13.14
Publications Advising	24.57	10.86	8.00	10.29
Other	.57	.00	.00	1.71
Total	100.00%	100.00%	100.00%	100.00%

Courses Ranked Second. Chi Square=57.75, DF=10. At the 99.5 percent confidence level there were significant differences among the courses ranked second by the teachers in the list of most important courses for preparation to teach high school journalism. There were no significant



differences among newswriting, editing, photography, design/graphics and publications advising, among design/graphics, publications advising and desk-top publishing, among desk-top publishing, communication law and journalism ethics, or among communication law, journalism ethics and journalism history. All other differences were significant.

Courses Ranked Third. Chi Square=48.543, DF=10. At the 99.5 percent confidence level there was significant differences among the courses ranked third by the teachers in the list of most important courses for preparation to teach high school journalism. There were no significant differences among editing, design/graphics, photography and newswriting, among design/graphics, photography, newswriting, desk-top publishing and journalism ethics, among newswriting, desk-top publishing, journalism ethics, publications advising and communication law, or among communication law, introduction to mass communication and journalism history. All other differences were significant.

Courses Ranked Fourth. Chi Square=58.864, DF=10. At the 99.5 percent confidence level there were significant differences among the courses ranked fourth by the teachers in the list of most important courses for preparation to teach high school journalism. There were no significant differences among design/graphics, desk-top publishing, editing and photography, among desk-top publishing, editing,

photography and publications advising, among photography, publications advising, communication law, journalism ethics and newswriting, or among communication law, journalism ethics, newswriting, introduction to mass communication and journalism history. All other differences were significant.

#### Overall Rankings by Teachers of Courses

##### Most Beneficial for Preparation to Teach High School Journalism

Table XXIX (see page 89) presents the rankings given by the teachers when they ranked the four most beneficial courses for preparation to teach high school journalism. For each course, the number of first, second, third and fourth place votes was tabulated. Table XXIX presents the percentage of combined first, second, third and fourth place votes each course received.

As Table XXIX indicates, the teachers' ranking of the most beneficial courses for preparation to teach high school journalism, based on the total number of votes each course received, was: newswriting, design/graphics, publications advising, editing, photography, desk-top publishing, communications law and journalism ethics.

In the opinion of the certified teachers, the four most beneficial courses were newswriting, publications advising, and design/graphics and editing (no difference). The approved teachers believed the four most beneficial courses were newswriting, design/graphics, publications advising and

editing. The teachers deficient to teach journalism believed the most beneficial courses were newswriting and photography, followed by design/graphics, publications advising and editing.

TABLE XXIX

PERCENTAGE OF TOTAL VOTES EACH COURSE RECEIVED AS BEING THE FIRST, SECOND, THIRD OR FOURTH MOST BENEFICIAL COURSE FOR PREPARATION TO TEACH HIGH SCHOOL JOURNALISM AS RANKED BY THE JOURNALISM TEACHERS, AND PREFERENCES BY STATUS

COURSE	C	A	D	PERCENTAGE
n=174				
Newswriting	1	1	1	20.69%
Design/Graphics	3	2	3	14.08
Publications Advising	2	3	3	13.51
Editing	3	4	3	12.79
Photography			2	11.49
Desk-Top Publishing				10.63
Communications Law				5.46
Journalism Ethics				5.17
Intro. to Mass Comm.				4.02
Journalism History				2.16
Total				100.00%

C=Certified; A=Approved; D=Deficient

Department Chairs' Ranking of the Most  
Beneficial Courses for Preparation to  
Teach High School Journalism

To determine the most beneficial courses for

preparation to teach high school journalism, in the opinion of the journalism department chairs, the chairs were asked to rank on a scale of "1" to "4" the top four courses they felt were most beneficial.

#### Differences Among Courses Ranked

##### First, Second, Third and Fourth

Table XXX presents the differences among the courses that were ranked first, differences among the courses ranked second, differences among the courses ranked third, and differences among the courses ranked fourth by the journalism department chairpersons as most beneficial for preparation to teach high school journalism.

Courses Ranked First. Chi Square=199.485, DF=10. At the 99.5 percent confidence level, there were significant differences among the courses ranked first by the department chairpersons as the most beneficial course for preparation to teach high school journalism. There was a significant difference between newswriting and all other courses. All other differences were significant. As indicated in Table XXX (see page 91), approximately 81 percent of the chairpersons selected newswriting as the most beneficial course.

Courses Ranked Second. Chi Square=11.854, DF=9. At the 95 percent confidence level there were no significant differences among the courses ranked by the department

chairpersons as the second most beneficial course for preparation to teach high school journalism.

TABLE XXX

DIFFERENCES AMONG COURSES RANKED FIRST, SECOND, THIRD AND FOURTH BY JOURNALISM DEPARTMENT CHAIRPERSONS AS MOST BENEFICIAL FOR PREPARATION TO TEACH HIGH SCHOOL JOURNALISM

COURSE	FIRST	SECOND	THIRD	FOURTH
	n=21	n=21	n=21	n=21
Communication Law	.00%	.00%	.00%	4.76%
Design/Graphics	.00	.00	9.53	9.52
Desktop Publishing	9.52	14.29	23.81	19.05
Editing	.00	23.80	33.33	19.05
Intro. to Mass Comm.	4.76	14.29	4.76	.00
Journalism Ethics	.00	9.52	9.52	4.76
Journalism History	.00	.00	.00	4.76
Newswriting	80.95	14.29	.00	.00
Photography	.00	9.52	14.29	28.58
Publications Advising	4.76	14.29	4.76	9.52
Total	100.00%	100.00%	100.00%	100.00%

Courses Ranked Third. Chi Square=19.948, DF=9. At the 7.5 percent confidence level, there were significant differences among the courses ranked by the department chairpersons as the third most beneficial course for preparation to teach high school journalism. There were no significant differences among editing, desktop publishing, photography, design/graphics and journalism ethics, among

desk-top publishing, photography, design/graphics, journalism ethics, introduction to mass communication and publications advising, or among photography, design/graphics, journalism ethics, introduction to mass communication, publications advising, communication law, journalism history and newswriting. All other differences were significant.

Courses Ranked Fourth. Chi Square=16.95, DF=9. At the 95 percent confidence level there were significant differences among the courses ranked by the department chairs as fourth most beneficial for preparation to teach high school journalism. There were no significant differences among photography, desktop publishing, editing, design/graphics, publications advising, communication law, journalism ethics or journalism history. There was also no significant differences among design/graphics, publications advising, communication law, journalism ethics, journalism history, introduction to mass communication and newswriting. All other differences were significant.

