

Online Master's Program Handbook

The Missouri School of Journalism

December 2005

Preface

The graduate journalism program is part of the University of Missouri-Columbia Graduate School. This handbook is designed to provide students and faculty advisors with information necessary for the completion of a graduate degree program through the School of Journalism. The handbook does not include information about all of the Graduate School's requirements. This handbook was developed to be used in conjunction with other MU publications including the M Book, the Graduate Catalog and the current Schedule of Courses.

Most deadlines for degree requirements are set by the Graduate School and are announced each semester. Deadlines are posted in the Journalism Graduate Studies Center, 134 Neff Annex, as well as e-mailed to the listserv and published on the Graduate School's web site, <http://gradschool.missouri.edu/>. Students are responsible for meeting all deadline requirements.

The Journalism Graduate Studies Center staff is available to answer questions from 8:00 a.m. to 5:00 p.m. weekdays during the academic year. You are welcome to speak with us, Amy Lenk, academic advisor, or Ginny Cowell, office support staff, if you have further questions.

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December 2005

*What sculpture is to a block of marble, education is to a human soul. -
Joseph Addison, essayist and poet (1672-1719)*

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Introduction

Mission of the School of Journalism and the University

The mission of the School of Journalism and of the University of Missouri is to educate enlightened and able graduates who have the potential to provide leadership in the economic, social and cultural development of the state and the nation. As the state's only public, doctoral-granting research institution, the University has a major commitment to research, scholarly work and creativity. The University emphasizes graduate and professional programs, and, as a land-grant institution, the University selectively extends the results of its research throughout the state.

The University is committed to the principles of academic freedom, equal opportunity, diversity, and to protecting the search for truth and its open expression. These commitments are indispensable to the fulfillment of the University's missions.

The program leading to the degree Master of Arts can accommodate several objectives, including:

1. Comprehensive professional preparation for careers in the news media and mass communications.
2. Expansion of previous professional preparation and experience (e.g., newspapers) into a new area (e.g., broadcast journalism).
3. Comprehensive academic preparation for careers in journalism teaching and research.
4. Combinations of 1, 2 and 3.

Policy Creation and Implementation

Rules for the graduate program are established by the Journalism Graduate Faculty, usually after initiation or review by one of the faculty's standing committees. A student who has explored all other avenues for appeal may petition on the grounds of exceptional circumstances directly to the Journalism Graduate Faculty for a rule waiver or modification.

Admission Requirements

Applicants submit an Application for Graduate Admission as well as copies of all transcripts. In addition, the School of Journalism Master's Application must be completed and three letters of recommendation and a resume must be submitted. The minimum acceptable undergraduate grade point average is 3.0 (4 = A). Graduate Record Examination scores also are required before an applicant will be considered for admission. If the GPA (cumulative or last 60 hours, whichever is higher) is 3.2 or above, the minimum Verbal/Quantitative GRE score required is 1000. If the GPA is between 3.0 and 3.2, the GRE score should be at least 1100. International applicants must have a TOEFL score of at least 600 (250 on the computer-based test). No exceptions are made to the TOEFL requirement.

Admission is limited on the basis of facility availability. It is possible that not everyone who meets the minimum requirements will be accepted. In making admission decisions, the Admissions Committee attempts to maintain an enrollment of 200 Master's students.

Applicants to the graduate program should meet the general requirements expected of a student seeking admission to the undergraduate program (except foreign language). Deadlines for application are July 1 for fall entry, and November 15 for winter. Deadlines are adhered to strictly and no applicant is considered for admission until all required application materials are received.

International students should contact the International Admissions Office, 123 Jesse Hall, UMC, Columbia, MO 65211, for specific information on international applications in time to comply with related requirements by the deadlines listed above.

Program Requirements

Overall Requirements

Online students may choose from two areas of study. The suggested curricula for these areas can be found later in this handbook. Students must complete a minimum of 37 hours to graduate. Each model includes a few elective hours. These electives may be courses from within the same area, from another area or transferred graduate hours from another accredited institution. For students with special needs, an individualized curriculum may be designed with the student's advisor, subject to approval of the Associate Dean for Graduate Studies.

Advisor

Online graduate students usually select a faculty advisor after they have completed three or four classes. The professional academic advisor will assist in course selection and related issues until a permanent advisor is recruited. Only members of the Journalism graduate faculty may serve as advisors. A list of qualified graduate faculty advisors can be found later in this handbook as well as on the Journalism School's web site, <http://journalism.missouri.edu/faculty/graduate.html>. As soon the student decides which area of study to pursue, they should contact faculty members who are interested in the chosen topic. *Students may change advisors at any time before the thesis/project proposal is approved. After that, changes may be made only with the expressed permission of the advisor and the associate dean.* A change in advisor or area of study must be documented in the Journalism Graduate Studies Center by the submission of a Student Information Form or in an e-mail from the selected advisor to the professional academic advisor.

Scholastic Requirements

Graduate students are required to maintain a grade average of at least 3.0. Only graduate-level grades are used to compute grade points. When the cumulative GPA falls below 3.0, the student is placed on probation. If the student is successful in raising the grade point, the probation is lifted. If the grade point average does not increase, a student must obtain permission from the Associate Dean of Graduate Studies in order to remain on probation for a second semester. If the Associate Dean of Graduate Studies believes the 3.0 cannot be achieved within the 37 hours required, the student may be dismissed from the program. MU rules regarding satisfactory progress toward the degree also apply. A further discussion of satisfactory progress can be found in the Policies section of this handbook on page 9.

Program of Study

All students are required to file a Program of Study form. The form can be downloaded from the Graduate School's web site, <http://gradschool.missouri.edu/>. ALL courses (minimum of 37 hours) taken toward the degree should be listed on the form along with credit hours and grade for each course. Courses planned, but not yet completed, also should be included. Typed forms are preferred; however legible printing will be accepted.

The student signs the form and obtains a signature from the advisor. The form must then be submitted to the Associate Dean or the Academic Advisor. The Academic Advisor will process the form and forward it to the Graduate School for final approval.

The program of study form should be filed by the end of the third semester of your program or as soon as you have outlined your program.

Changes may be made to alter the Program of Study by completing a Course Substitution Form. The student lists the courses to be deleted from and/or added to the Program of Study, obtains the advisor's signature and submits the form to the Associate Dean or Academic Advisor.

Policies of the Master's Program

Total hours

The Master's program requires a minimum of 37 graduate hours. All students are required to take J8000-Mass Media Seminar and J8006-Quantitative Research Methods or J8008-Qualitative Research Methods. Students also choose one of the following courses: J7000-Communications Law or J8080-Media Ethics. Students are required to complete the capstone section of the model they have chosen. At least half of the program must be at the 8000 level.

Degree Time Limit

According to University rules, students have eight years to complete the degree. The semester of first enrollment in the Journalism graduate program is the starting point of the time limit. The Graduate School is the only body that can grant extensions on the time limit. Extensions to the time limit are rare.

On-Campus Attendance Requirement

Online students are required to be on campus at least twice during the program. One of those visits must be the summer seminar. This seminar is held over a long weekend in late June of each year. Seminar topic changes from year to year and the seminar may be repeated. The second visit to campus is for the thesis defense. In the event that a student resides in another country or is in a situation whereby it would create a hardship to come to campus, alternate arrangements can be made with the approval of the Associate Dean for Graduate Studies.

S/U and Hearer

Graduate students may not take any course S/U (pass/fail) except for thesis research and professional project hours.

Transfer Credit

Graduate students may transfer up to six hours credit that can be used in partial fulfillment of graduate degree requirements, with these provisions:

- a) The student must make formal application in writing to the Associate Dean for Graduate Studies for acceptance of the transfer credits.
- b) The transfer credits must be included in the transcripts in the student's file, and the application must be accompanied by a course syllabus or by the official catalog descriptions of the course(s) in question.
- c) The transfer credits must be from an accredited institution.
- d) Application for transfer of credits may be made as part of the student's application for admission to the program, in which case the student will be notified of the decision on the transfer credits along with the decision on admission.
- e) As a rule, credits must be no more than seven years old to be eligible for transfer, but final decisions on this will be at the discretion of the Associate Dean.

Leave of Absence

Students may take a leave of absence from the program. If the student is in good standing at the time of the leave of absence, that student may return at a later point with no penalty. Leaves of absence of longer than a year will require that the student complete a Request to Re-Enroll form. Students who are away beyond the eight-year degree time limit will need to consult with the Associate Dean of Graduate Studies before being allowed back into the master's program.

Satisfactory Academic Progress

All students are required to maintain satisfactory academic progress. Generally, this is interpreted to mean the student is taking courses that serve to complete degree requirements and is maintaining at least a 3.0 GPA.

Full time graduate students are considered to be making satisfactory progress if they are enrolled in at least nine semester hours of graded course work applicable to the student's degree program and satisfactorily complete 18 semester hours of graded course work in each 12-month period of enrollment.

Three-quarter time graduate students are considered to be making satisfactory progress if they are enrolled in at least six semester hours of graded course work each term and complete 12 semester hours of graded course work applicable to the student's degree in each 12-month period of enrollment.

Half-time graduate students are considered to be making satisfactory progress if they are enrolled in at least four semester hours of graded course work applicable to the student's degree program and satisfactorily complete eight semester hours of graded course work in each 12-month period of enrollment.

Periodic reviews are conducted to evaluate the progress of the student body. Students who are not considered to be making satisfactory academic progress are counseled about the consequences of lack of progress. The penalty can include dismissal from the program.

Online students are considered to be making satisfactory academic progress through completing a minimum of nine credit hours (three courses) in a 12-month period. Exceptions to this policy can be given by the Associate Dean.

