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MEMORANDUM

To: Donna E. Shalala, President
From: Jane E. Connolly, Chair, Faculty Senate
Date: 28 February 2003

Subject: Faculty Senate Legislation #2002-11(B) – Establishment of a Spanish Language Master of Arts in Journalism

The Faculty Senate, at its 26 February 2003 meeting, voted unanimously to approve the establishment of a Spanish Language Master of Arts in Journalism. The proposal is attached for your reference.

This legislation is now forwarded to you for your action.


JC/kl

cc: Luis Glaser, Executive Vice President and Provost
Edward Pfister, Dean, School of Communication

Faculty Senate
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Coral Gables, Florida 33124
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CAPSULE: Faculty Senate Legislation #2002-11(B) – Establishment of a Spanish Language
Master of Arts in Journalism

PRESIDENT'S RESPONSE

APPROVED:  DATE: 3/7/03
(President's Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: Provost

EFFECTIVE DATE OF LEGISLATION: June 1/03
(if other than June 1 next following)

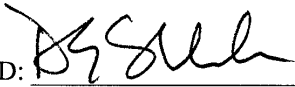
NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____



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NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____



MEMORANDUM

February 4, 2003

To: Faculty Senate

From: Dean Edward J. Pfister

This proposal includes a description of the mission, a market analysis, an assessment of library collections and a detailed budget for this Spanish Language Program.

The Faculty of the School of Communication has unanimously approved the proposal. The school is not departmentalized.

The Dean of the School of Communication has approved the proposed budget.

MEMORANDUM

February 4, 2003

TO: Dr. Jane Connolly, Chair
Faculty Senate and Government

FROM: Steven G. Ullmann, Dean
The Graduate School

SUBJECT: School of Communication Proposal: Spanish Language Master of
Arts in Journalism

At the January 30 Graduate Council meeting, the School of Communication Proposal: Spanish Language Master of Arts in Journalism, was approved (7 votes in favor and 2 abstentions.) The approved motion is stated as follows:

The Graduate Council recommends that the Faculty Senate evaluate and approve the Spanish Language Master of Arts in Journalism. Given the unique nature of this program, the Graduate Council will review the program in two years. The program will be reviewed on the basis of admissions criteria, appropriate faculty staffing, academic standards, effectiveness of pedagogy, and student outcomes. A self-study of this program will be required. An external committee will be convened to assess and make recommendations for the future of this program as part of the review process

I am enclosing a copy of the proposal for your action. I am also enclosing a copy of the report submitted by the external reviewers, the School's response to the external reviewers' document, and a report prepared by the Subcommittee on Programs and Degrees.

Thank you for your attention to this matter.

SGU:nb

Enclosures

Copy to:

Dr. Luis Glaser
Dean Edward Pfister
Dr. Robert Hosmon

Note: Appendices are linked within the document

School of Communication

Proposal to Offer the Degree, Masters of Arts, in Spanish

1. RATIONALE – Give a summary of intellectual and academic need for each degree being reviewed.

Overview: In the history of mass communication in the United States, Spanish-language media are unique. Three powerful television networks and several smaller stations transmit daily, in Spanish, to a large and growing community of Spanish-speakers across the country. The combined audience for Univision, Telemundo and Telefutera has been estimated at more than 5 million viewers nightly. In some cities, including Miami and Los Angeles, Spanish-language stations have overtaken their English-language counterparts in the ratings. There are three national Spanish-language radio networks (Radio Unica, Entravision Communications and the Hispanic Broadcasting Company) and countless independent stations. In print and web-based publications, the growth is as remarkable. There are more than 1000 Spanish-language publications in the United States, including large daily newspapers, weeklies and monthlies.

There has been a comparable boom of Spanish-speaking services aimed at Latin America. One noted example is *BBC Mundo.com*, a website in Spanish where correspondents of the BBC's *Servicio Latinoamericano*, partly based in Coral Gables, regularly post their news. Since 1999, *BBC Mundo* has been offering 24 hour news reports to 13 million readers in the Americas via the Internet, and the number of readers is growing.