Overall Ranking By Journalism Department  
Chairpersons of Most Beneficial Courses  
for Preparation to Teach High  
School Journalism

Table XXXI (see page 93) presents the journalism department chairpersons' overall ranking of the eight most

beneficial courses for preparation to teach high school journalism. The ranking is based on the combined number of first, second, third and fourth place votes each course received from the department chairpersons.

As indicated in Table XXXI, the eight most beneficial courses for preparation to teach high school journalism, according to the journalism department chairpersons, were newswriting, editing, desktop publishing, photography, publications advising, introduction to mass communication, journalism ethics, and design/graphics.

TABLE XXXI

PERCENTAGE OF TOTAL VOTES EACH COURSE RECEIVED AS BEING THE FIRST, SECOND, THIRD OR FOURTH MOST BENEFICIAL COURSE FOR PREPARATION TO TEACH HIGH SCHOOL JOURNALISM AS RANKED BY THE JOURNALISM DEPARTMENT CHAIRPERSONS

COURSE	PERCENTAGE
n=21	
Newswriting	23.81%
Editing	19.05
Desktop Publishing	16.67
Photography	13.10
Publications Advising	8.33
Intro. to Mass Comm.	5.95
Journalism Ethics	5.95
Design/Graphics	4.76
Communication Law	1.19
Journalism History	1.19
Total	100.00%

Comparison of Teachers' and Chairpersons'  
 Ranking of the Most Beneficial Courses  
 for Preparation to Teach Journalism

A Spearman Rho Correlation was tabulated to determine the relationship between the teachers' ranking of the most beneficial courses for preparation to teach high school journalism and the ranking by the journalism department chairpersons. Table XXXII presents the comparison.

TABLE XXXII

COMPARISON OF TEACHERS' RANKING AND THE JOURNALISM  
 DEPARTMENT CHAIRPERSONS' RANKING OF THE MOST  
 BENEFICIAL COURSES FOR PREPARATION TO  
 TEACH HIGH SCHOOL JOURNALISM

---

TEACHER RANKING

DEPT. CHAIRMEN RANKING

---

Newswriting  
 Design/Graphics  
 Publications Advising  
 Editing  
 Photography  
 Desktop Publishing  
 Communication Law  
 Journalism Ethics  
 Intro to Mass Comm.  
 Journalism History

Newswriting  
 Editing  
 Desktop Publishing  
 Photography  
 Publications Advising  
 \*Intro to Mass Comm.  
 \*Ethics  
 Design/Graphics  
 \*Communication Law  
 \*Journalism History

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\*Intro to Mass Comm. and Journalism Ethics received the same number of votes, as did Communication Law and Journalism History.



Spearman Rho Correlation=.579. There was a moderate, positive relationship between the teachers' ranking of the most beneficial courses for preparation to teach high school journalism and the ranking by the journalism department chairpersons. That is, there was much agreement as to which courses are most beneficial, although the agreement is not exact.

#### Efforts in Encouraging Journalism Majors to Seek Secondary Teaching Certification

The journalism department chairmen were asked to respond to the following question: "Does your department encourage your journalism majors to seek secondary teaching certification? If so, please explain."

Four of the department chairpersons responded that they do not encourage their majors to seek secondary teaching certification. One responded, "No. But maybe we should." One responded, "No. It would be fine, but we don't push it." And, one responded, "Yes. Those students who are able and inclined toward teaching are encouraged to pursue a teaching career."

#### In Conclusion

The results of two questions printed on the survey of high school journalism teachers were not calculated. Question 10, "In your opinion, what is the minimum number of journalism hours needed for preparation to teach high school

journalism?" was not calculated because the question should have read, "In your opinion, what is the minimum number of journalism hours English-certified teachers need for preparation to teach high school journalism?" The data from this question were not needed to answer the research questions of this study.

The results of question 18 also were not calculated. The questions asked teachers to check, on a list provided, the college/university journalism courses for which they have received credit. This question was not calculated because of low response rate and problems with coding. Teachers responded with such answers as, "Whatever was offered at Fayetteville in 1974," etc. Others responded that they couldn't remember exactly all the courses they had taken. As with question 10, the data from question 18 were not needed to answer the research questions of this study.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### General

High school journalism continues to battle state departments of education for a place in the secondary curriculum as evidenced by the fact that only Arkansas and Iowa require teachers of journalism to complete any journalism coursework and that journalism be offered on a regular basis. In 1987, the Arkansas legislature included in the school standards the requirement that each high school in the state offer journalism a minimum of every other year.

This requirement, along with the already implemented journalism certification requirements, placed on the state the burden of staffing more than 300 high schools in Arkansas with qualified journalism teachers. One way of meeting this challenge is through the help of the state's institutions of higher education and their continuing education programs in journalism.

The purpose of this study was to determine if the continuing education needs of the journalism teachers in the state were being met by the state's colleges and universities. The study further sought to determine the

continuing education wants of the journalism teachers, their opinions on state certification and approval laws, and their opinion on beneficial courses for teaching high school journalism. In addition to the continuing education offerings at the institutions, this study also sought to determine the beneficial courses for teaching high school journalism in the opinion of the journalism department chairpersons at the colleges and universities, and what steps the chairpersons take to encourage their journalism majors to seek secondary teaching certification.

Teacher needs, wants and opinions were gathered by surveying the journalism teacher(s) at each of the 286 high schools in Arkansas that offered journalism during the 1990-91 academic year. Department chairperson opinions and information on college and university offerings were gathered by surveying the journalism department chairpersons at each of Arkansas' two- and four-year institutions.

### Summary and Conclusions

#### Needs in Obtaining Journalism Approval/ Certification Compared with Institutional Offerings

Based on a comparison of the number of hours needed for journalism certification and the courses offered through continuing education formats at the state's institutions of higher education, it was determined that teachers in 42 of

Arkansas' 74 counties cannot fully obtain journalism certification within a 75-mile driving distance of their county. Only two of the state's 31 institutions offer sufficient coursework through continuing education for teachers to obtain journalism certification.

These data indicate that it is difficult for teachers in more than one-half of the counties to return to school to obtain journalism certification. Therefore, the schools in these counties may decide to require English-certified teachers to obtain approval, whether the teacher has an interest in journalism or not, so the school district will be in compliance with the state standards.

