

School of Journalism

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About the School

The world's first School of Journalism was established in 1908 at the University of Missouri to strengthen the effectiveness of public communication in a democratic society. The school's first dean, Walter Williams (who went on to become president of the University in 1930) wrote the Journalist's Creed, which stresses the profession's rights and responsibilities as a public trust.

The faculty is committed to educating students in the responsibilities and skills of the professional journalist. It also has a broader commitment to advance the profession of journalism through scholarly research, analysis and criticism and through special programs to serve practitioners. The school also prepares students for careers in corporate communication through its strategic communication emphasis area. Students in that area typically pursue careers in advertising or public relations or in strategic communication, a combination of those fields.

The Missouri Method assures a journalism student will graduate with a broad, liberal education essential for a journalist whose work may span many segments of today's complex society. In addition to a liberal arts education, students complete practical laboratory work in a variety of settings, including a public radio station, a commercial daily newspaper and a network-affiliated television station. The school offers the Bachelor of Journalism, Master of Arts and Doctor of Philosophy degrees, along with cooperative programs with other divisions in the University. It was the first school in the world to offer all three of those degrees.

The Accrediting Council on Education in Journalism and Mass Communication has accredited the undergraduate program and a professional master's degree.

Undergraduate

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Admissions

Students admitted to the University of Missouri are eligible to pursue the Bachelor of Journalism degree. As students are nearing completion of pre-interest area requirements they will apply for admission to a Journalism interest area. This typically occurs during the third semester to begin the interest area in the fifth semester.

Admission to Upper-Division Interest Area

Students who complete 60 credits, maintain a minimum UM GPA of 3.0 and complete the necessary coursework are admitted to an interest area.

Students who meet the course requirements, but do not meet the minimum cumulative UM GPA of record of 3.0 must appeal for admission to an interest area. A Faculty Appeal Committee in each emphasis area will review applications for admission based on several criteria. Students in this situation will receive detailed instructions for submitting an appeal.

Transfer Credit

The Office of Undergraduate Admissions, 230 Jesse Hall, determines transfer equivalencies for the University, including the School of Journalism. Transfer students from other accredited schools and colleges in Missouri should check the MU website to see how coursework will transfer to MU or contact the Office of Admissions. Students should also contact an advisor to see how these courses would apply toward a degree at MU. The School of Journalism can accept up to six journalism credit hours from other accredited journalism programs or from Missouri colleges with which the School of Journalism has working agreements.

Current Missouri journalism students may not transfer journalism courses from other institutions. Many communications courses are also prohibited.

International Students

In addition to meeting the standards for admission to the university, students must meet the following English-language proficiency standards: Minimum Test of English as a Foreign Language (TOEFL) paper-based score of 550 or minimum TOEFL electronic score of 80 or International English Language Testing System (IELTS) band score of 6.5 with minimum section scores of 6.

Special Programs

The School of Journalism attracts some of the best students at MU. The School encourages high-ability students to enroll in the MU Honors College (<http://honors.missouri.edu>) and take honors courses whenever possible. Such courses are taught by some of MU's best professors. The School recognizes incoming high-ability students with two special designations and the following benefits:

The Walter Williams Scholars Program

The highest-achieving applicants to the Missouri School of Journalism are designated Walter Williams Scholars. The Walter Williams Scholars program is named in honor of the school's founding dean, a Missouri newspaper publisher who went on to become president of the University of Missouri.

Qualifications: Incoming freshmen must earn an ACT composite score of 33 or higher (1440 or higher on the SAT). They also must rank in the top 20 percent of their high school class (if the school ranks) or must have maintained a high school GPA of at least 3.25 on a 4.0 scale.

Admission is by invitation only.