Across Latin America, there are ever-increasing numbers of communication schools and graduates. This growth has caused a need for early and mid-career educational opportunities, particularly in an environment of interactive media technologies such as those available in the new Frances L. Wolfson Building.

The University of Miami has a role to play in this boom. It can be a major training center for journalists who choose to work in Spanish-language media in the United States.

In each of the courses, the instructors will address issues pertinent to Spanish-language media in the United States. The growth of these media is certain to be the subject of analysis in certain courses. Conversations with many Spanish-language media professionals in the United States suggest that Hispanic journalists with solid Spanish language skills are a scarce commodity in this country. A major focus of the program, therefore, will be to reinforce the students' writing skills in the Spanish language. Taking advantage of its unique setting, the program can also open its doors to media professionals in Latin America who are seeking a deeper understanding of *the principles and practices of U.S.-style journalism*, as a complement to their knowledge and understanding of journalism practices in their countries of origin.

History: The School of Communication was established in 1985, although its components have existed in one form or another since 1930. The School offers quantitative and qualitative study of communication across undergraduate and graduate majors. Degrees offered are the B.S., B.F.A., M.A., M.F.A. and Ph.D.

For at least four years now, building bridges to and from Latin America's communication schools and journalism community has been a developing focus for the School.

Need: In a variety of ways, but primarily through face-to-face meetings, representatives of Latin American universities, interested foundations and media professionals, including editors and producers in U.S.-based Spanish-language news operations, have consistently made known these needs:

- a growing need for well-prepared Spanish-speaking journalists in the United States,
- a continuing need to enhance or improve the quality of Latin American journalism,
- a need for a Master's-level program taught in Spanish in a compressed format, and
- a need for a graduate program that allows Latin American journalists to become familiar with U.S. journalism principles and practices to broaden their perspectives and enhance their ability to meet professional challenges in their countries.

Because the School of Communication now successfully offers the Master of Arts degree in Journalism and because of the Spanish-speaking ability of interested faculty, the School is well-positioned to offer this degree in Spanish. The proposed program seeks to provide the requisite course work, research applications and professional development to a small number of graduate students each year. The program builds both intellectually and financially upon existing programs at the School of Communication.

a. Give the exact title of degree.

Master of Arts.

b. Discuss the purpose and goal of degree.

The purpose of the degree is to provide students with the course work and research background necessary to prepare for careers in journalism and, if they so desire, to continue an academic program of post-graduate work in the field of communication.

It will be professionally-oriented but based on a solid foundation of communication theory, communication research, mass media policy and ethical issues. No more than 15 students will be admitted in any academic year. Students will complete the coursework in one year. They will work closely with an assigned faculty member to ensure progress and academic discipline.

The goals of the program include:

- To prepare Spanish-speaking U.S. journalists to participate fully in the explosive growth of the Spanish language media in this country.
- To help improve the skills of Latin American journalists (who have the capacity to read English) in order to enhance their ability to meet the professional challenges of their own countries.
- To provide students with an understanding of the effects of the communication process on society and on individuals through mass-media channels of communication.
- To provide students with competencies in communication theory and journalism principles that will be a solid foundation for their work in Spanish language media in the Western Hemisphere.

To ensure these goals are met, students will take comprehensive examinations at the conclusion of the program and will be required to produce a major reporting project or a critical review of a subject approved by faculty advisors.

c. Assess the demand, including existing programs, and the job market, locally, in Florida, in the Southeast, nationally and internationally.

The market is large. Interviews with managers of Spanish-language news organizations in the United States and abroad reveal a real dearth of properly trained candidates for the jobs available. A preliminary announcement of the School of Communication's plan to offer the Spanish-language program drew 200 letters of inquiry in a single month from Latin America and the United States ([Appendix 1](#)) The Inter-American Press Association (IAPA/SIP, in Spanish), the Grupo de Diarios América, (GDA), the National Association of Hispanic Journalists (NAHJ), and the Centro Cultural Español, among others, have expressed their interest in cooperating with the program --- a sure reflection of the demand. The Universidad Antonio de Nebrija, in Madrid, Chile's DUOC, Ecuador's Universidad de Especialidades Espiritu Santo (UEES), and Colombia's Universidad del Norte have sent representatives to our campus to learn about the program and explore ways to work with us.