Grading System

Graduate students are given grades of A (4.0), B (3.0) or C (2.0). There is no D grade for graduate students, and a grade of F (0) means the work has not satisfied the minimum requirements of the course. W denotes withdrawn passing and WF denotes withdrawn failing. Pluses and Minuses are not used for graduate students. Courses numbered 4000 and below do not carry graduate credit toward the degree.

No grade will be assigned to a student who officially withdraws from a course prior to the 26th day of the Fall/Winter semester or an equivalent period of time in a Summer session. A student who officially withdraws from a course on or after the 26th day is required to obtain the signature of the course instructor on the add/drop form; a student will be informed at that time of the grade (W or F) that will be submitted to the registrar's office at the end of the semester. A grade of "F" is assigned if the student is judged to be failing at the time of the withdrawal.

Grade Point Average

Master's students are required to maintain a minimum 3.0 cumulative GPA. To calculate the GPA, multiply the number of hours of A by four, the number of hours of B by three and the number of hours of C by 2. Add those totals together and divide that total by the total number of hours completed (including any F grades, if applicable).

For example, John/Jane Doe has received the following grades:

$$\begin{array}{r} 6 \text{ hrs. A (x 4)} = 24 \\ 6 \text{ hrs. B (x 3)} = 18 \\ 1 \text{ hr. C (x 2)} = 2 \\ \hline 0 \text{ hrs. F (x 0)} = 0 \\ \hline 13 \qquad \qquad \qquad 44 \end{array}$$
$$\begin{array}{r} 3.385 \\ 13 \overline{)44} \end{array}$$

Incomplete Grades

For courses other than 8090-Research (thesis) and 8190-Area Problem (project), the grade of I (incomplete) may be recorded when the student's work is incomplete but otherwise worthy of credit. Incompletes typically are not given for reasons other than medical and should be negotiated with the instructor as early in the semester as possible. Incomplete grade reports are submitted with grade rolls and must indicate what course requirements have not yet been met and outline a timeframe for completing those requirements. Incomplete courses must be completed within one year or the Incomplete becomes frozen and cannot be changed.

Oral Defense

All students are required to schedule an oral defense of their thesis or professional project. The defense takes place when the student and the committee chair feel the thesis or project is as complete as possible. This is the final step in the master's program. The student should bring the Report of Examining Committee to the defense for the committee member's signatures. The Examining Committee report is then forwarded to the academic advisor for processing.

The form will not be processed until the academic advisor has received an abstract of the thesis or the corrected and bound professional project report. In addition, the academic advisor must receive evidence that the student has filed the appropriate ending paperwork for IRB approvals, if necessary, before paperwork will be processed.

Online students are required to come to campus for the oral defense.

8085 Problems

Students enrolled in J-8085 are expected to work on a specific scholarly research problem that is not associated with the thesis or project. The topic for the J-8085 problem must be arranged with a supervisor before class registration. J-8085 may not be taken in lieu of work performed by a student assistant or in place of a regularly scheduled class. A maximum of four credit hours may be earned through the course. The hours may be divided over several sessions. At the present time, online students register for this class as they prepare their thesis proposal. Students are eligible to take up to three additional 8085 credits. Contact the Academic Advisor for procedures.

Assessment

The University requires students to provide certain information about their productivity each year. Each spring, students are asked to log onto a web page and provide information about such things as scholarships/grants/prizes received, awards received required forms that have been filed and publication or presentation of research. All students are required to provide this information, including students in the online program.

Curricular Models

These are suggested curricula for specialization in the various areas of journalism. These are not requirements but suggestions. The University requires at least half of a graduate student's course work to be in 8000-level courses. Courses 4000-level courses and below DO NOT carry graduate credit.

Online Media Management Model

The Media Management option is designed for students who have had substantial professional experience and want to direct their future careers toward management: publishers of a newspaper or magazine, managing partners or presidents of an advertising agency, or general managers or presidents of a broadcast or cable network or station, for example.

	Cr. Hrs.
Program Core	9
_____ 8000 Mass Media Seminar (3)	
_____ 8006 Quantitative Research Methods or 8008 Qualitative Research Methods (3)	
_____ 8080 Media Ethics (3)	
Media Management Core.....	10-12
_____ 7736 Economics and Finance of the Media (3)	
_____ 7978 Media Management and Leadership (3)	
_____ 8058 Communication in Media Organizations (3)	
_____ 8070 Proseminar (1-3) - can be repeated – attendance for one 1-hour seminar on campus is required	
Electives	6-7
Capstone Level	10
_____ <i>Thesis:</i> 8100 MA Thesis Seminar (1) and 8090 Research (9)	
_____ <i>Professional Project:</i> 8098 MA Project Seminar (1) and 8190 Area Problem (9)	
Total Suggested for Graduation	36-37

Online Strategic Communication Model

The Missouri Strategic Communication program is based on five principles: strategic planning, technology, relationship building, a global/multicultural perspective and a communications toolbox. The graduate curriculum focuses primarily on theory and research. This foundation helps students learn how to think critically and to develop strategies for communication problems.

	Cr. Hrs.
Program Core	9
_____ 8000 Mass Media Seminar (3)	
_____ 8006 Quantitative Research Methods or 8008 Qualitative Research Methods (3)	
_____ 8080 Media Ethics (3)	
 Strategic Communication Core	 16-18
_____ 7736 Economics & Finance of the Media (3)	
_____ 7978 Media Management and Leadership (3)	
_____ 8018 Strategic Communication Research (3)	
_____ 8020 Principles & Tools in Strategic Communication Planning (3)	
_____ 8058 Communication in Media Organizations (3)	
_____ 8070 Proseminar (1-3) - can be repeated – attendance for one 1-hour seminar on campus is required	
 Electives	 1-2
 Capstone Level	 10
_____ <i>Thesis</i> : 8100 MA Thesis Seminar (1) and 8090 Research (9)	
_____ <i>Professional Project</i> : 8098 MA Project Seminar (1) and 8190 Area Problem (9)	
 Total Suggested for Graduation	 36-37

Thesis Plan

The purpose of the Blackboard course "Thesis Proposal Preparation for Online Students" is the preparation of an acceptable thesis proposal. The class facilitator will provide assistance in writing the proposal. In addition, the following guidelines are provided to assist students in proposal preparation. Students register for 8085-Problems for one hour of credit when they are in their last semester of course work or when all course work has been completed. The thesis proposal must be complete and approved before registering for thesis credits.

Proposal

Each proposal should include the following components:

A. Purpose of the Study

Explain the purpose of the study. The statement of purpose should be clear and concise. A time-honored way to begin is "The purpose of this study is...." The statement of purpose should be written not only for a subject matter specialist in the area of study, but also for an informed, intelligent layman, because such a person frequently will serve as a member of the student's thesis committee. Context should be provided to make clear the purpose of the thesis, but the purpose, not the background, of the study should be emphasized. The terms should be comprehensible, *and the scope of the study should be well drawn.*

Part of the Purpose of the Study is an opportunity for students to draw together ideas gleaned from their curriculum and link these ideas with the planned thesis. This should be more than a reiteration of what was accomplished in each of the classes. Rather, students are expected to use ideas and theories from their course work and show how that information has prepared them to study the planned thesis topic.

B. Rationale

State the significance of the project, explaining how it will:

1. refine existing knowledge;
2. revise existing knowledge;
3. extend existing knowledge.

Any one of the rationales above is sufficient to justify the worthiness of the proposed study. The study must contribute to "knowledge," defined here as what an informed scholar in the field of study knows. The student is not just learning but creating scholarship.

C. Literature Review

Demonstrate familiarity with materials relevant to the study, i.e., primary source material and secondary source material. The proposal should make it clear that the student understands this material not only in its detail, its separate parts, but that he/she also has an overview, an understanding of perspectives, research thrusts, major and minor viewpoints, etc. The literature review should be a combination of annotated bibliography for sources most closely identified with the project and narrative summary for other relevant materials.

D. Sources

State plainly the source material to be used, both primary and secondary. Explain how the study uses the literature discussed in the "Literature Review" section or departs from it. Discuss access to sources in terms of availability, costs (traveling, purchasing, photocopying); time needed to reach, study, collate and analyze information; competency to deal with material (need to translate or to acquire such skills as database searching), etc.

E. Research Design

Explain how the study will be done, i.e. the method(s) and instrument(s) used to achieve the purpose. This is where the study is operationalized. The student must convince the proposal reader that the means presented will produce the end aspired to in the statement of purpose. The research design may be presented informally (in terms of a question and how it will be answered) or formally, in terms of an hypothesis and how it will be tested. The student should make clear all the steps to be taken to answer the question or to test the hypothesis; the logic of any sampling, time-bracketing, selection of people or places or things to be examined; omissions; possible errors; problems or risks; the employment of any special instruments or techniques; paradigms to be adopted, altered or rejected; controls (if any); and, in general, the data expected to be found (and their reliability). Thesis students are required to use a methodology for which they have taken a course. For example, if the chosen methodology utilizes focus groups, the student should have taken J-8008 Qualitative Research Methods.

F. Outline and Title of Completed Project

Indicate the shape and the name to be given your scholarship when it is presented to the world. In general, the study should be put together approximately in this order:

1. Introduction (Context)
2. Purpose
3. Rationale
4. Research design
5. Presentation of findings
6. Summary and Conclusions

The title must be descriptive; i.e. readers should be able to tell what the study is about from the title it is given. The chapter outline should be indicated.

G. Miscellaneous

Discuss matters such as costs, travel plans, publication prospects and so forth in this section. Include a copy of the request to the Institutional Review Board and, if possible, a copy of the approval by that body. A copy of the IRB request **MUST** accompany the thesis proposal when it is submitted to the Academic Advisor. The IRB approval can be submitted later if necessary. Students are required to submit **BOTH** a copy of the IRB request and the IRB approval to the Academic Advisor.