Benefits:

- Direct admission to the Missouri School of Journalism
- Placement in a special Freshman Interest Group, space permitting
- Assigned individual faculty mentor
- A \$1,000 scholarship for Missouri School of Journalism global programs (includes New York or Washington, D.C.) The scholarship can be used at any time before graduation
- Recognition at graduation
- Automatic admission to the accelerated BJ/MA program at the School of Journalism, which allows students to complete their graduate degree in one year rather than two. Admitted students can earn up to X credits that count toward both the BJ and MA programs. Admission is contingent upon the following criteria:
 - Maintenance of a 3.50 GPA in your journalism coursework and for your cumulative average, throughout your undergraduate career
 - Submission of a complete MA application at the completion of 75 credits, including payment of the application fee, and two (out of three) letters of recommendation from journalism faculty. You do not need to take the GRE. Details can be found on the Master's Application Checklist: <http://journalism.missouri.edu/programs/masters/admissions/>

To make the most of the program, the School encourages high-ability students to apply to the MU Honors College (<http://honors.missouri.edu>) and take honors courses whenever possible.

Academic Regulations

Dual-Degrees

To receive two bachelor's degrees, a student must complete a minimum of 132 credits and complete all of the specific requirements for both degrees. Normally, a minimum of one additional semester is required for both degrees. Each candidate for a dual degree is assigned an advisor in the School of Journalism and in the additional academic unit.

Credit Restrictions

Students may enroll in a maximum of 10 journalism credits each semester without permission from the associate dean for undergraduate studies.

Capstone Course

All students must complete a capstone course during their last 45 hours of study. Each interest area provides a course(s) to fulfill this university requirement.

Independent Study

Mizzou Online offers a variety of online courses that can be taken self-paced. Many of the courses can be used to satisfy degree requirements. Students may enroll themselves for as many as 4 hours per semester of online self-paced courses. Enrolling in more than 4 hours per semester requires approval from an academic advisor.

Standards for Academic Performance

The School of Journalism is a challenging and rigorous environment in which students are expected to maintain high standards of academic achievement. In general, the faculty expects each student to maintain a GPA of 3.0 or higher to be considered in good standing. The academic standing guidelines are categorized by completed credit hours. Each category has a specific requirement to ensure students are making progress to achieving a 3.0 GPA and progressing toward timely degree completion. The credit hour classifications include University of Missouri courses, transfer courses, advanced placement credit and other credits by examination. While the credit hours from all of these sources are included in the following categories, only the grades in courses completed in the University of Missouri system will be computed for GPA purposes.

Probation

Probation indicates a student is struggling to meet expectations.

Students placed on probation are required to meet with their advisor frequently during the upcoming semester. During these meetings students will be assessed to determine which types of intervention are needed to return to good academic standing.

Removal from probation occurs when journalism major course, term and cumulative GPAs are all 2.0 or higher.

Dismissal

Students who are dismissed are having significant challenges in meeting expectations. Students are encouraged to seek admission to another academic college at the University at Missouri to regain eligibility for course enrollment.

Students can appeal to return to the School of Journalism when their GPA returns to a minimum of 3.0.

First Time Freshmen

Probation: GPA is between 0.50 – 1.99

First semester freshman journalism students are placed on final probation when their first term GPA is between 0.50 and 1.99. They regain good standing when their term and cumulative GPAs are 2.0 or higher.

Dismissal: GPA is below 0.50

First semester freshman journalism students are dismissed and become ineligible to enroll for a minimum of one semester when their first term GPA is below 0.50.

All Students

Academic Progress

Students who have completed one semester at MU who do not meet the following standards will be dismissed from the School of Journalism and will not be permitted to re-enroll in a minimum of one semester:

- **0-29 credit hours**

Students must maintain a cumulative MU GPA of at least 2.5.

- **30-69 credit hours**

Students must maintain a cumulative MU GPA of at least 2.75.

- **70 credit hours**

Students with 70 or more credit hours who have not been admitted to their interest area.

Readmission

A student who has been dismissed and declared ineligible to enroll may be readmitted only on the approval of the dean of the school or college in which the student desires to enroll. As a condition of readmission, the dean may set forth stipulations with regard to minimum standards of academic work that must be maintained by the student. If the student, after readmission, again becomes ineligible to re-enroll, their ineligibility normally is considered permanent.