The target market for the first three years will be beginning and mid-level Spanish-speaking journalists from the United States and Latin America, with the ability to read English. The goal of the Spanish-Language program is to give journalists the skills necessary to meet the needs in their own journalism communities.

d. Discuss the relationship of the program to other cognate fields. Are there potential interactions with other departments?

While the proposed program will focus on journalism and mass communication, its students will benefit from exposure to several other cognate fields. Interaction with faculty and graduate students across the School of Communication and in other University departments, including the North-South Center, will broaden the perspective of these graduate students. In particular, we will work closely with the new, interdisciplinary Center for Latin American Studies to make sure that the students have access to CLAS's programs while they are on campus. For example, we will work within CLAS to develop niche groups in Hispanic American Journalism. In fact a "Freedom of the Press" niche group is scheduled to begin research actively this fall. Its work will include a content analysis of television news in the Dominican Republic. Conversely, we will make sure that visiting faculty, particularly those from Latin America, are introduced, through the CLAS network, to the rest of the University community.

e. Discuss the relationship to undergraduate and professional programs.

The School of Communication's primary objective is to build and maintain academic programs of the highest quality and to ensure that such programs are financially sound. Fiscal responsibility demands that a programmatic approach be taken with graduate and undergraduate education. The School's model emphasizes maintaining its undergraduate program at approximately 1,250 undergraduates as its base.

Each graduate program builds upon the undergraduate curriculum offered by the School. At the graduate level, four tracks (Communication Studies, Journalism, Public Relations and Film Studies) lead to the Master of Arts degree, and two tracks (Production and Screenwriting) lead to the Master of Fine Arts degree. Of these, the Journalism track, which focuses on communication theory and professional development, is most closely aligned with the Spanish-language program. The courses to be offered in Spanish are taken from that track.

2. PHYSICAL RESOURCES – List and evaluate all of the physical resources available and needed. Include:

- a. A survey of library holdings that assesses books, all pertinent periodicals and serials; collections of sources and documents, major sets, etc.***
 - 1. List any special or unique collections that we hold.***
 - 2. List additional library acquisitions needed and their estimated costs.***
 - 3. Estimate the incremental library needs per year over and above #a2***
 - 4. Demonstrate that library resources are adequate not only for instruction, but for the research of faculty recruited as part of the program.***

Students in the Spanish-language program will be expected to have a reading knowledge of English. This is not an unreasonable requirement, since it is unusual for the best students to graduate in accredited Latin American universities without a reading

knowledge of the English language, and most beginning and mid-level professionals in Spanish language media in this country have reading knowledge of English.

The holdings of Richter Library and the Law Library, together with the holdings of the School's Reading Room, are adequate for the needs of the program, as they are for the present Master of Arts offered in English. In addition, these libraries have a healthy collection of Spanish-language materials that can be used by students. For example, several of these Spanish-language periodicals on Latin American legal affairs will be used in the media law course: *Revista del Instituto de Derecho Comparado* (Spain), *Revista de Derecho* (Colombia), *Revista de Derecho y Jurisprudencia* (Chile), *Revista de Derecho y Ciencias Sociales* (Mexico), *Cuadernos de Derecho Angloamericano* (Spain), and *Revistas Jurídicas Panameña*, del Peru, and *Paraguaya La Ley*, among others. Links between Spanish-speaking faculty of the School of Communication and the Law library concerning these materials are firm, while the director of Miami's Freedom Forum library at the IAPA has also offered her support with research resources.

Below is a partial list of academic journals included in Richter's holdings. All necessary major communication journals are included on this list.