Based on a comparison of the requirements for journalism approval and the courses offered through continuing education formats, it was determined that English teachers in 13 of the state's 74 counties cannot obtain six hours of journalism coursework through continuing education within a 75-mile driving distance of their county. Only eight of the state's 31 institutions offer six hours of journalism coursework through continuing education formats.

#### Teachers' Pursuit of Continuing Education

The study revealed that approximately 50 percent of the teachers who responded indicated that they were not likely to pursue continuing education in journalism, 30 percent responded that they were likely, and 20 percent were

undecided. Despite the fact that one-half of the teachers responded they were not likely to pursue continuing education, one-half responded they were likely or were undecided. As one respondent indicated, she was unlikely to pursue continuing education because there was never anything offered that was convenient for her to take. If courses were offered in her part of the state, perhaps she would have answered "likely" or "very likely."

If teachers do seek continuing education, it was important to 64 percent that they receive graduate credit. One reason might be that some school districts in Arkansas reward teachers for completing graduate work.

In regard to course content, the teachers most preferred desktop publishing. This was not surprising because more and more schools are providing yearbook companies with camera-ready yearbook layouts and are designing their newspapers camera-ready as well. Other courses listed most often were design/graphics, publications advising, and photography. Their preference for continuing education format was correspondence course via electronic technology, and the electronic technology formats they most preferred were two-way audio and one-way video.

#### Teachers' Extent of Agreement With Certification/Approval Laws

Certification Laws. Approximately 45 percent of the teachers disagreed with the current certification laws,

approximately 40 percent agreed, and approximately 15 percent were undecided. Extent of agreement differed among the three categories of teaching status. The certified teachers were more likely to agree (78 percent), the approved teachers were more likely to disagree (45 percent), and the teachers deficient to teach journalism were more likely to be undecided (50 percent). It was also determined that extent of agreement with the certification laws was not related to years of journalism teaching experience.

Approval Laws. Approximately 58 percent of the teachers disagreed with the journalism approval laws, approximately 29 percent agreed, and approximately 13 percent were undecided. Extent of agreement with the journalism approval laws differed among the three categories of teaching status. The certified teachers were more likely to disagree (81 percent), the approved teachers were more likely to disagree (53 percent), but the teachers deficient to teach journalism were more likely to agree (55 percent).

While it was not surprising that the certified teachers disagreed with the approval laws, it was interesting that 53 percent of the approved teachers disagreed, for reasons not given. It was also determined that extent of agreement with the journalism approval laws was not related to years of journalism teaching experience.

Specification of Hours for Certification.

Approximately 67 percent of the teachers agreed that the

course content of the 24 journalism credit hours for certification should be specified, while approximately 11 percent disagreed and approximately 22 percent were undecided. Extent of agreement with specifying the course content for certification was not related to teaching status or to journalism teaching experience.

Specification of Hours for Approval. Approximately 74 percent of the teachers agreed with specifying the course content of the six journalism credit hours required of English-certified teachers to receive approval to teach journalism, while approximately 15 percent disagreed and approximately 11 percent were undecided. Extent of agreement with specifying the six hours differed among the three levels of teaching status, although the majority in each level agreed that content should be specified.

Eighty-seven percent of the certified teachers agreed, 68 percent of the approved teachers agreed, and 71 percent of the teachers deficient to teach journalism agreed. Extent of agreement with specifying the six hours for journalism approval was not related to years of journalism teaching experience.

Most Beneficial Courses for  
Preparation To Teach High  
School Journalism

The most beneficial courses for preparation to teach



high school journalism, in the opinion of the high school journalism teachers, were: newswriting, design/graphics, publications advising, editing, photography, desktop publishing, communications law, journalism ethics, introduction to mass communications, and journalism history.

The most beneficial courses, in the opinion of the journalism department chairpersons, were: newswriting, editing, desktop publishing, photography, publications advising, introduction to mass communication and journalism ethics (no difference), design/graphics, and journalism law and journalism history (no difference). Although the two groups were not in exact agreement on the ranking the courses, there was much agreement. The two groups did agree that newswriting was the most beneficial course for preparation to teach high school journalism.

### Efforts to Encourage Journalism

#### Certification

Of the seven journalism department chairpersons who responded to the question concerning their efforts in encouraging journalism majors to seek secondary teaching certification, four responded that they do not encourage certification and one responded that he does. Overall, there was a sense that students were expected to pursue education hours on their own initiative.

## Implementation of Findings

Based on the findings of this study, it is recommended that the journalism department chairpersons examine their continuing education offerings in journalism and seek better ways to meet the certification and approval needs of the teachers in their part of the state. Attempts might be made to better accommodate secondary teachers and their teaching schedules by offering more courses through continuing education formats and by offering a variety of courses so that teachers can work toward and eventually obtain certification or approval.

The journalism department chairpersons should also consider the continuing education wants of the teachers by offering courses that they desire, such as desktop publishing. It should also be noted by the chairpersons that for a majority of the teachers, graduate credit is important.

Until the state department of education specifies the course content of the credit hours required for journalism certification and approval, it is also recommended that the journalism department chairpersons work with the teacher certification personnel at their institutions to define the curriculum required for journalism certification.

Finally, with Arkansas' commitment to scholastic journalism and the growing number of journalism teachers needed in the state, the journalism department chairpersons

should seek ways to identify and encourage students interested in teaching to seek secondary teaching certification. Perhaps a unit on scholastic journalism is warranted as part of a freshman journalism course.

Also based on the findings of this study, it is recommended that the Arkansas State Department of Education consider redefining the requirements for approval to teach journalism, and consider specifying the course content, or a portion of the 24 and six credit hours, of the journalism coursework required for journalism certification and journalism approval, respectively.

#### Recommendations for Further Research

It is recommended that the journalism department chairpersons at Arkansas' institutions of higher education survey the teachers in their particular part of the state to determine more specifically the continuing education needs and wants of the journalism teachers in their area. The study might be conducted every five years so that the institutions can be aware of changes in teacher needs and wants. For example, with the use of computers in publishing the high school newspaper and yearbook, desktop publishing is the most preferred course identified in this study, a course that may not have ranked first five, or especially ten, years ago.