Minimum Grade in Journalism Courses

Students must repeat any required journalism course in which they do not earn a grade of C- or higher. A student who fails to achieve a C- or better during the second attempt will be permanently dismissed from the School of Journalism for lack of acceptable progress.

Students may be readmitted only with the consent of the faculty chair of the student's interest area and the associate dean for undergraduate studies. Before recommending approval for the student to re-enroll, the faculty chair will consult with the instructor or instructors of record in the required course to determine the likelihood of that student passing the course on the third attempt. The faculty chair will make a recommendation to the associate dean, who shall make the final decision to readmit or deny admission to the School of Journalism.

Satisfactory/Unsatisfactory Courses

Students have the option to enroll in courses on a satisfactory/unsatisfactory basis instead of a traditional letter grade basis. A maximum of one non-journalism course per semester may be taken on a satisfactory/unsatisfactory basis. A satisfactory grade is defined as equivalent to the letter grade of C- or higher.

Journalism courses are not usually graded on a satisfactory/unsatisfactory basis. If a required course, or a course being used to satisfy a specific requirement, is taken in this manner the School of Journalism will compute it in the GPA as a "C."

Excessive Incomplete Grades

A student may be placed on probation, suspended or dismissed for excessive incompletes at the discretion of the associate dean for undergraduate studies. In such cases, the associate dean shall set a time limit for successful completion of all the courses in which the student has an incomplete. The time limit will not exceed one calendar year from the scheduled completion of the course and may be of shorter duration. The associate dean also may place limitations on the number of additional credits hours in which the student may enroll until the incomplete grades are resolved. If the student fails to finish the required courses within the time limit set by the associate dean, the student is subject to dismissal.

Ethics of Journalism

The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under university regulations.

Non-Journalism Majors

Students from other divisions with junior or higher standing may take non-laboratory courses in journalism without being admitted to the school. Permission of the journalism academic unit is required. Courses directly related to the skills in the media are usually not open to students while they are undergraduates in other disciplines. Students from other schools or colleges admitted to journalism courses are expected to meet the course prerequisites and grade point averages required of students in the School of Journalism.

Advising

Students are expected to seek the advice of an academic advisor in the selection of courses and semester planning. Students are encouraged to seek advice from the faculty for career counseling and specific journalism related issues.

The university provides degree audits for students to track completion of degree requirements. Students are responsible for enrolling in an appropriate schedule of courses each semester; however, students are encouraged to consult with their advisor when necessary. The responsibility for meeting admission and graduation requirements rests with the student.

Senior Assessment Program

In accordance with the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) and University of Missouri rules, the Missouri School of Journalism has provided continuous assessment of all graduating seniors since 1994.

The School of Journalism uses both direct and indirect measures of student learning to provide faculty and administrators with information to improve how and what students learn in their major. One key component has been the feedback of external reviewers who have substantial experience in the areas being evaluated. The professionals conduct one-on-one interviews with students, critique portfolios and evaluate other relevant evidence of student learning and preparation for their chosen fields. Assessment information is regularly used to guide curriculum decisions and inform teaching and learning practices.

The components of the senior assessment program are as follows:

Each May and December the School conducts a comprehensive exit survey of all graduating seniors. The goal is to determine student attitudes and the degree to which the program emphasizes the values and competencies defined by the School and the Accrediting Council on Education in Journalism and Mass Communication. The student exit survey is conducted in the two weeks prior to graduation. The survey also provides the School with initial data about graduates' career placement and destination plans.

Student Outcomes Survey

The School conducts an outcomes survey of all graduating seniors.

The survey opens two-three weeks prior to graduation and gathers information for a full year, following a student's successful completion of their degree. The survey provides the School with initial data about graduates' career placement and destination plans.