Communication Education

Communication Monographs

Communication Quarterly

Communication Research

Communication Studies

Communication Theory

Gazette

Intermedia

Journal of Broadcasting and Electronic Media

Journal of Communication

Journal and Mass Communication Educator

Journalism and Mass Communication Monographs

Journalism and Mass Communication Quarterly (The Journalism Quarterly)

Human Communication Research

Mass Communication Review

Media, Culture, and Society

Public Opinion Quarterly

World Communication and Information Report (UNESCO)

The School's reading room is electronically connected to Richter Library, providing access to the IBIS and IBISWEB systems and to all databases, in English and Spanish, accessible through the Internet via FirstSearch, Lexis/Nexis, and other search mechanisms.

There are many other academic and nonacademic journals, professional trade publications, specialized reference sources and daily newspapers available in the School's reading room and in the Richter Library. To the major Latin American newspapers, magazines and journals available through the web the School will add selected newspapers, magazines and journals. The School also plans to subscribe to several excellent Latin American newspapers, including those represented by the Grupo de Diarios América.

The School will subscribe to four of the most important Latin American journals: CIESPAL's *Chasqui: Revista Latinoamericana de Comunicación*, FELAFACS' *Díálogos de la Comunicación*, the Universidad de Guadalajara's *Comunicación y Sociedad*, and the Universidad de Chile's *Comunicación y Medios*. There are other journals under consideration, including:

Arandu (Organizaciones Católicas de Comunicación, Quito, Ecuador)

Ciencias de la Comunicación, ITESM, Campus Monterrey, Mexico)

Comunicación (Centro Gumilla, Caracas, Venezuela)

Comunicações e Artes (Universidade de Sao Paulo, Brazil)

Contratexto (Universidad de Lima, Peru)

Cuadernos de la Comunicación (Universidad Católica de Chile, Santiago, Chile)

Ojo de Buey (ARCOS-Instituto Profesional de Arte y Comunicación, Santiago, Chile.)

Revista Mexicana de la Comunicación (Fundación Manuel Buendía, Mexico D.F)

Telos (Fundesco, Madrid, Spain)

Signo y Pensamiento (Pontificia Universidad Javeriana)

Temas de Comunicación (Universidad Católica Andrés Bello, Caracas, Venezuela)

Versión (Universidad Autónoma Metropolitana-Xochimilco, Mexico D.F.)

Below is a partial listing of academic journals and professional periodicals housed in the School of Communication's reading room, some of which are not in Richter Library.

American Journalism Review

American Photo

Broadcasting & Cable

CableVision

Cable World

Columbia Journalism Review

Communication News

Communication Reports

Critical Studies in Mass Communication

Editor & Publisher

First Amendment News

Hora de Cierre (SIP)

Inter-American Press Association News

IPI Report

Journal of Communication Inquiry

Journal of Mass Media Ethics

Media Studies Journal

News Media and the Law

News Perspective Quarterly

News Photographer

Photo Electronic Imaging

Political Communication

Presstime

Quill

Telecommunications Policy

Television Business International

Television Quarterly

World Communication

World Press Review

b. Discuss laboratory equipment and laboratory facilities of all types that will be needed. Where pertinent, list field station(s) with their equipment.

1. Give estimated cost of equipment on hand.

2. Estimate incremental laboratory equipment needs for succeeding years.

The program does not require laboratory equipment and/or facilities beyond basic classroom and computer support.

Students will have access to the School's seven computer labs, including writing labs and graphics labs. The writing labs each have 17 computers, with printers. The graphics labs are Macintosh-based; each has 18 computers, with printers. Software in all labs is state of the art. Further, specialized computer support is located in a Macintosh-based lab for photographic work and in an IBM-based broadcast journalism lab. The School also operates a cutting-edge computer lab that specializes in video and audio streaming experimentation.

With the exception of the experimental lab, the estimated cost of the computer labs is \$600,000. Each of these six labs is based on a cost depreciation program now in place that guarantees their replacement on four-year cycles. The experimental lab is

maintained on a nearly state-of-the-art basis through cash depreciation funding and contributions.

c. Evaluate the adequacy of existing laboratory space and estimate the incremental need for space for any proposed work.