In recommending that the Arkansas State Department of Education redefine the journalism approval laws and specify

the course content for journalism certification and approval, it is also recommended that further study be done to determine what the approval laws and course content should be. While this study focused on the opinions of Arkansas journalism teachers and college and university department chairpersons, it is recommended that before changes are made, scholastic journalists from other states be surveyed to provide a broader knowledge base for use in decision-making.

### Conclusion

Teachers in 57 percent of Arkansas' counties cannot receive journalism certification through continuing education, and English-certified teachers in 18 percent of the counties cannot receive approval to teach journalism through continuing education at Arkansas' institutions of higher education. These data, in addition to the fact that 52 of Arkansas' high schools not offering journalism this year will be required to do so next year, and that 32 of the teachers teaching this year are not in compliance with state laws, place a great responsibility on Arkansas' institutions of higher education to examine their journalism continuing education offerings and seek ways to meet the needs and the wants of the teachers in the state.

By requiring each high school in the state to offer journalism a minimum of every other year, and by requiring some of the strictest certification and approval laws in the

country, the Arkansas legislature, through adopting the current school standards, has endorsed the importance of journalism in the high school curriculum. However, revision is in order. In light of the fact that the teachers surveyed were in disagreement with the journalism approval laws and in agreement that course content for journalism certification and approval be specified, the state needs to strengthen its already strong commitment to scholastic journalism by addressing the concerns expressed in this study.

As cited in Chapter II, Jack Devorak of the University of Iowa School of Journalism and Mass Communication wrote that journalism has fought an uphill battle for several years to seek respectability. In Arkansas, journalism has found respectability; respectability granted by few other states and respectability that calls for continued commitment, review and renewal.

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## APPENDIXES



3. Listed below are topics for journalism coursework. Please check all course topics in which you are interested in pursuing coursework. Do not check those for which you have already received credit.

- a. communications law: current laws affecting print and broadcast journalism, focusing on laws affecting student press rights
- b. design/graphics: yearbook and newspaper layout
- c. desk-top publishing: use of computers in producing yearbooks and newspapers
- d. editing: critiquing and editing copy
- e. intro to mass media: a survey course of mass communications and its role in society
- f. journalism ethics: the manner in which journalists fulfill their responsibility
- g. journalism history: survey of journalism history, the origin of present-day journalism practices
- h. newswriting: news reporting, interviewing and writing
- i. photography: history and use of photographic equipment
- j. publications advising: responsibilities of advising yearbooks and newspapers
- k. other: please explain \_\_\_\_\_
- l. other: please explain \_\_\_\_\_

4. Listed below are possible ways to pursue additional coursework in journalism. Rank order these options according to how you would prefer to receive additional coursework. Place a "1" before the option you most favor. If you rank only the options provided, place a "7" by the option which you least favor. If you list an additional option, place an "8" by the option you least favor. Give a ranking to each option. use each number only once.

- a. Evening course: offered within a 75-mile driving distance of your home, fall or spring semester.
- b. Saturday course: offered within a 75-mile driving distance of your home, fall or spring semester.
- c. Summer school session: offered on a university campus four week or longer in duration.
- d. Three Weeks or Fewer Summer Course: offered on a university campus, summer only, held in conjunction with a publications workshop for students.
- e. Three Weeks or Fewer Summer Course: offered on a university campus, summer only, NOT held in conjunction with a publications workshop for students.

(Question 4 continued on next page.)

- \_\_\_\_\_f. Correspondence Course Via Mail: offered by a university, assignments are mailed to you, completed by you, and then mailed back to the university for evaluation and grading. All work is completed by you on your personal time.
- \_\_\_\_\_g. Correspondence Course Via Technology: offered by a university, you receive lectures and instructions live via television or telephone. Materials are mailed in advance. Completed assignments are mailed to the university for evaluation and grading.
- \_\_\_\_\_h. Other: please explain.

5. Listed below are three ways to take a correspondence course via electronic technology. Rank the following options according to your preference, with "1" being your first preference and "3" being your last preference.

- \_\_\_\_\_a. Two-way Audio: Lectures and instructions are given live, via telephone lines, and you are able to communicate with the instructor.
- \_\_\_\_\_b. One-way Audio/Video: Lectures and instructions are given live, via television/satellite. You are not able to communicate live with the instructor.
- \_\_\_\_\_c. Two-way Audio/Video: Lectures and instructions are given live, via television/satellite. You are able to communicate live with the instructor.

## II. TEACHER OPINIONS OF STATE REQUIREMENTS

For items 6 through 9, check the blank that represents your answer. (SDA=strongly disagree; DA=disagree; UND=undecided; A=agree; SA=strongly agree.)

	SDA	DA	UND	A	SA
6. All high school journalism teachers need to meet the certification requirements of 24 hours in journalism.	_____	_____	_____	_____	_____
7. English teachers with six hours of journalism are sufficiently prepared to teach journalism.	_____	_____	_____	_____	_____
8. The course content of the 24 hours of coursework required for certification needs to be specified.	_____	_____	_____	_____	_____

9. The course content of the 6 hours of journalism required for English-certified journalism teachers needs to be specified. \_\_\_\_\_

10. In your opinion, what is the MINIMUM number of journalism course hours needed for preparation to teach high school journalism? (Assume that three credit hours are awarded per semester course.)

- \_\_\_\_\_ a. 0-6
- \_\_\_\_\_ b. 9-12
- \_\_\_\_\_ c. 15-18
- \_\_\_\_\_ d. 24 or more

11. Listed below are topics for journalism coursework. Please rank the top FOUR most beneficial courses for teachers of high school journalism. Place a "1" by the course you feel is most beneficial, a "2" by the second most beneficial course, etc. Rank only the top FOUR. Use each number only once.

- \_\_\_\_\_ a. communications law
- \_\_\_\_\_ b. design/graphics
- \_\_\_\_\_ c. desk-top publishing
- \_\_\_\_\_ d. editing
- \_\_\_\_\_ e. intro to mass media
- \_\_\_\_\_ f. journalism ethics
- \_\_\_\_\_ g. journalism history
- \_\_\_\_\_ h. newswriting
- \_\_\_\_\_ i. photography
- \_\_\_\_\_ j. publications advising
- \_\_\_\_\_ k. other: please explain \_\_\_\_\_
- \_\_\_\_\_ l. other: please explain \_\_\_\_\_

### III. BACKGROUND INFORMATION

For items 12 through 18, check one response per question.