Student Exit Exam

Students complete an exit exam to measure student knowledge related to ACEJMC core values and competencies. Students take the 26-question exam in their required capstone courses.

Emphasis Area Reviews

Each emphasis area sets its own learning objectives and a timeline for review of student work during students' final semester. Emphasis area reviews typically require students to produce a portfolio that encompasses a sampling of their best professional work whether from journalism courses, extra-curricular activities, internships or other work experience. All emphasis area reviews rely on external reviewers and industry professionals to assess student learning and advise on methods for improving the program.

Convergence:

Graduating seniors complete a **digital portfolio** with a home page, resume, links to best work and evidence of proficiency in more than one area of journalism. Portfolio completion is required in students' capstone class and portfolios are evaluated by external reviewers.

Convergence Journalism Learning Goals

- Convergence faculty endorse the ACEJMC professional values and competencies that prepare convergence students to work in a diverse global and domestic society.
- Convergence faculty provide a curriculum that embraces traditional journalistic values while employing new technology and strategies to create original multimedia content for targeted audiences. By design, the core curriculum focuses on providing students with hands-on experiences to operate in deadline-driven and collaborative environments. Through convergence interest areas and electives, students gain increased understanding and skill in one area of specialization.

Successful graduates should be able to:

- Pitch a story idea or creative concept to a supervisor, future employer, or potential investor
- Understand, articulate and employ traditional journalistic values in telling a story
- Write effectively for multiple audiences
- Demonstrate proficiency in more than one content production technique (e.g. audio, video, text, photojournalism, data visualization)
- Demonstrate mastery in one area of specialization (data visualization, reporting for radio, television, print or digital outlets, producing for traditional, online, mobile or social media platforms, photojournalism, etc)
- Use digital tools and techniques to produce targeted content for distribution on all relevant platforms
- Engage users through effective application of social media and audience analytics.

Through their capstone experience undergraduate students will:

- Demonstrate their ability to use a quantitative or qualitative research method for the purpose of studying a specific objective on a team project
- Design and deliver an effective project presentation
- Identify their personal brand and effectively present themselves to a potential employer in person and through an online portfolio.

Magazine:

Graduating seniors complete a **digital portfolio** that includes a resume and clips. Each portfolio is reviewed by an evaluator who completes an assessment scorecard, which is returned to the student. External reviewers include magazine industry professionals who provide individual

feedback to students and overall comments to the magazine faculty as a whole.

Magazine Journalism Learning Goals

- The magazine program/emphasis area is designed for students interested in reporting, writing, editing, designing or publishing magazines, both in print and digital platforms.

As a result of their experience in the magazine emphasis area students or graduate models should know or apply:

- A context for skills development. Graduates should have a thorough appreciation for and understanding of the role of the media. Graduates must understand the history and cultural environment in which they will be applying those skills.
- A grasp of professional ethics. Graduates should understand that their choice of a career has made them beneficiaries of a public trust. They should have a sober appreciation of the power they wield and be sensitive to the influence of publicity on the lives of subjects.
- Different concepts, theories and research methods. They should be able to think critically, creatively and independently and be able to assess the work they and fellow journalists produce for quality, accuracy, fairness and tone.
- An understanding of diversity including gender, race, ethnicity, sexual orientation and other areas. Such knowledge is indispensable in serving our audiences and communities. Graduates should seek and appreciate diverse perspectives and experiences.
- Current tools and technologies appropriate for the magazine, publication or media outlet in which they work. They should also demonstrate agility in adjusting to the ever-changing nature of the industry.

Successful magazine graduates should be able to do the following:

- Report, research and gather information through primary and secondary sources as well as demonstrate solid interviewing skills and news judgment.
- Write correctly and clearly stories of varied scope, length and style.
- Excel in all aspects of editing from collaborating with members of the staff or team to story pitching and issue planning, making assignments, editing stories on both macro and micro levels, fact checking, packaging and production. Editing also includes audio, video and other multimedia.
- Understand basic design principles and the importance of layout, presentation and packaging in storytelling.
- Consider the numerous ways to present stories, including but not limited to audio, video, charts or infographics. Explore avenues for stories to find audiences, including but not limited to social media and using data from digital analytics.
- Serve the interests of the reader, maintain a magazine brand and understand aspects of publishing including audience, circulation, advertising, printing and distribution.