The School of Communication just moved to a new building. Existing space is adequate for the proposed program. As the program develops during its first two years, it is likely that existing courses will change their emphasis or that new courses will be developed. The School will base these changes on the direct experience of faculty and on evaluations by participating students.

d. List any other physical resources such as office equipment, necessary to the proposal. Where these are deficient, estimate the cost of their addition.

All necessary physical resources will be available to the program in the new building.

3. CURRICULUM

a. List the major division or divisions of the discipline in which graduate degree work will be offered.

The proposed Spanish-language program is a translation of the program now offered in the Journalism track. It will focus on professional development, journalism skills, and communication policy and theory.

b. Evaluate the adequacy of your present undergraduate and graduate curricular structure for the proposed degree.

There will be no changes made to either the undergraduate or the graduate curricular structure as a result of this program. The graduate curricular structure will absorb the proposed program.

The proposed program follows a successful model currently used by the UM Business School in its Spanish Language Master's in Business program. The students come to the campus five times during a calendar year for two weeks each time. Certain courses will require additional contact between sessions, most of which will be accomplished through supplemental use of Web-based communication. Students will receive at least 37.5 hours of classroom instruction for each course. A final project will be required for which the students will receive 6 credits. Courses have been scheduled so that in each two-week session there is one professional development course in which most of the required work will be accomplished during the class.

While it is clear that this compressed model appeals to working journalists across the hemisphere, the School will use it carefully. The School will regard the first two operating years as experimental. At the conclusion of the second year, there will be a full review. If a decision is made that appropriate levels of academic rigor and expectation cannot be reached, the School will move away from this compressed model.

The School of Communication currently offers a Bachelor of Science degree and a Bachelor of Fine Arts degree at the undergraduate level and, at the graduate level, a Master of Arts, a Master of Fine Arts, and Doctor of Philosophy degrees.

Ten undergraduate majors are offered within the School of Communication (Advertising Communication, Broadcasting, Broadcast Journalism, Motion Pictures, Media Management, Photography, Print Journalism, Public Relations, Communication

Studies and Video-Film). In addition to their Communication major, all undergraduate students in the School of Communication are required to complete a second major in the College of Arts & Sciences.

At the graduate level, Production and Screenwriting tracks lead to the M.F.A., while the Communication Studies, Journalism, Public Relations, and Film Studies tracks lead to the M.A., and, currently, Communication Studies to the Ph.D.

c. List any anticipated additions, deletions and changes in your current curricular structure resulting from this new proposal. For each item, list the faculty involved.

The only real differences will be the language (Spanish) and incidental use of the web. There will be no other changes.

d. List any current, anticipated, or agreed upon cooperative interdisciplinary work with other components of the University or with any extramural agency as pertinent to the program.

The program would not require any formal cooperative agreement with other components within the University.

The InterAmerican Press Association (IAPA) is interested in helping promote the program in Latin America and in providing students with access to the Latin American journalism experts that it brings to Miami as part of its educational programming. The School's journalism program has offered three workshops in Spanish in conjunction with IAPA. Two workshops in digital photography were designed for Latin American mid-level professional photographers. Professor Bourgoignie-Robert invited several

professional photographers from across the United States to work with 60 Latin Americans. So successful was the first workshop that IAPA featured it at its fall 2001 convention in Washington, D.C., and the Knight Foundation is paying to travel both workshops to several major Latin American cities. The third workshop concerned magazines. It was offered in April of this year. Four of the School's Faculty (Ferreira, Lima, Soruco and Stano) worked with noted Latin American journalists. Plans are proceeding to offer this workshop again next Spring.

Grupo de Diarios América, a consortium of a dozen of the leading newspapers in Latin America, has agreed to make available its top journalists as visiting lecturers. The GDA will also advertise the program in its newspapers.

The Centro Cultural Español is working on a proposal to host a series of seminars on major issues in Spanish-language journalism. It has asked us to be advisors at first, and to participate in the program when it is developed.