Once the proposal has been written and approved, the student should prepare the Request for Thesis Committee form that appoints the student's committee. This form must be on file in the Graduate School, 210 Jesse, to be eligible for graduation.

Role of Committee Members (Readers)

Each thesis committee is composed of four faculty members: The first reader (committee chair) normally is the student's advisor, whose responsibility it is to guide the student through the thesis writing process.

Each committee has a person who serves as a quality control. This person may be recommended by the advisor, but is chosen by the student and is from a department outside of Journalism. The third reader, or outside reader, has absolute veto power over the thesis. That is, if the outside reader does not approve the thesis, it is automatically rejected. The fourth reader is a Journalism faculty member whose role is similar to the outside person's role, although the fourth reader may be involved as the thesis progresses. A thesis committee looks like this: Chair (journalism), second reader (journalism), third reader (outside) and fourth reader (journalism). All committee members must be on the graduate faculty. As soon as the committee membership has been confirmed, the student should file the Request for Thesis Committee form. This form should be completed no later than the end of the semester in which the thesis proposal is approved.

There are almost as many ways of working with thesis students as there are graduate faculty members. Some committee members want to see the thesis chapter by chapter as it is written. Others prefer to wait until the thesis is completed before reading it. Student and committee should agree upon how the thesis is reviewed before the student begins writing. No matter what method of reviewing is chosen, the advisor must read the material first. Only after he/she has approved it may the second reader examine the work.

Use of Human Subjects

If you plan to use human subjects in your research, you need to be aware that there are federal laws to protect those subjects. Legal requirements to protect human subjects apply to a much broader range of research than many investigators realize. In addition to covering traditional biomedical studies, legal obligations to protect human subjects also apply, for example, to research that uses:

- Human beings to test devices products or materials that have been developed through research.
- Data collected through intervention or interaction with individuals. Intervention includes not only physical procedures (like drawing blood), but also manipulation of a subject's environment.
- Private information that can be readily identified with individuals, even if the information was not collected specifically for the study in question.
- Studies conducted to gain generalizable knowledge about categories or classes of subjects such as DOE workers.
- Human beings to evaluate environmental alterations - for example, on weatherization options or habitat modifications.

If you plan to use human subjects in any way, you MUST discuss this issue with your committee chair. If you have any questions about how the rules apply to your research, contact the Associate Dean for Graduate Studies or personnel in the University's Office of Research, 316 Jesse Hall. If it is deemed necessary for you to apply for approval of your thesis proposal to use human subjects in your research, a copy of that application and ultimate approval must be given to the academic advisor in the Journalism Graduate Studies Center or be submitted as part of your thesis proposal. All of the necessary forms and instructions for IRB requests can be found at <http://www.research.missouri.edu/cirb/>.

Graduate School Rules/Regulations

The Graduate School has specific regulations regarding the acceptable kind of paper, proper margins, typeface and corrections. The student should obtain a copy of the most recent version of "Guidelines for Dissertations and Theses" from the Graduate School before beginning to write to ensure proper form is followed. The Guidelines will be mailed to students planning to write a thesis. Students also can download a copy of the Guidelines from the Graduate School's website <http://gradschool.missouri.edu>.

Completing the Thesis

The stylebook preferred by the Graduate School for thesis preparation is A Manual for Writers of Term Papers, Theses and Dissertations, by Kate L. Turabian. An alternative style is the Publication Manual of the American Psychological Association. Once the student has completed a rough draft of the thesis, arrangements should be made for final typing (or printing). A final typed thesis is one that has been typed to specification (see Graduate School regulations above). The only exception is that page numbers may be left off until after the oral examination. At the same time the thesis is typed (or printed), an Approval Sheet must be prepared, using the same paper stock and type style. An example Approval Sheet is available in the Graduate School's "Guidelines." Once the thesis is complete and the student is ready to defend it, a copy must be presented to the graduate academic advisor to conduct a format check. Allow a couple of days for the format check to be completed. The deadline for submitting the final version of the thesis is set by the Graduate School and usually falls a couple of weeks before the end of the semester.

The student is responsible for working with the committee to establish a date for the oral defense and for obtaining a room in which the defense is held. The committee signs the Report of the Master's Examining Committee form at the time of the oral defense if the thesis is felt to be acceptable. This form also carries the title of the thesis. The Graduate School requires that the binding title be no more than 50 characters long. The Associate Dean will not sign the Examining Committee report form, signifying all requirements have been met, until an abstract of 250 words or less is submitted to the graduate academic advisor.

Because advisors spend untold hours working with the student as the thesis is being completed, it is required that a bound copy of the approved thesis be presented to the advisor in appreciation of his/her contributions to the project.

Miscellaneous

Thesis proposals must be on file in the Graduate Studies Center before the student is allowed to enroll in J-8090 Research.

At the beginning of the semester or session in which the student plans to graduate, he/she should check with the Graduate School to make sure that all forms required up to that point have been submitted and that other rules and regulations are being followed. This is also a good opportunity for the student to pick up a copy of the "Guidelines" as well as all of the forms required.

The student must be registered the semester or session he/she graduates. If he/she has registered for all nine of the J-8090 credits in previous sessions, he/she may register for "Exam Only." The personnel in the Graduate School handle this type of registration.

All forms are available in the Resources section of this Blackboard course or can be downloaded from the Graduate School's website, <http://gradschool.missouri.edu>. Keep in mind that some of the forms are internal Journalism forms and others are campus-level forms. Each form will have accompanying information that outlines how it is to be handled.

Professional Project Plan

The purpose of a professional project is to develop and demonstrate professional competence. A professional project is pursued under the close supervision of a faculty member or other professional journalist with relevant expertise.

If you choose to do a professional project, you will spend at least 30 hours per week for a minimum of 14 weeks engaged in professional-level journalism. The work you do will be intended for public dissemination. The quality of your work will be assessed by both your on-site supervisor and your project committee.

There are two types of professional project: those done through one of the school's established programs, and projects carried out individually.

You are encouraged to pursue your project through an established program at the School if that environment meets your professional needs. These programs allow a great deal of flexibility in designing a project while also providing a high level of faculty guidance.

Established Professional Programs

Washington Program: This program is located in the National Press Building, just a few blocks from the White House and Capitol Hill. Washington offers opportunities for students interested in print or broadcast journalism, advertising or public relations. The program director helps you find a place to work, organizes weekly seminars and provides continuing oversight. Students applying to the Washington program should have a good understanding of American government, with some course work in political science at either the graduate or undergraduate level.

State Government Reporting Program: The program, located on the ground floor of Missouri's statehouse, is a converged newsroom serving a variety of news outlets across the state. Students cover state government for the Columbia Missourian, KBIA, KOMU-TV, KMOX in St. Louis, Missouri public radio stations, Missouri newspapers and the online news service Missouri Digital News. In addition, there are professional project opportunities at the St. Louis Post-Dispatch, the Kansas City Star and the Joplin Globe during legislative sessions.

Individual Projects

An individual project allows development of professional skills that cannot be accommodated as well through an established program in the School. Individual projects may be pursued at one of the school's media outlets, by working with an individual faculty member or in an outside organization under a non-faculty supervisor.

Before proposing an individual project, you or your faculty advisor usually should contact the directors of the established programs to determine if the project could be pursued through an established program. In all individual projects, the faculty advisor is responsible for ensuring compliance with the terms of the approved project proposal.

Prerequisites

Generally, you will do your professional project in your final semester. All courses necessary for graduation should have been completed and the Program of Study Form filed.

You must provide evidence of adequate preparation for the project's specialty. Such evidence may include coursework and professional experience such as internships or school media experience.

You must have completed advanced professional skills courses in the project's area of specialty. Your advisor or your project committee may require additional preparation.

The Project Seminar

During the semester before you plan to undertake your professional project, you must enroll in 8098, the Project Seminar. This one-credit course is designed to help you plan your project and to help you produce a formal project proposal. The instructor of the seminar will guide you through the proposal process. To pass the seminar, you must submit a proposal that has been approved by your project committee and the instructor of the seminar. You must successfully complete the seminar before you may begin your project.

Committee

One requirement of the Project Seminar is that you select a minimum of three faculty members to serve as your project committee. One member of the project committee may be from outside the School. One member of the committee should be either your advisor or a faculty member skilled in the subject matter of the project. If you desire, more than three members may serve on the project committee. At least two members of the committee must be members of the graduate faculty. The chair of the committee must be a graduate faculty member. The project committee should include a member who is an expert in the scholarly literature reflected in the literature review. If you are doing research rather than a professional analysis, one member of your committee should also be expert in the methodology used in the research component.

Every committee for a professional project involving work in one of the school's newsrooms must include an appropriate faculty member assigned to the newsroom. Every committee for a project pursued in Washington must include the Washington Program director. Every committee for a project pursued in Jefferson City must include the State Government Reporting Program director.

The project committee is responsible for advising you in preparing your project proposal. At the conclusion of the project, the committee will conduct an oral examination to assess your professional growth and achievements in graduate school and, in particular, during the professional project. Approval by a majority of the committee members is necessary for graduation. The committee may require additional work. It is your responsibility to schedule the time and to reserve a room for the oral examination.

After a project has been approved and work begun, a member of your professional project committee may be replaced only if the associate dean for graduate studies determines that the member is unable to serve or if both the associate dean and the committee member approve the replacement. Addition of a new committee member requires approval of both the associate dean and your project committee.

The Project

A professional project has two parts – the **professional skills component** and the **analysis component**. The former will require about 80 percent of your effort; the latter about 20 percent. Both should be carefully thought out before you submit your project proposal.