Photojournalism:

Graduating seniors submit **digital portfolios** containing work completed in the last two years of their course work. Portfolios contain primarily students' visual reporting (still photography, video and multimedia) as well as reporting samples, editing samples and design samples, if the student has taken design courses. Students also participate in a 45-minute, one-on-one interview with a visiting professional.

Interviews allow for an assessment of a student's readiness to enter the job market and provide a forum for students' personal comments about their educational experience. Assessors use a scorecard to grade student work, with copies provided to each student and photojournalism faculty.

Photojournalism Learning Goals

Students in the Photojournalism undergraduate emphasis area or the graduate models should know or be able to apply:

- Advanced knowledge of photojournalism to produce story telling visual reportage and editing techniques for print and digital platforms
- Ethical and legal considerations in visual newsgathering and dissemination
- Knowledge of and ability to gather information through interviewing, records research and statistical analysis
- How journalism has influenced, and will continue to influence, the world
- The role of journalism in a multicultural democracy, and visual communication informs citizenry
- Understanding of the interplay between social media and traditional media and its uses and relevance in today's news landscape.

In addition, photojournalism students should be able to:

- Analyze, synthesize and present information under the pressure of deadline
- Gather and disseminate news within ethical guidelines, and in the public interest
- Construct news and information in creative and original ways that avoid any hint of plagiarism
- Be transparent in all journalistic functions and develop decision-making capabilities that withstand public scrutiny
- Understand how to create news hierarchies through editing, design and presentation
- Develop visual literacy and technical skills to enhance the presentation and delivery of news across all forms of print and digital platforms
- Foster diversity and societal understanding through newsgathering and dissemination

Print and Digital:

Graduating seniors submit a **digital portfolio** that includes at least 10 samples of their work; an essay describing an ethical dilemma faced during the course of practicing journalism at a school-affiliated publication or during an internship; and a resume. The work must include one sample of multimedia. Students are then matched with outside professionals, based on their career interests. (public affairs reporting, sports, infographics, copy editing, designing, etc.) The professionals review the material and spend about a half-hour with the student by phone or video conferencing. They then complete a student assessment scorecard. The chair reviews the scorecards and sends them to the faculty along with any observations about themes or trends.

Print and Digital News Learning Goals

- The goals for students in the Print and Digital News group conform to the ACEJMC's core competencies.

Students in the Print and Digital News undergraduate emphasis area or the graduate models should be able to:

- Analyze, synthesize and present information under the pressure of deadline
- Gather and disseminate news within ethical guidelines, and in the public interest
- Construct news and information in creative and original ways that avoid any hint of plagiarism
- Be transparent in all journalistic functions and develop decision-making capabilities that withstand public scrutiny
- Understand how to create news hierarchies through editing, design and presentation
- Understand audiences and foster conversation within and among them
- Develop visual literacy and technical skills to enhance the presentation and delivery of news across all forms of print and digital platforms
- Foster diversity and societal understanding through news gathering and dissemination

Radio-Television:

Graduating seniors complete **digital portfolios** that include their resumes, written work and video clips. News executives from major television companies representing approximately 400 television newsrooms across the country visit campus to conduct one-on-one interviews and portfolio evaluations with each student. Evaluators provide verbal critiques to students and written assessment and commentary to faculty.