The Federation of Latin American Colleges of Communication (FELAFACS) has unanimously voted to make the School of Communication an honorary member.

All of the above adds to the creative atmosphere of the School, and would enrich the experience of our students, English- and Spanish-speaking alike.

e. Provide a detailed description of the proposed program, including:

1. Program requirements

The requirements are those of the present Master of Arts Journalism program in English. Students in the Spanish-language program will be required to complete CNJ 611, CNJ 614, CNJ619, COM 601, COM 603, CNJ 624, CNJ G513, CNJ 617, CNJ 612,

CNJ 626, and CNJ G599. The courses will follow the formats of the courses now taught in English. Class discussions will naturally incorporate issues relevant to Latin American and U.S. journalism in Spanish. The English-language reading lists will be supplemented with Spanish language materials.

Students will be given final written and oral comprehensive examinations. Students will be required to produce a major reporting project for which they will receive 6 credits. Students will accomplish this project through CNJ G599, **Advanced Projects and Directed Research**. They will be encouraged to begin this project after the November session of each year. Whenever they begin it, the project must be completed by September 30 following the fifth session. All student work will be done in Spanish.

2. Sample track(s) for the degree

There will be one track which is outlined under 4 below.

3. Course descriptions (and a syllabus, if possible) for each new course.

There are no new courses. Syllabi for existing courses are presented in

[Appendix 2.](#)

4. The proposed schedule of course offerings for the first three years. For each course, list the faculty who will be teaching the course. Estimate the total teaching load for each member of the faculty who will be involved in the program when it is placed.

This is the class schedule:

FIRST SESSION

1. **611** - (3 credits) **Newswriting and Reporting seminar** – Development of newswriting and reporting skills for news media. Faculty: Dr. Sallie Hughes and Professor Ileana Oroza.
2. **614** - (3 credits) **Media Law and Regulation** – Selected problems and legal research concerning First Amendment theories involving libel, privacy, privilege, freedom of information, free press versus fair trial, access to the media, pornography, copyright, and broadcasting. This course will include discussion of relevant issues relating to media law in Latin America. Faculty: Dr. Leonardo Ferreira.

SECOND SESSION

3. **619** – (3 credits) **Advanced Newsgathering and Writing Seminar** – Refining news reporting and writing skills for the media. Faculty: Dr. Sallie Hughes and Professor Ileana Oroza.
4. **601** - (3 credits) **Theories of Communication** - Comparison of theories dealing with the processes and effects of communication. Faculty: Dr. Gonzalo Soruco.

THIRD SESSION

5. **603-** (3 credits) **Qualitative Research Methodologies** – Research methods for participant-observation, phenomenology, symbolic interactionism, ethnomethodology, content analysis, and historical-critical interpretation. Faculty: Dr. Leonardo Ferreira.
6. **624** – (3 credits) **Editing and Layout Seminar** – Theory and practice in news media layout and design. Faculty: Dr. Loup Langton.

FOURTH SESSION

7. **G513 - (3 credits) Computer Assisted Reporting** – Techniques for effective investigative reporting, a case study approach which includes use of computer applications for newsgathering with emphasis on the World Wide Web, commercial online services, and database tools. Faculty: Visiting Professor.

8. **617 – (3 credits) International Journalism** – Newsgathering, transmission and distribution outside the United States, with emphasis on Latin America. Faculty: Dr. Loup Langton.

FIFTH SESSION

9. **612 – (3 credits) History of Journalism Seminar** – The development and impact of journalism in America traced through industry leaders and events. Faculty: Dr. Gonzalo Soruco.

10. **626 – (3 credits) Specialized Writing and Reporting Seminar** – Techniques in writing and reporting about specialized and complex subjects for news media. Faculty: Ileana Oroza.

11. **CNJ G599 – (6 credits) Advanced Projects and Directed Research** – A major reporting project or a critical review of a subject approved by faculty advisors. Faculty.

The sessions will be offered for two weeks of the month in August, November, February, May and August.