The professional skills component of your project should build on your coursework and previous experience. This component is intended both to develop your skills and to demonstrate

them to the faculty and prospective employers. Unlike previous coursework, your project will involve nearly fulltime work over the equivalent of a semester. Unlike an internship, your project is the capstone of the master's degree program. It includes, in addition to the work itself, an analysis component that requires you to examine in detail some aspect of professional practice.

The Analysis Component

For the analysis component of your project, you may choose to do either traditional scholarly research or a journalistic professional analysis. (NOTE: Faculty in the Broadcast News and Advertising departments have decided that students pursuing those models must do scholarly research.) In either case, you will be expected to devote the equivalent of one day a week for at least 14 weeks to the analysis component.

Research is a scholarly examination of one or more questions related to your professional skills component. That relationship typically takes one of these three forms:

- a. Providing background information so that the project can be carried out in a more sophisticated way.
- b. Evaluating the impact of the professional project.
- c. Expanding understanding of some process, organization or medium that serves as the context of the project.

The product of your research is a formal paper suitable for submission at a scholarly conference or for publication in a scholarly journal.

If the research component involves testing of live human participants, it must be approved by the University's Institutional Review Board (IRB). Approval must precede any testing that occurs.

The beginning of the research section of the project should contain a discussion of the importance of the research component and a clear explanation of what it adds to the professional project. There should also be a clear rationale for use of the research method(s) that is (are) employed. You are required to use a methodology for which you have prepared in coursework. For example, if the chosen methodology utilizes focus groups, you should have taken Qualitative Research Methods.

Include a copy of the application to the Institutional Review Board and, if possible, a copy of the approval by that body. A copy of the IRB application **MUST** accompany the professional project proposal when it is submitted to the Academic Advisor. The IRB approval can be submitted later if necessary.

Use of Human Subjects

If you plan to use human subjects in your research, you need to be aware that there are federal laws to protect those subjects. Legal requirements to protect human subjects apply to a much broader range of research than many investigators realize. In addition to covering traditional biomedical studies, legal obligations to protect human subjects also apply, for example, to research that uses:

- Human beings to test devices products or materials that have been developed through research.
- Data collected through intervention or interaction with individuals. Intervention includes not only physical procedures (like drawing blood), but also manipulation of a subject's environment.
- Private information that can be readily identified with individuals, even if the

- information was not collected specifically for the study in question.
- Studies conducted to gain generalizable knowledge about categories or classes of subjects such as DOE workers.
- Human beings to evaluate environmental alterations - for example, on weatherization options or habitat modifications.

If you plan to use human subjects in any way, you **MUST** discuss this issue with your committee chair. If you have any questions about how the rules apply to your research, contact the Associate Dean for Graduate Studies or personnel in the University's Office of Research, 316 Jesse Hall. If it is deemed necessary for you to apply for approval of your project proposal to use human subjects in your research, a copy of that application and ultimate approval must be given to the academic advisor in the Journalism Graduate Studies Center and be submitted as part of your professional project proposal. All of the necessary forms and instructions for IRB requests can be found at <http://www.research.missouri.edu/cirb/>.

Professional analysis uses the tools of journalism rather than those of scholarship. The professional analysis examines individuals, institutions or issues relevant to the field. The topic of the professional analysis must be related to your skills component. Students who choose the professional analysis must write a substantive analytical article suitable for a professional publication such as AJR, CJR, Design Journal, Folio, News Photographer, IPI Global Journalist, The IRE Journal, Quill, or Dispute Resolution. The methodology employed is journalistic investigation and is not subject to approval of the University's Institutional Review Board because it is not "research" in the scholarly sense.

Here are the requirements for developing and writing the professional analysis:

- Identify the individual, institution or issue to be analyzed.
- Explain why this subject matter interests you and why it would interest professional practitioners.
- Write a literature review that provides background and theoretical framework. The literature review must be scholarly in nature, but may include some non-scholarly references.
- Do the analysis, using the documentary and human sources and employing the reporting and writing techniques typically used in an in-depth piece of journalism.
- Draft a query letter to the editor of the targeted publication. A draft of the query letter must be included in your project proposal. Include the letter in your final project report, but don't send it until you've gotten advice from your committee.
- Complete the article that meets all the requirements of the professional analysis. Deliver a polished draft of this article to your committee chair three (3) weeks before your oral defense. This allows time for review and revision. A revised, publishable draft of the article must be included in your project report, which is due to your committee members at least five (5) working days before your defense.

Getting a Project Approved

Professional project students must enroll in J-8098 MA Project Seminar the semester before the semester in which the project is to be completed. During the seminar, you will be provided information about the variety of professional projects available and how to prepare a professional project proposal. You will also receive instruction in selecting a publication outlet and drafting a query letter. Students planning to complete the professional project in the Washington program also must apply to that program. Application deadlines are announced at the beginning of each semester for the following semester.

Before you may enroll in J-8190 Area Problem, you must have received a passing grade in the Project Seminar and submitted a completed professional project proposal to the seminar instructor.

A professional project proposal may not be submitted to the Project Seminar instructor until the proposal has been approved by all of your committee members. All proposals and other relevant information are forwarded to your academic file after receiving approval of the seminar instructor. The professional project proposal must be on file in the Graduate Studies before you are allowed to begin work on the project.

When the number of slots available for a program is limited and over-subscribed, completion of all course work and GPA, in that order, may be used in the selection of candidates

Appeal Process

An appeal for reconsideration of the Project Seminar instructor's rejection of a project proposal must be made in writing to the Associate Dean for Graduate Studies after approval by the student's advisor. The appeal should address the reasons given by the instructor for the original rejection.

Within two weeks after an appeal is submitted, the associate dean will make a decision on the appeal. Actual work on the project should not begin before an appeal is approved.

The Proposal

A professional project requires a detailed, written proposal that must be approved by both your project committee and the Project Seminar instructor before the project is begun. The proposal must describe a capstone project that will develop and demonstrate both professional skills and analytic ability. The proposal must include both professional skills and analysis components.

The proposal for a professional project must contain the following elements, in this order:

1. Introduction. Explain how your coursework and other experiences have led to, and prepared you for, this project. Cite specific courses and instructors if you wish. More important in this introduction, however, are the skills and concepts you have learned and the professional direction in which they have pointed you. Explain as clearly as you can where you are headed, professionally, and how this project will help you get there.
2. The professional skills component. Answer, as specifically as possible, these questions:
Where will you work? What will you do? Include these specifics:
 - The journalism specialty or area of emphasis of the project;
 - What educational and professional qualifications you have to pursue the project;
 - Beginning and ending dates;
 - Work schedule (the minimum requirement is the equivalent of 30 hours per week for at least 14 weeks);
 - Detailed description of the work you'll do;
 - How the work will be disseminated;
 - What material will be included in the final project report that meets the requirement for "abundant physical evidence;"
 - Who will supervise the project and how that supervision will be provided.
3. The analysis component. This is the part of the project that requires you to step back and examine some aspect of professional practice. As you've read in the detailed description earlier, the analysis component may take the form of traditional scholarly research or a journalistic professional analysis. In either case, this section of the

proposal must include these elements:

- A clear statement of your topic and what questions you propose to answer about that topic;
- An explanation of how this topic and these questions are relevant to the field and to your professional skills component;
- A succinct discussion of the mass communication theory or theories that apply;
- A description of the scholarly or journalistic methods you will use;
- A literature review that summarizes what scholars have said about your topic and your methods. (This literature review, with any necessary updates, will also be included with the analysis component in your final project report.);
- Publication possibilities, in scholarly journals or conferences if you are doing research, or in professional journals if you are doing professional analysis;

All of this must be accompanied by the "Proposal Approval Form," signed by your committee members.

On-site supervisor agreement

If a professional project is to be supervised by someone who is not a regular member of the School faculty, the proposal must include a signed, written agreement by the on-site supervisor. The agreement must specify how you will be supervised and your responsibilities. The supervisor must agree to comply with the professional project regulations and provide a copy of the supervisor's resume.

The proposal also must include the name of a project committee member who has accepted responsibility for coordination with the on-site supervisor. The faculty coordinator is expected to maintain regular contact with you and the on-site supervisor during the course of the project. At least twice during the project, you must submit to the faculty coordinator a detailed report on your progress including a weekly log of your activities.

In the case of individual projects, at the conclusion of the project, your on-site supervisor must submit a written evaluation of your work. This evaluation is directed to your committee chair. It will be shared with your committee and included in your permanent file. If you desire, you may include it in your final project report.

Payment to Students During Projects

Professional project students may receive payment for project work. This may take the form of salary, free-lance fees or expense reimbursement. However, a professional project must not be simply an internship or the first 14 weeks of a permanent job. A project must have clearly specified beginning and ending dates, agreed work responsibilities and an on-site supervisor. A project must also allow time for completion of the analysis component. Your advisor has the responsibility of ensuring that the academic standards of the project are maintained. In the case of individual projects, your advisor will contact your on-site supervisor at least once every two weeks to discuss your progress.

Project Report

The project report is the evidence that shows your committee what you have done. It will be filed as a permanent record in the Journalism Library so that other students may examine it when considering project ideas or preparing their own reports. Copies of the report must be distributed to the project committee at least five (5) working days before the oral defense. It is your responsibility to reserve a room for the defense.