12. What is your current journalism teaching status?

- \_\_\_\_\_ a. certified (minimum 24 semester hours in journalism)
- \_\_\_\_\_ b. approved (English + minimum 6 semester hours in journalism)
- \_\_\_\_\_ c. deficient (neither certified or approved)
- \_\_\_\_\_ d. other (please explain) \_\_\_\_\_

13. For how many years have you taught journalism, including the current school year?

- a. 1-3 years
- b. 4-6 years
- c. 7-9 years
- d. 10 or more years

14. What is the student population of your high school (grades 10-12)?

- a. less than 100
- b. 100-199
- c. 200-299
- d. 300-399
- e. 400 or more

15. Did your high school offer journalism as part of the secondary curriculum BEFORE the 1982 educational standards were implemented?

- a. yes
- b. no

16. How many students do you have enrolled currently in journalism courses at your high school? (If a student is enrolled in two journalism classes, count him twice, etc.)

- a. less than 10
- b. 10-25
- c. 26-50
- d. more than 50

17. Which of the following best describes your journalism program?

- a. publications classes only (primary purpose is to produce the newspaper and/or yearbook)
- b. publications classes and non-publications classes (in addition to classes that produce the newspaper and/or yearbook, journalism classes that do not produce a publication are offered)

18. What college/university journalism courses have you completed? Check ALL that apply.

- a. communications law
- b. design/graphics
- c. desk-top publishing
- d. editing
- e. intro to mass media
- f. journalism ethics
- g. journalism history
- h. newswriting
- i. photography
- j. publications advising
- k. other (please explain) \_\_\_\_\_
- l. other (please explain) \_\_\_\_\_

End of Questionnaire

THANK YOU

APPENDIX B

COVER LETTER FOR TEACHER SURVEY

INSTRUMENT: FIRST MAILING

Dear Publications Adviser:

I am a graduate student at Oklahoma State University, and I am currently working on my doctoral dissertation focusing on high school journalism in Arkansas.

I am interested in determining: (1) the continuing education needs in journalism of the current high school journalism teachers in Arkansas compared to course offerings by the state's colleges and universities, and (2) the journalism teachers' level of agreement with the state's current certification and approval laws.

Enclosed you will find a questionnaire which covers these two areas of interest. I am asking you, as a current high school journalism teacher, to offer your opinion concerning your continuing education needs in journalism and your agreement with the certification and approval laws. Although your individual answers will be confidential and your name will not be used in any way, the compiled results will provide valuable information on how the state's educational institutions can best serve you and the future of high school journalism in Arkansas.

If there is more than one journalism teacher at your high school, please feel free to duplicate the questionnaire. I am attempting to survey all high school teachers who are teaching journalism during the 1990-91 academic year.

I ask that you please return the questionnaire by Jan. 31 (before the proposed postal rate change!). A postage-paid envelope is enclosed for your convenience. If you have any questions, please feel free to contact me. I want to thank you in advance for your participation.



Sincerely,

Deborah Root

20-2 N. University Place  
Stillwater, OK 74075  
(405) 744-1723

P.S. The number written on the top right corner of the first page of the survey is for the purpose of identifying who returns the survey. It will be clipped upon receipt so that no answers will be associated with a particular teacher.

APPENDIX C

COVER LETTER FOR TEACHER SURVEY

INSTRUMENT: SECOND MAILING

Dear Publications Adviser:

I am a doctoral candidate at Oklahoma State University, and the focus of my dissertation is high school journalism in Arkansas. Last month I mailed questionnaires to Arkansas high school journalism teachers concerning continuing education plans and opinions on state certification and approval laws.

According to my records, I have not received your response. I have enclosed a copy of the questionnaire in case you did not receive the first one. If you have responded, perhaps I will receive your questionnaire in the next few days.

Your response is important to this study. Compiled responses will help to determine if the continuing education needs of Arkansas' high school journalism teachers are currently being met by the state's universities, and to what degree the journalism teachers agree with the current certification and approval laws. Individual responses are confidential and no response will be identified with a particular teacher or school.

I am asking that you return the questionnaire by Feb. 23. If you have any questions, please feel free to call me. I want to thank you for your participation.

Sincerely,

Deborah Root

20-2 N. University Place  
Stillwater, OK 74075  
(405) 744-1723

P.S. If there is more than one journalism teacher at your high school, please feel free to duplicate the questionnaire.

APPENDIX D

JOURNALISM DEPARTMENT CHAIR SURVEY

INSTRUMENT

Journalism Department Chair Survey

I appreciate your participation in this survey. When you have completed the survey, please return it to: Deborah Root, 20-2 N. University Pl., Stillwater, OK 74075. If you have any questions, please feel free to call me at 405-744-1723.

I. JOURNALISM CONTINUING EDUCATION OFFERINGS

1. Does your institution offer journalism courses? (Check one.)

- a. yes (Proceed to question 2.)  
 b. no (If your institution has plans to begin offering journalism courses in the next three years, please indicate in the space below what those plans are. After you have completed this question, do not complete the rest of the questionnaire.)

2. Does your institution offer evening courses in journalism? (Check one.)

- a. yes  
 b. no

IF YES, please list each evening course usually offered and whether it is offered on campus or off campus. If off campus, please indicate the city in which it is offered.

Course	On Campus/Off Campus	Off Campus City
--------	----------------------	-----------------

3. Does your institution usually offer Saturday courses in journalism? (Check one.)

- a. yes  
 b. no

IF YES, please list each Saturday course usually offered and indicate whether it is offered on campus or off campus. If off campus, please indicate the city in which it is offered.

Course	On Campus/Off Campus	Off Campus City
--------	----------------------	-----------------

4. Does your institution usually offer on campus journalism courses during summer school, four weeks or longer in duration? (Check one.)

- a. yes  
 b. no

IF YES, please list each course usually offered during summer school.

Course

5. Does your institution usually offer on campus journalism courses during the summer, three or fewer weeks in duration, held in conjunction with a publications workshop for journalism students? (Check one.)

- a. yes  
 b. no

IF YES, please list each course offered.

Course

6. Does your institution usually offer a journalism course during the summer, three weeks or fewer in duration, NOT held in conjunction with a publications workshop for journalism students? (Check one.)

- a. yes  
 b. no

IF YES, please list each course offered.

Course

7. Does your university offer correspondence courses, via mail, in journalism? (Check one.)

- a. yes  
 b. no

IF YES, please the list each course offered.

Course

8. Does your institution offer journalism courses via telephone lines, in which a lecture is delivered to students off-campus? (Check one.)