Resident faculty members will decide if they wish to teach the course as a part of their regular five-course load or as an overload course. In short, *there will be no change in the total teaching load of faculty involved in the program unless individual faculty*

request an overload. In that instance, faculty will receive \$6,000 or 10 percent of annual salary, whichever is greater. Teaching schedules will be developed to accommodate faculty involved in teaching in the program.

The School will develop relationships with other distinguished academics and professionals within the University of Miami and from across the United States and Latin America to teach as visitors to the program. Until the program is in place, it is not possible to approach any of these potential visiting faculty in specific terms. During the next three years, the School will add two additional faculty members as part of its efforts to enhance its work in web publishing, graphic design and digital photography. At least one of these new faculty will be Spanish-speaking and will teach in this program. Further, a new faculty member will be added for the Spanish-language program's third year. (See Proposed Budget, p.25). Once the program is approved, the School will move quickly to reach final arrangements with necessary visiting faculty. For the second and subsequent years of this program, the School wants to have one or two distinguished visiting faculty annually. Latin American educators and media professionals have asked the School to involve outside faculty to make the program more attractive to students now working professionally.

f. Teaching: What kinds of teaching will prevail (i.e.: clinical, classroom, independent research, seminars, etc.) and in what proportion?

Five of the courses will be taught in a lecture/discussion format; five will take a hands-on clinical approach. Courses will be limited to 15 students. Before and after each session, students will be required to accomplish assigned readings in preparation for

classwork. Some courses will require additional work that students will accomplish between sessions. For their final projects, students will work one-on-one with a faculty advisor.

The program will be directly evaluated by participating students, visitors and faculty. Exit interviews will be conducted and surveys will be sent to all participants. Evaluations will seek judgments about the program's success in furthering the goals of all participants and the School.

g. Indicate the potential distribution of graduate students among advisors.

Professors Soruco, Oroza, Ferreira, Hughes and Langton will advise the first class. Each will advise three students.

h. Describe any colloquia series, special seminars, or conferences that will be held.

The School of Communication brings distinguished journalists and scholars to campus to meet with graduate students and faculty. In addition, its Latin American Journalists Program has brought a number of noted Latin American journalists to the campus and will continue to do so. Among past guests: Cesar Hildebrandt and Gustavo Gorriti from Peru, Mariano Grondona and Carlos Roberts from Argentina, Rosana Fuentes Beraín from Mexico, Alejandra Matus from Chile and Ignacio Gómez from Colombia.

4. FACULTY

a. Include a complete vita for each member of the School who will participate in each program.

Vitae are attached in [Appendix 3](#).

b. Estimate the need for additional faculty.

The School of Communication will invite other UM faculty and guest instructors from across the hemisphere to supplement its Spanish-speaking faculty.

a. Describe interaction with other graduate programs, i.e., extradepartmental thesis and dissertation committees.

We do not foresee any official interaction with other graduate departments.

5. STUDENTS

a. Estimate the number of students in the program and the pool from which they will come.

We expect to have no more than 15 students in each class. The students will come from a large pool of recent graduates and mid-career professionals from Latin America and the U.S. Hispanic community. As mentioned above, we received 200 letters of inquiry after an announcement of our project appeared in a dozen Latin American newspapers. We also received messages of congratulations from news professionals and academics who believe a program structured like this one is sorely needed.

b. Describe requirements for admission to and retention in each degree.

The requirements would be the same as those for English-speaking students. The Office of International Admissions will review applications from students in Latin America to interpret and evaluate international transcripts, as they do with all international students.

In addition, students would have to submit writing samples in Spanish.

c. Describe the need for and specific use of teaching assistants and research assistants. Include the number of each and stipends.