Radio-Television Journalism Learning Goals

Students in the Radio-Television undergraduate emphasis area or the graduate models should be able to:

- Research for story or newscast by applying internet tools, background information, and using in-person interviews
- Gather facts by using a wide range of diverse sources, established sources that lead to new sources and techniques that yield or reveal extraordinary information
- Write using conversational language, short sentences and techniques specific to video and sound
- Produce video using basic techniques of video composition such as sequences, lighting and matched action
- Tell stories using various angles and techniques to emphasize important and timely elements in a story
- Recognize ethical issues and how to avoid sensationalism
- Use news judgment to determine the relative value of stories in a digitally-driven 24-hour news cycle

Strategic Communication:

Students **interview** with at least one working professional in the field who assesses the student's **resume** and **portfolio**, along with overall career readiness. During these one-on-one interviews of all strategic communication students, assessors ask students to describe their experiences in the School and in Strategic Communication.

Strategic Communication Learning Goals

- The Strategic Communication emphasis area fosters theory and practice in nine specialties and teaches the linkages among those specialties. Interest areas are Account Management, Art Direction, Copywriting, Digital Strategy, Media Planning, Public Relations, Research, Sports and Entertainment promotion, and Video

Storytelling. All specialty areas share common learning goals and competencies.

Students in the Strategic Communication undergraduate emphasis area or the graduate models will have the knowledge and ability to:

- Understand and conduct high level and ethically executed primary and secondary research using both qualitative and quantitative methods
- Think critically about the potential ethical implications of persuasion in media
- Communicate in ways that are respectful and inclusive with regard to people's ethnicity, disabilities, gender, religion, country of origin, or sexual orientation
- Write and use images and video to communicate clearly, effectively, and ethically on a range of strategic communication media platforms
- Effectively use current technology in Strategic Communication and in their specialty areas
- Apply ethical and legal principles governing communication in a free society and understand the historical origins of such principles and practices
- Engage in strategic thinking in addressing opportunities and problems in strategic communication practice
- Work in effective teams in classes and for fee-paying clients (Mojo Ad and AdZou capstones)

Students in individual specialties have additional specific goals:

Account Management

Professionals in Account Management lead and manage a brand's strategic communication planning and execution. They may have this role in agencies, not-for-profits, government, and corporations.

Graduates will have the ability to:

- Conduct and/or apply research to client opportunities and problems
- Manage the relationships among all of the stakeholders in a strategic communication initiative
- Manage and assist in the development and presentation of audience insights

Art Direction

Art directors, graphic artists, and visual designers communicate using visual elements, and deploy their work through print, digital, visual, and experiential means.

Graduates will have the ability to:

- Use the power of visuals to communicate quickly and effectively following principles of good design
- Understand the importance of strategy in developing visual communication
- Apply the current terminology and tools of art direction

Copywriting

Copywriters create persuasive messages for multiple platforms that are targeted toward specific audiences and have the power to break through cluttered media environments.

Graduates will have the ability to:

- Develop messages that are on strategy and creative
- Communicate benefits versus product or service features

- Work with designers developing effective messaging

Digital Strategy

Digital strategists use research, analytics, and online metrics in planning and executing campaigns and complementing larger initiatives.

Graduates will have the ability to:

- Use research, analytics, mobile, social, and emerging digital tools
- Develop digital promotions that synchronize with larger strategic campaign tactics and objectives
- Apply high-level technological skills to problem solving

Research

Researchers in strategic communication have strong expertise in understanding consumer psychology and behavior of target audiences.

Graduates will have the ability to:

- Apply the rules and requirements of social scientific and marketing research
- Understand and select optimal theories and methodologies for different research questions
- Properly evaluate ethical issues in conducting research on human subjects

Media Planning

Media planners use research and analysis in determining where, when and how often a brand will deploy strategies and tactics in communicating with target audiences.

Graduates will have the ability to:

- Utilize the latest analysis techniques to creating strategies and evaluative criteria
- Identify optimal combinations of media tactics to achieve best results at the lowest cost
- Identify ethical issues related to privacy, behavioral targeting, location-based marketing, etc.