- a. yes  
 b. no

IF YES, please list the journalism course offered.

Course

9. Does your institution offer journalism courses via television/satellite, in which a lecture is delivered live to students off-campus, but students CANNOT communicate with the instructor? (Check one.)

- a. yes  
 b. no

IF YES, please list each course offered.

Course

10. Does your institution offer journalism courses via television/satellite, in which a lecture is delivered live to students off-campus, and students CAN communicate directly with the instructor? (Check one.)

- a. yes  
 b. no

IF YES, please list each course offered.

Course

11. Does your institution offer journalism courses through any other means of continuing education? If yes, please list each course offered and the means by which it is offered.

Course                      Means by which it is offered

## II. HIGH SCHOOL JOURNALISM

12. What, in your opinion, would be the FOUR most beneficial journalism courses needed to teach high school journalism? Place a "1" by the course you feel is most beneficial, a "2" by the second most beneficial course, etc. RANK ONLY FOUR COURSES. Use each number only once.

- a. communications law
- b. design/graphics: non-computer course
- c. desk-top publishing: use of computers
- d. editing
- e. intro to mass media: survey course
- f. journalism ethics
- g. journalism history
- h. newswriting
- i. photography
- j. publications advising
- k. other: please explain \_\_\_\_\_
- l. other: please explain \_\_\_\_\_

13. Does your department encourage your journalism majors to seek secondary teaching certification? If so, please explain.

## III. DEMOGRAPHICS

14. What is the classification of your institution?

- a. two-year institution
- b. four-year institution

15. Does your university have a teacher education program in journalism approved by the Arkansas State Department of Education?

- a. yes
- b. no

16. Is your institution's journalism program accredited by the Association for Education in Journalism and Mass Communications (AEJMC)?

- a. yes  
 b. no

If "NO," answer "B" and "C."

B. Has your journalism program been accredited by AEJMC in the past?

- a. yes  
 b. no

C. Do you plan to seek AEJMC accreditation in the next five years?

- a. yes  
 b. no

End of Survey

THANK YOU



APPENDIX E

COVER LETTER FOR CHAIRPERSON SURVEY

INSTRUMENT: FIRST MAILING

Dear Chairperson:

I am a graduate student at Oklahoma State University, and I am currently workly on my doctoral dissertation focusing on high school journalism in Arkansas. I am interested in determining the continuing education needs in journalism of the current high school journalism teachers in Arkansas compared to course offerings by the state's colleges and universities.

Enclosed you will find a questionnaire asking for information concerning the journalism continuing education courses offered through your university. The responses of the two-year and four-year institutions of higher education in Arkansas will be compared with a needs analysis of current high school journalism teachers to determine if there is discrepancy between teacher needs and university offerings. For your participation in the survey, I will send you the results of the study. Perhaps the data collected will be beneficial to you in determining ways your institution can best meet the continuing education needs of the journalism teachers in Arkansas.

I ask that you return the enclosed survey by March 14. A postage-paid envelope is enclosed for your convenience. If you have any questions, please feel free to contact me. I want to thank you in advance for your participation.

Sincerely,

Deborah Root  
20-2 N. University Place  
Stillwater, OK 74075  
(405) 744-1723

APPENDIX F

COVER LETTER FOR CHAIRPERSON SURVEY

INSTRUMENT: SECOND MAILING

Dear Chairperson:

Last month I mailed you a questionnaire concerning continuing education courses in journalism offered by your university. According to my records, I have not received your response. I realize this is a very busy time of the year, but I would appreciate it if you would take a few minutes and complete the questionnaire. I have enclosed a second copy in case you did not receive the first one.

The responses of the two-year and four-year institutions of higher education in Arkansas will be compared with a needs analysis of current high school journalism teachers to determine if there is discrepancy between teacher needs and university offerings. For your participation in the survey, I will send you the results of the teacher survey. Perhaps the data collected will be beneficial to you in determining ways your institution can best meet the continuing education needs of the journalism teachers in Arkansas.

I ask that you return the enclosed survey by April 12. A postage-paid envelope is enclosed for your convenience. If you have any questions, please feel free to contact me. I want to thank you in advance for your participation.

Sincerely,

Deborah Root  
20-2 N. University Place  
Stillwater, OK 74075  
(405) 744-1723

APPENDIX G

HIGH SCHOOLS REPRESENTED IN  
TEACHER SURVEY

DeWitt High School  
Gillett High School  
Crossett High School  
Parkdale High School  
Cotter High School  
Mountain Home High School  
Tri-County High School  
Bentonville High School  
Bergman High School  
Harrison High School  
Valley Springs High School  
Lead Hill High School  
Hermitage High School  
Warren High School  
Green Forest High School  
Eudora High School  
Amity High School  
Arkadelphia High School  
Gurdon High School  
Corning High School  
Piggott High School  
Clay County High School  
Heber Springs High School  
Quitman High School  
Woodlawn High School  
Emerson High School  
McNeil High School  
Waldo High School  
Wonderview High School  
Morrlilton High School  
Bay-Brown High School  
Westside High School  
Buffalo Island Central High School  
Jonesboro High School  
Valley View High School  
Riverside High School  
Alma High School  
Cedarville High School  
Van Buren High School  
West Memphis High School

Marion High School  
Parkin High School  
Wynne High School  
Fordyce High School  
Monticello High School  
Conway High School  
Enola High School  
Ozark High School  
Pleasant View High School  
Mammoth Spring High School  
Viola High School  
Cutter-Morning Star High School  
Lakeside High School  
Poyen High School  
Sheridan High School  
Delaplaine High School  
Marmaduke High School  
Stanford High School  
Greene County Tech High School  
Blevins High School  
Saratoga High School  
Spring Hill High School  
Lincoln High School  
Bismarck High School  
Magnet Cove High School  
Dierks High School  
Mineral Springs High School  
Nashville High School  
Umpire High School  
Batesville High School  
Southside High School-Batesville  
Midland High School  
Melbourne High School  
Izard County Consolidated High School  
Newport High School  
Swifton High School  
Tuckerman High School  
Alzheimer-Sherrill High School  
Dollarway High School  
Watson Chapel High School  
White Hall High School  
Clarksville High School  
Bradley High School  
Lewisville High School  
Stamps High School  
Black Rock High School  
Walnut Ridge High School  
Star City High School  
Ashdown High School  
Foreman High School  
Winthrop High School  
Booneville High School  
Paris High School