The School awards “graduate” assistantships. The needs of the School are determined each year, and students who have been awarded assistantships are matched to these needs. There is a wide range of duties for graduate assistants. These include assisting professors with the administration of classes, helping out in the various labs that the School maintains, helping with the administrative needs of the different programs, working with the School’s Intercultural and International Communication Conference, and assisting professors with laboratory courses. The faculty members to whom they are assigned conduct the training and supervision of graduate assistants. Each graduate assistant works closely with a specific faculty member. The School’s Director of Graduate Studies monitors these activities and is responsible for ensuring that the experience is mutually beneficial. There are currently 12 full-time graduate assistantships awarded each year by the School of Communication. There will be up to two additional graduate assistants for this Spanish-language program. These graduate assistants will be selected from the regular pool of students in the English-language program, where they will have other responsibilities.

6. ADMINISTRATION

a. Estimate the administrative increments imposed by this program, i.e.,

- 1. Need for additional secretarial help.**
- 2. Need for additional office equipment and supplies.**
- 3. Need for additional travel, publication costs, and other funds.**

The present level of professional help, office equipment and supplies, travel funds, and marketing costs for the program's administrative needs will be increased as appropriate.

b. Describe the arrangements for administration and for academic direction of the program as it pertains to the following:

- 1. The day-to-day administration of the program.***
- 2. The academic policy-making mechanisms used to implement the program, including criteria for membership in the faculty of the program.***

All graduate programs in the School of Communication are administered through the Graduate Studies Office. In addition to the Director, Dr. John Soliday, the School's Graduate Studies Office has a staff of two full-time assistants. All records are kept centrally in the Graduate Studies Office. The School has a standing faculty committee, the Graduate Studies Committee, which consists of five Graduate Faculty members appointed by the School Council and two student representatives appointed by the Director of Graduate Studies. This committee serves as the main advisory body to the Director of Graduate Studies,

the faculty and the Dean. The committee meets on a regular basis to consider and discuss all matters relevant to the School's graduate programs.

Dr. Leonardo Ferreira will work with Dr. Soliday in the administration of this Spanish-speaking program.

Two years ago, the School established a faculty task force to evaluate the need for such a program, the School's resources, and the possible development of such a program. That task force is responsible for the program as it is being proposed. This proposal was approved by the faculty's Graduate Studies Committee, by the director of the Graduate Program, by the graduate faculty, and by the dean.

In addition to facility with Spanish, criteria for faculty participation in the program are solid academic credentials or successful artistic credentials or expert-level practitioner credentials.

7. BUDGET – Provide a 3-year projected budget commencing with the year the program gets underway. Each year's budget should include all anticipated income (use current year tuition credit costs and projected overhead) and all anticipated incremental costs (new faculty with fringe, library additions, teaching assistantships, laboratory equipment, staff, travel funds, etc.)

The following is a projected budget for the first three years of the proposed program. All figures are based upon a flat annual tuition rate of \$25,000 in the first year, \$27,500 in the second year, and \$30,000 in the third year. In terms of student recruitment, the School of Communication is proactive in this area. The School currently spends more than \$35,000 annually on recruitment for its existing graduate programs.

Any deficits are to be covered by revenues from the School's graduate programs, although none are anticipated.

Proposed Budget

2002/03 – 2004/05

	Year 1	Year 2	Year 3
	(9 students)	(12 students)	(15 students)
REVENUES			
Tuition	\$225,000	\$330,000	\$450,000
EXPENSES			
Administration	25,000	35,000	50,000
New Faculty			100,000
Graduate Assistants	24,780	49,560	49,560
Faculty Overload	52,500	54,100	55,800
Visiting Faculty	18,000	21,000	25,000
Work Studies	3,000	5,000	5,000
Travel	7,000	8,000	10,000
Supplies	5,000	6,000	6,500
Postage	3,000	4,000	4,500
Marketing	6,500	30,000	60,000
Eq. Depreciation	5,000	8,000	8,000
TOTAL	149,780	220,660	374,360

8. COMPARISONS-Compare the proposed program at the University of Miami with five high-quality established programs at comparable universities.

Florida International University offers a Spanish-language master's program. It is traditionally structured. It has been experiencing difficulties, in part because of its structure. To this date, it is the only Spanish-language master's program in Journalism we have identified.