The final project report must be in-depth, detailed and free of grammatical, spelling or typographical errors. The report should be prepared in an 8 1/2 by 11-inch format. The report should be delivered to committee members in a binding that permits easy handling. Once the report is accepted and any final changes are made, it must be hard-bound for filing in the Journalism Library. Project reports are to follow a format similar to that of a thesis. Here is the format (any variation must be approved by your faculty committee). In the following order:

- a. Title page, which includes a short title of the professional work performed for the project, the semester in which you completed the project, your name and the names of the committee members with advisor/chair indicated.
- b. Detailed Table of Contents. Include page numbers for the first page of each section. (Pages must be numbered consecutively from the Table of Contents through the final page in the book.)
- c. An introduction that explains why you chose this project and how it fits your career goals.
- d. A chronological description of your activities during the project. You should keep and include a weekly record of your work.
- e. Your evaluation of both your work product and of what you have learned from this project.
- f. If you have done an individual project, a letter of evaluation from your on-site supervisor may be included, but only with your written approval.
- g. Abundant physical evidence of your work, such as clippings, article drafts, scripts, tapes or videotapes, printouts of web pages or compact disks.
- h. The analysis component. This should begin with the literature review you did during the Project Seminar. A research component should conform to a scholarly presentation style agreed upon by the student and the project advisor. A professional analysis component should include the revised, publishable-quality report of your research or professional analysis.

Attach as an appendix a copy of the proposal as approved by your committee, without the literature review, together with a description and explanation of any changes in the original proposal.

You are responsible for working with your committee to establish a date for the oral defense and for obtaining a room in which the defense is held. Committee members must have a draft of the project available a minimum of five (5) working days before the oral. The committee signs the Report of the Master's Examining Committee form at the time of the oral defense if the members accept the report. The committee may, however, require additional work before the report is acceptable. Project students do not have a thesis title so this line on the form is left blank. The Associate Dean will not sign the Examining Committee report form, signifying that all requirements have been met, until a copy of the final project report is submitted to the Graduate Studies Center. Hard-backed binding can take two weeks or more to complete. Therefore, a receipt indicating that the project report has been dropped off for binding and that the bound copy will be delivered to the Journalism Graduate Studies Center immediately upon completion will be sufficient to release the defense paperwork for graduation purposes. However, if the project report is not delivered as indicated on the receipt, the student's diploma will be held until the report is received.

The student must be registered the semester or session he/she graduates. If he/she has registered for all nine of the Area Problem credits in previous sessions, he/she may register for "Exam Only." The personnel in the Graduate School can help with this enrollment.

The Professional Project plan is a terminal degree. Students considering doctoral work should discuss the alternative thesis plan with the advisor.

Finishing Up

Regardless of whether you are doing a thesis or professional project, there are a few loose ends that always need to be tied up and a few requirements that many students overlook. This section is to help everyone keep track of what needs to be done to achieve the goal of every student – graduation!

Paperwork

Every student must check with the Graduate School, 210 Jesse Hall, to make sure that all paperwork is in order. Was the Program of Study filed? Thesis students: Did you submit the Request for Master's Thesis Committee form? The School of Journalism does not grant your degree. That honor comes from the Graduate School and what that office has on file for you is the OFFICIAL word. Students will not graduate if any required form has not been submitted.

Ending the Research Project with IRB

Students who were required to obtain approval from the Institutional Review Board must provide evidence to the academic advisor that the IRB paperwork has been filed to end the research study. The academic advisor must have this documentation before the oral defense paperwork is submitted to the Graduate School. This policy applies to any student who required IRB approval.

Thesis Students

Theses need to be format checked by the academic advisor before the final draft is printed on the paper specified by the Graduate School. The purpose of this format check is to ensure that the format is consistent throughout the document and adheres to the Graduate School's guidelines. Students should allow a couple of days for the format check to be completed.

Thesis students also are required to submit to the academic advisor an abstract of the thesis. This abstract is submitted to publications that showcase research work. The abstract can be submitted at the same time as the oral defense form.

One thing that thesis authors frequently forget to do is prepare the approval page for signature at the time of oral defense. The Guidelines for Preparation of Theses and Dissertations has information about how to prepare the approval page.

Professional Project Students

Students who complete a professional project are required to have the project report bound with a hard back (like a regular book – not paper or plastic backing). It takes a couple of weeks or more to receive the bound volume back from the bindery. It is suggested that students obtain a receipt for the binding and give that receipt to the academic advisor. The approved oral defense form will not be forwarded to the Graduate School until either the bound report or a receipt for binding has been submitted to the academic advisor.

Exam Only

Graduate students are required to be enrolled the semester in which they defend their thesis or professional project. If the student is not enrolled in thesis/project hours at the time of the defense (because of prior registration in those hours), the Graduate School has an option called "Master's Examination". Information about this option is available in the Schedule of Courses under Miscellaneous or you can contact the Graduate School for information about enrolling for Exam Only.

Scheduling oral defense

Students are responsible for scheduling the oral defense of their thesis or professional project. First, students need to work with their committee to find an agreeable time for all three/four committee members to meet. Then it is the student's responsibility to secure a room for that defense. The facilities manager in 120 Neff Hall can assist with finding an appropriate room for the defense. Keep in mind that not all rooms have computer capabilities or other audio/visual devices that students sometimes use during the defense. Be sure to indicate to the facilities manager any special equipment needs for the oral defense.

Incomplete grades

Incomplete grades do not change automatically. At times, students register for thesis or project hours a semester or more before the work is finished. An Incomplete grade is issued for the thesis or project hours until after the student successfully defends. Once that happens, it is the responsibility of the student to inform the committee chair of the term and the number of hours that are incomplete. The chair is responsible for completing the paperwork to change the grade. Theses and professional projects are graded Satisfactory/Unsatisfactory.

Academic Honesty

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 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 works, they may be subject to a failing grade from the course teacher and such disciplinary action as may be recommended pursuant to University regulations.

Academic integrity is expected of all students in a University community. A charge of academic dishonesty is a serious one and can have serious consequences if guilt is established. Discipline ranges from a warning to expulsion from the University. In addition, the instructor may award a failing grade in the assignment, a failing grade in the course, or may adjust the grade as deemed appropriate.

Academic dishonesty includes but is not necessarily limited to the following:

- a. Cheating, or knowingly assisting another student in committing an act of cheating or other academic dishonesty.
- b. Plagiarism, which includes but is not necessarily limited to, submitting examinations, theses, reports, drawings, laboratory notes or other material as one's own work when such work has been prepared by another person or copied from another person.
- c. Unauthorized possession of examinations or reserve library materials, destruction or hiding of source materials, library materials, or laboratory materials or experiments or any other such actions.
- d. Unauthorized changing of grades or marking on an examination or in an instructor's grade book, or such change of any grade record.

The full text concerning academic honesty can be found in the M Book of Rules and Regulations of the University of Missouri/Columbia.

Classroom misconduct includes forgery, obstruction or disruption of teaching, physical abuse or safety threats, theft, property damage, disruptive, lewd or obscene conduct, abuse of computer time, repeated failure to attend class when attendance is required and repeated failure to participate or respond in class when class participation is required.

All academic and classroom misconduct infractions will be reported and appropriate actions taken.

Sensitivity in a Multicultural Environment

The School of Journalism is proud of its long tradition of diversity. Each student is expected to participate in that important tradition.

Each person at the School of Journalism has the right to work in an atmosphere free from discrimination. We all share the responsibility to help create and maintain such an environment. At the most fundamental level, that environment consists of what we say and do in classrooms, hallways, offices and newsrooms.

Developing multicultural and discrimination-free attitudes is essential for future journalists and citizens who expect to spend the rest of their lives communicating in a free and diverse society. We all must be conscious of the need for an open and multicultural society-one that condemns discrimination in any form.

Discrimination often includes overt acts of unfairness. It may also include expression of attitudes and expectations that demean others based on their race, gender, religion, place of origin, a disability, sexual orientation or age.

Demeaning actions often take the form of spoken words. Of course, words mean different things to different people. Put another way, bias is sometimes (but not always) in the mind of the beholder. For example, faculty members must provide professional assessments of students' work. These assessments are meant to be constructive and provide professional evaluations of student work. They are not judgments about students as people. However, faculty need to remember that student work is intensely personal; professional criticisms can be taken personally. Faculty member must anticipate students may interpret criticisms as one form of discrimination. Such anticipation, handled properly, can forestall problems.

Students, on the other hand, need to evaluate their own and faculty members' performances on a professional standard. Although individual comments may or may not reflect discrimination, patterns of behavior almost always do. The faculty member or student who routinely favors one group over another - in grades, assignments, comments, or more subtle daily interactions - is engaging in behavior that the School condemns. All of us share the obligation to avoid inflicting needless pain. Should you encounter it, you need to act.

When you believe you have a legitimate complaint, you should work with the School's Fair Practices Committee to resolve it. This committee is composed of three faculty members charged with investigating and mitigating specific instances of discrimination. It has no power, but rather attempts to work through persuasion and ethics. The formal procedures for working with the committee may be picked up in the Journalism Dean's Office, 120 Neff Hall.

Every student is expected to help the school build a multicultural environment. This can be done in a number of ways, but some of the most important include making certain that our news accounts portray all people unvarnished by stereotype or predisposition. Students are particularly important in this process because it is they who often decide what to cover, whom to write about and how they will portray that person.

In addition, make multiculturalism a part of your definition of excellence. Use that definition to evaluate your own work, the quality of teaching you receive and who the School should hire. It is by building this multicultural vision that all of us can help create a profession which serves the ideals of journalism.

To provide better understanding of the role of the Fair Practices Committee, its structure and regulations are provided here.

School of Journalism Fair Practices Committee (established 1988)

I. Composition

The Fair Practices Committee shall consist of three faculty members appointed by the Policy Committee, the elected advisory body of the journalism faculty.