Lonoke High School  
England High School  
Carlisle High School  
Cabot High School  
Huntsville High School  
Kingston High School  
Flippin High School  
Bruno-Pyatt High School  
Genoa Central High School  
Arkansas High School  
Blytheville High School  
Rivercrest High School  
Osceola High School  
Brinkley High School  
Caddo Hills High School  
Mount Ida High School  
Nevada High School  
Jasper High School  
Camden High School  
Fairview High School  
Harmony Grove High School  
East End High School  
Perryville High School  
Central High School-West Helena  
Trumann High School  
Weiner High School  
Acorn High School  
Hatfield High School  
Mena High School  
Van Cove High School  
Atkins High School  
Dover High School  
Pottsville High School  
Des Arc High School  
Hazen High School  
Hall High School  
Parkview High School-Magnet  
J.A. Fair High School  
John L. McClellan High School  
North Little Rock High School-Eastside  
Oak Grove High School  
Robinson High School  
Sylvan Hills High School  
North Pulaski High School  
Arkansas School for the Blind High School  
Arkansas School for the Deaf High School  
Maynard High School  
Pocahontas High School  
Oak Ridge Central High School  
Forrest City High School  
Hughes High School  
Palestine-Wheatley High School  
Bauxite High School

Benton High School  
Harmony Grove High School  
Paron High School  
Waldron High School  
Leslie High School  
Northside High School-Fort Smith  
Southside High School-Fort Smith  
Lavaca High School  
Mansfield High School  
Lockesburg High School  
Poughkeepsie High School  
Timbo High School  
El Dorado High School  
Huttig High School  
Mount Holly High School  
Norphlet High School  
Parkers Chapel High School  
Strong High School  
Clinton High School  
South Side High School-Bee Branch  
Farmington High School  
Fayetteville High School  
Prairie Grove High School  
Springdale High School  
West Fork High School  
Bald Knob High School  
Beebe High School  
Bradford High School  
White County Central High School  
Judsonia High School  
Kensett High School  
Pangburn High School  
Rose Bud High School  
Cotton Plant High School  
Danville High School  
Fourche Valley High School  
Ola High School  
Western Yell County High School

APPENDIX H

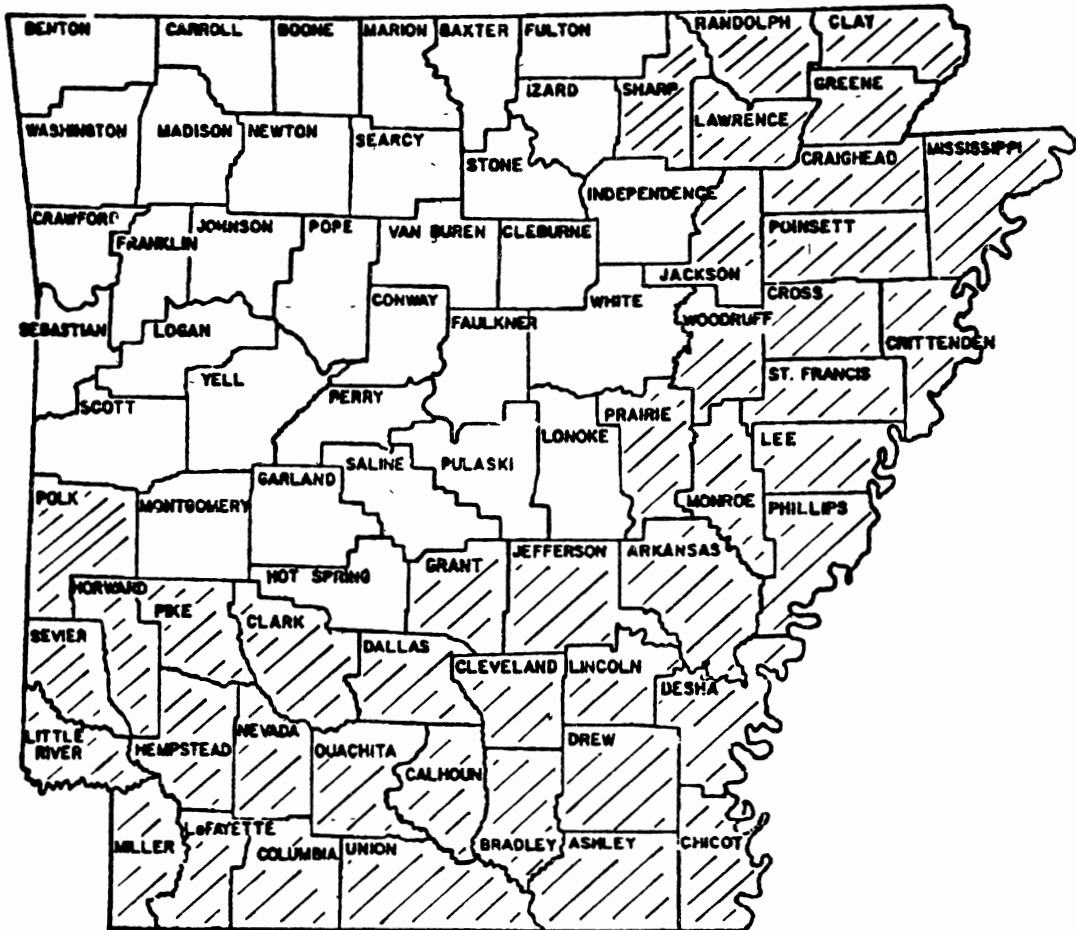
INSTITUTIONS REPRESENTED IN  
CHAIRPERSON SURVEY

Arkansas State University  
Arkansas State University-Beebe Campus  
Arkansas Tech University  
Henderson State University  
Southern Arkansas University  
Southern Arkansas University-El Dorado Branch  
University of Arkansas  
University of Arkansas at Little Rock  
University of Arkansas at Monticello  
University of Arkansas at Pine Bluff  
University of Central Arkansas  
East Arkansas Community College  
Garland County Community College  
Mississippi County Community College  
North Arkansas Community College  
Phillips County Community College  
Rich Mountain Community College  
Westark Community College  
Arkansas Baptist College  
Arkansas College  
Central Baptist College  
Crowley's Ridge College  
University of the Ozarks  
Harding University  
Hendrix College  
John Brown University  
Ouachita Baptist University  
Williams Baptist College

APPENDIX I

MAP ILLUSTRATION OF CERTIFICATION NEEDS  
VS. UNIVERSITY OFFERINGS

This study concluded that the continuing education needs for obtaining journalism certification were not being met for teachers in the counties shaded.