Public Relations

Public relations practitioners utilize a range of strategies and tactics including the "PESO" approach: Paid, Earned, Shared/Social, and Owned. They not only use traditional publicity tactics through news and other media, but also DTC, social media, and other approaches.

Graduates will have the ability to:

- Understand the strategic mix promotions and PR's role in that mix
- Understand and advise regarding other PR functions including events, risk and crisis communication, and internal communication
- Identify the range of stakeholders PR professionals may work with including employees, vendors, financial communities, government and policymakers, and opinion leaders

Sports and Entertainment Promotion

Specialists in sports and entertainment promotion work in several areas. This includes sports organizations and teams as well as music, film, theater, television, cable, and other entertainment properties.

Graduates will have the ability to:

- Understand the unique characteristics of different sports and entertainment brands

- Strategically deploy brand benefits through sports and entertainment venues, tie-ins, and other tactics
- Target audience segments for appropriate sports and entertainment related campaigns

Video Storytelling

Video storytellers design and create video content for a wide range of media platforms and devices. They craft such videos using strategies to increase brand visibility and sales through search, sharing, and mobile applications.

Graduates will have the ability to:

- Create brand videos that contribute to overall campaign strategies
- Plan, shoot, and edit high quality videos
- Quickly produce accurate, engaging, and informative stories aimed at target audiences

ACEJMC Learning Goals and Outcomes:

The School strongly adheres to the learning competencies and values defined by the **Accrediting Council on Education in Journalism and Mass Communication** which states that irrespective of a student's particular specialization all graduates should be able to:

- understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Opportunities for Graduate Study on MU Campus

The accelerated bachelor/master degree program was designed for students in the Missouri School of Journalism to attain a graduate education. The new program will allow students to apply and begin their

master's program in the senior year of undergraduate program. Students in the program complete requirements as outlined for the Bachelor of Journalism degree and then spend one more year (approximately 12 months) to earn a master's degree. The program requires students to carry 9-12 credits each semester. Course work in the program builds on the undergraduate program and enhances student's skills and understanding of the chosen area of journalism. At the present time, areas include strategic communication, newspaper design, broadcast management, computer-assisted reporting and magazine areas such as magazine writing and magazine design.

Graduate

About Our Graduate Programs

The University of Missouri's School of Journalism is the recognized leader for graduate study in journalism and strategic communication, having awarded the first master's and doctoral degrees in journalism in 1921 and 1934, respectively.

The Missouri Method is the time-honored process of journalism and strategic communication education: Graduate students gain valuable research-based, managerial experience while honing tactical skills. We operate the only network affiliate (NBC) television station in the country used to train journalism students. We publish a community daily newspaper (not a campus paper), and we operate four major web sites, a local magazine and an international magazine. Students also may train at our campus-based NPR affiliate. Our strategic communication students design media campaigns for local and national clients. Examples: Our students have created advertising and public relations campaigns for Nokia, Apple, Dr Pepper, Anheuser-Busch, Duncan Hines, DuPont, Dow Chemical, Kinko's, Eastman Kodak and many other leading international brands. Graduate studies in CAFNR are taking an innovative, high-tech approach to traditional agriculture, food and natural resources. Our students are highly engaged with expert faculty mentors who are impacting the future with findings on health breakthroughs, sustainable agriculture techniques and food safety. Prospective students are able to choose from a range of academic programs consistently recognized for excellence.

Note: Prospective graduate students must apply to both the degree program of interest and to the MU Office of Graduate Studies. In most cases, the entire application process may be completed online. Find admission and application details by selecting the degree program of interest in the left navigation column.

We operate educational programs in Washington, D.C., New York, and Brussels where many of our students carry out their capstone projects or do research. We also partner with educational programs around the world.

Our 80+ faculty members have earned impressive credentials from years of working in journalism and strategic communication. School resources include an extensive journalism library and Freedom of Information Center, Center for Advanced Social Research, and the Stephenson Research Center, named for the late William Stephenson, known globally as the inventor of Q-methodology.