II. Procedures

- (1) Any student, staff member or faculty member who feels a victim of or is aware of discriminatory or abusive treatment should complain to any member of the Fair Practices Committee.
- (2) A committee member, or the committee as a whole, shall discuss the complaint with the aggrieved person. Such discussions shall be in strict confidence. No written record shall be kept.
- (3) One member of the committee shall investigate the complaint. The greatest discretion shall be used to protect the identity and reputation of the complainant and of the accused.
- (4) If, in the judgment of the committee, the complaint proves unwarranted, the complainant shall be so informed, with explanation of the reasons for that conclusion. If the committee judges that the complaint is well-founded, committee members shall attempt to win redress and change attitudes by any of these approaches:
 - a. Arranging, and possibly participating in, direct conversations between the parties;
 - b. Mediating between the parties, if direct conversation is undesirable or impossible;
 - c. Persuading the offending party to apologize or take the appropriate corrective action;
 - d. Advising the parties of other available resources, such as the Counseling Center or the University's formal grievance procedure.

III. Authority and Accountability

- (1) The Fair Practices Committee shall have no coercive power but shall rely on the power of persuasion and the compulsion of ethics.
- (2) The committee shall keep no written records and shall render no formal judgments.

- (3) The committee shall, however, report to the Policy Committee near the close of each academic year on the number of complaints handled, the general nature of the complaints and the general nature of the outcomes. The Policy Committee shall make the substance of this report known to the faculty, students and staff of the School.
- (4) The administration of the School shall publicize on a regular basis the existence of the Fair Practices Committee and explain its function to students, staff and faculty.
- (5) The Fair Practices Committee is not intended as a substitute for the University's formal grievance procedure, which remains available to all students, staff and faculty. The procedure is described in detail in the M Book: Rules and Regulations.

The Fair Practices Committee operates in strict confidence.

ANOTHER RESOURCE

For further ideas on a journalist's use of the language so as to avoid discrimination, see Chapter 9, "Sexism, Racism and Other '-isms'" by Jean Gaddy Wilson in *Working with Words: A Concise Handbook for Media Writers and Editors* by Brian S. Brooks and James L. Pinson (New York: St. Martin's Press, 1989). At the School of Journalism, Brooks is a former managing editor of the *Columbia Missourian* and is on the School of Journalism faculty. Pinson completed a doctoral degree at the School.

THE COLUMBIA MISSOURIAN KOMU-TV AND KBIA-FM POLICY STATEMENT

The *Columbia Missourian*, KOMU and KBIA are dedicated to full and fair coverage of the news, whether international, national, regional or local. Our intent is to report the news without bias, without favor, without intimidation and without callous disregard of the impact of our reporting.

In keeping with those goals, the *Missourian*, KOMU and KBIA recognize that in a democratic society all segments of the population should have opportunity to be heard. It is our intention to provide a forum for the views of the oppressed as well as the favored, minorities as well as the majority.

To do so, we shall:

1. Avoid stereotyping in our news reports. Labeling that is racist or sexist in fact or in connotation will not be allowed. Labeling that demeans others - the elderly or the disabled, for example - will similarly be banned. Editors and reporters will be reminded of this policy frequently, and internal monitoring mechanisms will be implemented to ensure compliance with this directive.

2. Avoid casual mentions of race, sex, religion or age except when pertinent. No mention should be made of a person's race, sex, religion, sexual orientation or age unless it is germane to a story. If a suspect is arrested, it is not necessary to identify him or her by race. If the police issue a description of a suspect still at large, and the description is detailed enough that someone could make an identification from it, it may be appropriate to include racial identification. Race also may be pertinent in stories about racial conflict.

3. Aggressively cover news of and about minority groups. We recognize that the majority has little trouble disseminating its views and positions. Minorities may not be in a similar position. With that in mind, we are committed to covering minorities as fully and extensively as our resources allow. This will include active efforts to develop a variety of news sources among minorities.

4. Monitor and evaluate coverage of minorities on a regular basis. We shall establish external advisory boards to monitor our coverage of minorities and to advise us on ways to improve that coverage.

We recognize that to do these things well we must first create an atmosphere in our own newsrooms in which a variety of views, including divergent ones, is encouraged. We shall do so within the context of our significant public service roles, which demand clear and concise communication.

Toward that end, we shall:

1. Regularly and systematically solicit the opinions of those staff members who are minorities. We are fortunate to have reporters and editors of different sexes, races, religions and political beliefs. We encourage discussion of differing views of and approaches to the coverage of news. We believe in actively soliciting the opinions of minorities.

2. Encourage non-American staffers to share with us their views of the American press and the press systems in their own nations. The Missourian, KOMU and KBIA are fortunate to have staff members who are born in other countries and may have perspectives different from those of Americans. We are committed to an exchange of ideas and cultural heritage that will be mutually beneficial. It is our intention to make international students feel comfortable and welcome in our midst.

3. Eliminate nationalistic, racist, sexist and other forms of demeaning remarks in our newsrooms. We recognize that ethnic, sexist and other insensitive remarks can be damaging to the environment in which we work. We are committed to eradicating all such remarks, whether said in seriousness or jest, from the work place.

4. Attempt to fill staff and media assistant positions with qualified women and minorities. We recognize the importance of the perspective such applicants can offer if hired in positions of responsibility in our newsrooms.

5. Make assignments that avoid stereotyping and offer students opportunities for broadening their horizons. We shall avoid assigning minority students only to stories about minority issues and international students only to stories about international issues.

6. Attempt to provide all students with realistic professional experiences within the capabilities of our media operations. In the broadcast newsrooms, we recognize that the news directors are responsible for the sound of airwork during local newscasts. We realize that not every student will necessarily be on the air, but we pledge to make sure that each student is given ample opportunity to audition for on-air work. The managing editor and news director will audition each student at the beginning of his or her first semester in the newsroom. Periodic air checks will continue throughout the student's time in the newsroom. Criteria for air work will include clarity of diction; enunciation and elocution; well-modulated pitch and tone; lack of lisp,

hiss, stutter, thickly accented speech or distracting mannerisms; correct inflection; and interpretation of delivery. The news director will provide ample opportunity for auditions and airchecks. At the Missouriian, as well as in the broadcast newsrooms, we will offer help to international students as they overcome problems of language and culture.

Americans with Disabilities Act (ADA)

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, notify the Associate Dean for Graduate Studies or Academic Advisor immediately. Reasonable effort will be made to accommodate your needs. All students seeking ADA assistance should be registered with MU's Office of Disability Services, A038 Brady Commons.

The University of Missouri-Columbia complies with the Americans with Disabilities Act and other applicable laws and regulations. If you have a disability and need accommodations in connection with registration or advisement, please contact Disabilities Services as soon as possible so that necessary arrangements can be made. If you need this information in an alternative format (Braille, large print, audio tapes or computer disk), Disabilities Services can provide assistance.

Religious Holidays

Students are excused for religious holidays. Contact the instructor as soon as you realize a class meeting, assignment or examination is expected on a day that is special for your religion.

Miscellaneous

E-Mail Listserve

The Journalism School has a listserv that serves the master's student population. The list is updated each semester as new students enroll and others graduate. The purpose of the listserv is for students to communicate with each other and for administration to communicate with students. Therefore, it is imperative that you check your "mizzou.edu" e-mail regularly. Pertinent deadlines and other important information are broadcast on the list. In many cases, that is the only way the information is distributed. Many students have their own e-mail addresses, which is, of course, perfectly acceptable. However, everyone is responsible for the information that is broadcast on the master's list regardless of whether or not you read the information. Notify the Academic Advisor if you do not wish to be included on the all-master's listserv.

Rumors

In any organization, rumors often pass as truth, and misleading ideas sometimes take root. If you hear something through the grapevine that you find disturbing or think unwise, unjust or improbable, there is always a strong possibility that the facts have become confused! The wise procedure is to see your advisor, the Academic Advisor or the Associate Dean of Graduate Studies.

Graduate Faculty Advisors

The faculty listed in this section are eligible to supervise a master's thesis or professional project.

Advertising Faculty

Paul Bolls

Ph.D., Indiana University

MU since 2004. **DOCTORAL FACULTY**

General teaching areas: Theory and Methodology, Processes and Effects, Advertising

Research interests: Cognitive/emotional processing of media. Co-director, PRIME Lab

Current projects: Experiment on developmental differences in responses to fear appeal in antidrug messages

Experience: Assistant professor, Department of Mass Communications, Southern Illinois University, Edwardsville; Assistant professor and director of the Laboratory for the Study of Communication, Emotion and Cognition, Washington State University.

Glen Cameron

Ph.D., University of Texas at Austin; Maxine Wilson Gregory Chair of Journalism Research

MU since 1998. **DOCTORAL FACULTY**

General teaching area: strategic communication/public relations

Specialty: Advertising; survey research; evaluation of communication campaigns; market-driven reporting; advertiser pressure on story selection; electronic newspapers; public relations management; strategic management of conflict; health communication effectiveness

Current projects: NCI, USDA, Monsanto and NIH Health and Risk Communication Grants

Experience: Coordinator of the Yarbrough Public Relations Laboratory; Director of Research for the James M. Cox, Jr., Institute for Newspaper Management Studies at the University of Georgia.

Fritz Cropp

Ph.D., University of Missouri-Columbia

MU since 1998. **DOCTORAL FACULTY**

Specialty: Advertising; the role of public relations; advertising in Japan; international advertising and public relations -- international advertising, processes and impact

Experience: Reporter, *Orange County Register*; Coordinator of public relations and promotions, BESTEEL Industries; marketing communications specialist, Hewlett-Packard Company; instructor, University of Missouri-Columbia; assistant professor, Syracuse University.

Margaret Duffy

Ph.D., University of Iowa; Chair, Advertising Department

MU since 2001. **DOCTORAL FACULTY**

General teaching areas: Qualitative Methods, Comm. in Media Organizations (online), PR and advertising

Research interests: Rhetorical criticism, cultural studies, narrative/dramatistic research, news & advertising trends, esp. for 18-34 markets.

Current project: Ideological study of "The Apprentice," impacts of alternative/intrusive advertising, news/information usage & preferences by youth and young adult markets.