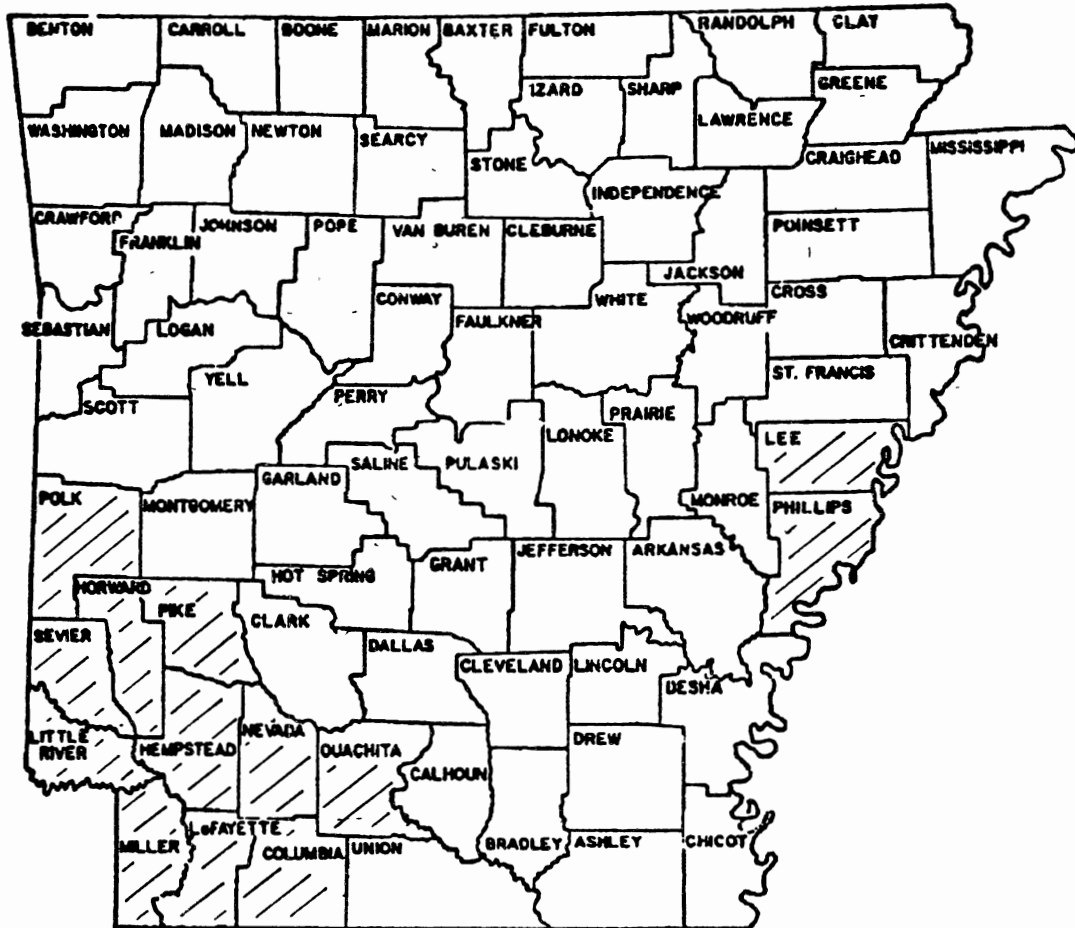




APPENDIX J

MAP ILLUSTRATION OF APPROVAL NEEDS  
VS. UNIVERSITY OFFERINGS

This study concluded that the continuing education needs for obtaining approval to teach journalism were not being met for English-certified teachers in the counties shaded.



APPENDIX K

FORMATS FOR CONTINUING EDUCATION IN  
 JOURNALISM OFFERED BY ARKANSAS'  
 COLLEGES AND UNIVERSITIES

EV Evening  
 SAT Saturday  
 SS1 Summer School, four weeks or longer in duration  
 SS2 Summer School, three or fewer week in duration,  
 held in conjunction with a publications workshop  
 SS3 Summer School, three or fewer weeks in duration,  
 not held in conjunction with a publications  
 workshop  
 CC Correspondence course, via mail  
 NT New Technology, courses offered via telephone,  
 television, satellite

Institution	EV	SAT	SS1	SS2	SS3	CC	NT
Arkansas State	X		X			X	
Arkansas Tech	X						
Henderson State			X				
Southern Arkansas			X				
Univ. of Ark.	X		X				
UA-Little Rock	X	X	X				
UA-Monticello	X		X				
UA-Pine Bluff	X		X				
Univ. Central Ark.	X		X				
Miss. Co. CC	X						
Rich Mt. CC	X	X					
Arkansas College	X		X				
John Brown	X						
Ouachita Baptist					X		

2  
VITA

Deborah Gay Root

Candidate for the Degree of

Doctor of Education

**Thesis:** ARKANSAS JOURNALISM EDUCATION: A SURVEY OF  
CONTINUING EDUCATION NEEDS, WANTS AND OFFERINGS,  
AND OPINIONS ON STATE REQUIREMENTS

**Major Field:** Higher Education

**Biographical:**

**Personal Data:** Born in Conway, Arkansas, June 7, 1959,  
the daughter of Mr. and Mrs. Robert E. Holley.

**Education:** Graduated from John L. McClellan High  
School, Little Rock, Arkansas, in May, 1977;  
received Bachelor of Arts degree in Communications  
and Bachelor of Science in Education degree from  
Ouachita Baptist University, Arkadelphia,  
Arkansas, in May, 1981; received Master of Science  
in Education degree from Ouachita Baptist  
University in 1983; completed requirements for the  
Doctor of Education degree at Oklahoma State  
University in July, 1991.

**Professional Experience:** Journalism teacher, Shiloh  
Christian School, Springdale, Arkansas, 1983-84;  
Sports Editor, Daily Siftings Herald, Arkadelphia,  
Arkansas, 1984-85; Adjunct faculty, Communications  
Department, Ouachita Baptist University,  
Arkadelphia, Arkansas, 1986-87; Assistant Director  
of Public Relations and Instructor in  
Communications, Ouachita Baptist University,  
Arkadelphia, Arkansas, 1987-89.