Experience: Training manager, advertising and retail sales manager and advertising and community relations director, GTE Corporation; president, Grinnell Communications Group; associate professor, Austin Peay State University.

Cynthia Frisby

Ph.D., University of Florida

MU since 1998. **DOCTORAL FACULTY**

General teaching areas: Cross-cultural journalism; strategic communication; selling for the mass media; media strategy and planning; and copy writing and visualization.

Research interests: Refine and evaluate advertising messages and determine how those message strategies affect consumer attitudes and behaviors; research that provides insights into how knowledge, culture, motivations, perceptions and attitudes about an issue may influence consumer behavior; exploring the sources of American viewers' fascination with reality TV and the effects of idealized images on perceptions of body esteem among African American women.

Current projects: Research on disparities in sports and portrayals of female athletes and women's sports; how teenage girls from different cultures view eating disorders; differences in how cultures respond to reality television; and media portrayals of various ethnic groups.

Experience: Activities and employee promotional director, Nationwide Insurance Company; on-air radio personality, WONE radio, Gainesville, FL; human resources administrator, Barr Systems; computer software support, University of Florida; mass communications specialist, University of Alabama; instructor, University of Florida. Co-editor of the text book, *Journalism Across Cultures*. Ames, IA: Iowa State Press.

Suzette Heiman

M.A., Truman State University; Director of Planning and Communications

MU since 1989.

General teaching area: Strategic Communications Practicum (great public relations internship-like experience for grad students)

Brief description of creative work: School's Web site, Reynolds Institute groundbreaking and overall communications development, first-ever J-viewbook, coordinating Missouri Medals, alumni receptions, December graduation and many others

Current project: Revising my chapters in *Public Relations: The Profession and the Practice*

Experience: Worked in PR for several not-for-profit organizations, taught in the public school system and worked in newspaper advertising sales; background in marketing communications, employee communications, PR, copywriting and sales and many other areas.

Maria Len-Rios

Ph.D., University of Missouri-Columbia

MU since 2004. **DOCTORAL FACULTY**

General teaching areas: public relations, cross-cultural, and mass media seminar

Brief description of research: cancer communication, news content and the underrepresented

Current project: framing of cancer health risk information

Experience: Marketing coordinator/marketing assistant, National Attorney Network/Wallace & de Mayo, P.C.; vice president, Magnatran International, S.A.; assistant professor, University of Kansas.

Shelly Rodgers

Ph.D., University of Missouri-Columbia

MU since 2003. **DOCTORAL FACULTY**

General teaching areas: Strategic communication, interactive advertising, health news and promotion, quantitative research methods

Brief description of research: Internet research on health news and promotion. Interested in two broad questions: 1) what is the influence of health news and promotion on information processing by adolescents and adults, and 2) what is the impact of the Internet on industry health news and promotion practices?

Current project: Looking at ways to reduce cancer and cancer deaths among African Americans by enhancing news coverage of cancer prevention and control issues and through the creation of a cancer news bureau. Also working on a project that looks at the impact of Internet cancer bulletin boards on psychosocial well-being.

Experience: Account liaison, Miller Friendt Ludemann; marketing director, Milo Academy (OR) and Lodi Academy (CA); managing editor, *El Independiente*, South Tucson, AZ; reporter and photographer,

Inside Tucson Business; reporter, *Environmental Envoy*, Tucson; assistant professor, University of Minnesota.

Esther Thorson

Ph.D., University of Minnesota (psychology); Associate Dean for Graduate Studies, Research and Research Director, Reynolds Journalism Institute

MU since 1993. **DOCTORAL FACULTY**

General teaching areas: Theory and research, applied research

Brief description of research: News content analysis (with Project for Excellence in Journalism); marketing news to the 18-34 demographic (with Newspaper Association of America); newspaper econometrics (with Project for Excellence in Journalism)

Experience: Professor and chair, Psychology Department, Denison University; chair and head of graduate studies, Journalism and Mass Communication, University of Wisconsin.

Kevin Wise

Ph.D., Stanford University

MU since 2004.

General teaching areas: Cognitive Processing, Interactive Media

Brief description of research: cognitive, emotional, and social processes and effects of interactive media

Current project: Blogs, EmPrint Ads, Choice

Experience: Teaching assistant, Indiana University and Stanford University.

Journalism Studies Faculty

Brian S. Brooks

M.A., University of Missouri-Columbia; Associate Dean, Undergraduate Studies and Administration

MU since 1974.

General teaching area: Writing, editing

Brief description of creative work: Computing in journalism

Current project: Apple laptop project

Experience: Information officer, 1st Cavalry Division, U.S. Army; reporter, copy editor, editorial writer, night city editor, Memphis *Press-Scimitar*, *St. Louis Post-Dispatch* Distinguished Professor of Journalism; former managing editor, Columbia *Missourian*; former editor, *The Stars and Stripes*.

Phillips R. Brooks

M.A., University of Missouri-Columbia

MU since 1973.

General teaching areas: Broadcast, print and new-media coverage of state government policy; political issues for broadcast and newspaper outlets across the state.

Brief description of creative work: Statehouse correspondent, KMOX Radio, CBS O&O, St. Louis, Mo.; Webmaster, Missouri Digital News (<http://www.mdn.org>)

Current projects: International faculty, International School of Media and Entertainment Studies, Delhi, India; Exchange Coordinator, Pontifical University of the Holy Cross, Rome, Italy; Developer, NewsDesk Manager digital news system -now working on a newsroom-without-walls system; a seminar/field-trip program in U.S.-Europe cross-cultural issues; a Uzbekistan journalism distance-learning experimental effort; a joint program with the Missouri School Board Assn. on developing a Web-based multi-media service on state government news of interest to teens.

Experience: Bureau chief, state government reporter, KFRU, Columbia; editor, KLZ, Denver; reporter, National Public Radio.

Stephanie Craft

Ph.D. Stanford University

MU since 1999. **DOCTORAL FACULTY**

General teaching areas: theory, methods, ethics

Brief description of research: press practices and performance News media performance and

responsibility; minority influences on news content; journalism and democracy,
Current project: Examining ways to promote and improve journalism transparency
Experience: Business reporter, *The Spokesman-Review* (Spokane, WA), *Arkansas Gazette*; reporter,
Orange County Register.

Sandra Davidson

Ph.D., University of Connecticut-Storrs; J.D., University of Missouri-Columbia
MU since 1987. **DOCTORAL FACULTY**
General teaching area: communications law
Brief description of creative work: history of British sedition law
Current project: In London, fall 05
Experience: Instructor, MU Philosophy Department; instructor, MU School of Law.

Charles Davis

Ph.D., University of Florida; Chair, Editorial Department
MU since 1999. **DOCTORAL FACULTY**
General teaching area: Controls of Information Media law; freedom of information; internet regulation and
policy,
Current project: Executive director of the National FOI Coalition, headquartered at the FOI Center. I
advise SPJ.
Experience: Staff writer/reporter at *The Athens (GA) Banner-Herald*, *Athens (GA) Observer*; wire service
reporter; freelance journalist; journalism division head and assistant professor, Southern Methodist
University.

Daryl R. Moen

M.A., University of Minnesota
MU since 1974.
General teaching areas: Newspaper design, advanced editing, journalism and democracy
Brief description of creative work: Books on writing; revisions of reporting texts and co-editing a book by
Missouri faculty on what's right with journalism.
Current project: Redesign of the Jefferson City News Tribune
Experience: Managing editor, assistant general manager, *Portage (WI) Daily Register*; managing editor,
DeKalb (IL) Daily Chronicle; former managing editor, *Columbia Missourian*.

Geneva Overholser

M.S.J., Northwestern University
Curtis B. Hurley Chair in Public Affairs Reporting
MU since 2000.
General teaching areas: Washington bureau seminars --media ethics, contemporary media practices,
government reporting, FOI
Brief description of creative work: Washington bureau seminars --media ethics, contemporary media
practices, government reporting, FOI
Current project: Following up on just-published book with symposia in collaboration with Annenberg
(Penn), American Academy of Arts and Sciences, etc.; also, work with RJI and CCJ
Experience: Reporter, *The Colorado Springs Sun*; editorial writer, deputy editorial page editor and editor,
The Des Moines Register; syndicated columnist with the *Washington Post* Writers Group; editorial
board member, *The New York Times*; ombudsman, *The Washington Post*.

Earnest Perry

Ph.D., University of Missouri-Columbia
MU since 2003. **DOCTORAL FACULTY**
General teaching areas: Journalism History (undergraduate and graduate), Cross Cultural Journalism,
Media Ethics, Historical Methods, Mass Media Seminar
Brief description of research: Journalism History (specifically African American press history during the
first half of the 20th Century). Media Management (specifically organizational change and the impact
of change on newsroom employees).

Current project: How the mainstream Houston media covered or did not cover Barbara Jordan's first two political campaigns before the Voting Rights Act of 1965.

Experience: Reporter, *Fort Worth Star-Telegram*, Beaumont (TX) *Enterprise* and *Houston Chronicle*; city editor, *Columbia Missourian*; assistant professor, Texas Christian University.

Wesley G. Pippert

M.A., Wheaton College; Director of Washington Program
MU since 1989.

Specialty: politics, including coverage of presidential campaigns, the White House and Congress

Experience: United Press International, major assignments, two state capitals, the White House, Congress, three presidential campaigns and the Middle East; Congressional Fellow; press aide, Sen. Charles H. Percy; NEH fellow, University of Michigan; fellow, Harvard University's Institute of Politics and Center for Press, Politics and Public Policy; special assistant, Rep. Paul B. Henry. Author of seven books and more than 100 articles.

Yong Volz

Ph.D., University of Minnesota
MU since 2005

General teaching areas: History of American journalism; qualitative research methods

Brief description of research: international journalism history; social history of Chinese journalism; journalistic ideals in historical and comparative perspectives; women in journalism; press and public opinion

Current project: Examines how early Chinese Confucian-liberal journalists and journalism educators, through diverse forms of encounters with the West, adopted and appropriated American-style journalism, and reconstructed their own vision of journalism as part of the modernity discourses in early twentieth-century China.

Wayne Wanta

Ph.D., University of Texas

MU since 2001. **DOCTORAL FACULTY**

General teaching area: media theory and effects public opinion; sports journalism,

Brief description of research: all things agenda setting

Current projects: Polarization of political attitudes. It's been getting lots of press coverage --it even made USA Today, plus a mention by Rush Limbaugh. In-coming President, AEJMC; director, Center for the Digital Globe

Experience: Staff writer, the *Charleston (SC) Post-Courier* and the *Albuquerque Journal*; copy editor, the *Dallas Times Herald*; assistant professor, Southern Illinois University; associate professor, University of Oregon; associate professor, University of Florida.

Betty Houchin Winfield

Ph.D., University of Washington

MU since 1990. **DOCTORAL FACULTY**

General teaching area: History & International Media Graduate Seminar; Media & Politics Seminar; Qualitative Research Methods; Ph.D. pro-seminar.

Brief description of research: Creative work: Political Communication: Attorneys General, War & Civil Liberties; Cyberpolitics: Gender & Political Web Communication; Social Capital: Political Action Websites; and media systems theory: China and the New Economy. And, History: How Journalists Use History in their Stories.

Current project: Book Projects: Repeated Historical Referents, Reputations and Celebrity Status: Corps of Discovery as A Case Study; and editing: 1908: Journalism at a Crossroads. Article Project: Roles, Expectations, & Pitfalls for Two Foreign Correspondents: Edgar Snow & Edward R. Murrow.

Experience: Reporter, columnist, editor, *Mercer Island Reporter*; reporter, KUOW, NPR (Seattle); assistant and associate professor, Edward R. Murrow School of Communications and Washington State University American Studies Graduate Program; distinguished visiting professor, history and government department, Texas Women's University; visiting scholar, University of Washington;

research fellow, Columbia University; research fellow, John F. Kennedy School of Government, Harvard University.

Magazine Journalism Faculty

Mary Kay Blakely

M.A., Northern Illinois University
MU since 1997.

General teaching area: Intermediate and Advanced magazine writing: features, profiles, social commentary, cultural journalism

Brief description of creative work: Issues and ideas of the women's movement; social and political commentary; first person journalism

Current project: "Elderly Business"--a multi-generation view of longevity and aging, and the profound effects on families.

Experience: "Hers" columnist for the *New York Times*; essays published in *Vogue*, *Glamour*, *Life*, *Lear's*, *Elle*, *Mirabella*, *Self*, *Los Angeles Times Magazine*; *Washington Post*, *Newsday* and other publications; contributing editor for *Ms.* magazine; board of directors for JAWS (Journalism and Women's Symposium) and National Writers Union; co-director for the Missouri School of Journalism's New York Summer Program.

Jan Colbert

M.S., University of Missouri-Columbia
MU since 1976.

General teaching area: design, writing, media issues and graduate research seminars

Brief description of research: visual storytelling and creativity magazine design; women and media

Current project: writing a book on in-depth reporting, writing and photography methods

Experience: Reporter and editor, *The Mexico (Mo.) Ledger*; instructor, MU Agricultural Journalism program; assistant director, Investigative Reporters and Editors; acting executive director, IRE; managing editor, *The IRE Journal*, 1989-present; managing editor, *National Book Critics Circle Journal*, 1993-present; design/writing consultant, 1993-present; co-editor *The Reporter's Handbook*, 1991.

Michael Grinfeld

MU since 2001.

General teaching area: Reporting on conflict

Brief description of research: How media influences conflicts and their outcomes.

Current project: Freelance magazine articles; Launching web site that will help coordinate care for children with juvenile arthritis.

Experience: Staff writer, *Los Angeles Daily Journal*; freelance journalist; associate editor and reporter, CME, Inc. *Psychiatric Times*; private practice attorney. Coordinates Law-Journalism Teaching and Research Programs

Berkley Hudson

Ph.D., University of North Carolina-Chapel Hill
MU since 2003.

General teaching area: feature and in-depth writing, literature of journalism, and mass media seminar on theories of mass communication.

Brief description of research: media history especially in the American South, visual studies, interviewing, media representation of racial identity and racial conflict, and narrative journalism.

Current project: Researching and writing academic journal article on media representation of lynching and racial violence in Mississippi in 1920s and 1930s.

Experience: Professional experience includes editor of *Sunday Magazine* of the *Providence Journal-Bulletin*; staff writer, *Los Angeles Times*. Academic experience: adjunct professor at University of Rhode Island, California State University at Fullerton and California State University at Los Angeles.

Stuart Loory

M.S., Columbia University; Lee Hills Chair in Free-Press Studies
MU since 1997.

Specialty: Editorial; international reporting; free press issues and free flow of information

Experience: Managing editor, *Chicago Sun-Times*; Kiplinger Professor of Public Affairs Reporting, The Ohio State University; *Los Angeles Times* White House correspondent; science writer, New York Times; Moscow bureau chief, *New York Herald Tribune*; Washington and Moscow bureau chief and correspondent, CNN; executive vice president and most recently executive vice president, Turner International Broadcasting, Russia.

Jennifer Moeller

M.A., University of Missouri-Columbia
MU since 1998

General teaching areas: Magazine Editing, Magazine Staff, Intermediate Writing

Brief description of creative work: Contributing editor of Italian Cooking and Living magazine and La Cucina Italiana; Freelance writing projects have been published in Missouri Life, Illumination magazine, Real Simple and Elle; Grammar workshops and presentations

Current project: Editorial Director, Vox magazine

Byron Scott

M.A., University of Miami
MU since 1986.

General teaching area: International Journalism and Magazines

Brief description of research: Cross-cultural analyses of media behavior in transitional nations, Post-Soviet journalism, European Union

Current project: Curriculum-building projects in Russia and Moldova Usually teaches: International Issues Reporting, International Journalism, Intermediate Writing, EU and the Media Professional background: Reporter, writer and editor for newspapers and magazines in five U.S. cities.

Experience: Writer and editor, *The Voice*, Miami, *The Miami Herald*, *Journal of the American Medical Association*, *Medical Opinion*, Long Beach *Independent Press Telegram*; head of magazine sequence, Ohio University; visiting professor, American University in Bulgaria.

Steve Weinberg

M.A., University of Missouri-Columbia
MU since 1978.

General teaching areas: Investigative/in-depth reporting, narrative story telling, arts journalism (especially reviewing)

Brief description of creative work: Investigative features for magazines, book reviews for newspapers, six nonfiction books

Current projects: Biography of Ida Tarbell under contract at W.W. Norton; centennial history of the MU Journalism School under contract at the University of Missouri Press; several magazine features in progress. Also laboring to create an Innocence Project as a collaboration between the Journalism and Law schools, serving as a court of last resort for convicted felons who say they are innocent.

Experience: Reporter, *Metro-East Journal*, East St. Louis, IL; reporter, *Des Moines Register*; director, MU Washington Reporting Program; executive director, Investigative Reporters & Editors; author of several books, with several more pending books under contract.

Media Convergence Faculty

Clyde Bentley

Ph.D., University of Oregon
MU since 2001.

General teaching area: Online and citizen journalism

Brief description of research: Audience use of online journalism; media management

Current project: MyMissourian.com, a citizen journalism Web site

Experience: Management positions at various West Coast and Texas newspapers, including the Portland *Oregonian* and the Redding (CA) *Outlook* and *The Irving News* in Texas; adjunct professor, University of Oregon.

Lynda Kraxberger

M.A., University of Missouri-Columbia
MU since 1993.

General teaching area: convergence

Brief description of creative work: digital audio and video, demographics and content delivery, podcasting

Current project: Teach TV and radio portions of convergence; coach students on cross-platform reporting projects

Experience: Producer/writer, KCNC-TV, Denver; producer, WJXT-TV, Jacksonville, FL; executive producer, KOMU-TV, Columbia; writer, WLS, Chicago; field producer, Youth Service America, Washington, D.C.; visiting professor, University of North Florida.

Mike McKean

M.A., Rice University
MU since 1986.

General teaching area: Convergence

Brief description of creative work: politics and online journalism

Current project: launching new sequence, establishing convergence program at Moscow State University in Russia

Experience: Associate news director, Missouri Network; managing editor, KTRH news radio; Telesurveys of Texas; news director, KBIA-FM; webmaster, KOMU.com. Winner, MU Innovator Award for Advancing Teaching with Technology; Apple Distinguished Educator

Dean Mills

Ph.D., University of Illinois; Dean
MU since 1989. **DOCTORAL FACULTY**

General teaching area: philosophy

Brief description of research: cross-cultural journalism (domestic and international), international media

Current project: Donald W. Reynolds Journalism Institute

Experience: Reporter, *Baltimore Evening Sun*; Moscow Bureau chief, *The Sun*; U.S. Supreme Court and Justice Department correspondent, *The Sun*, diplomatic correspondent, *The Sun*; lecturer, Dept. of Journalism, Univ. of Illinois; lecturer, associate professor and professor, Dept. of Communications, California State Univ., Fullerton; director, School of Journalism, The Pennsylvania State Univ.; professor, coordinator of graduate studies, Dept. of Communications, California State University, Fullerton.

Newspaper Journalism Faculty

Jacqui Banaszynski

M.A., Marquette University; Knight Chair in Editing Excellence
MU since 2000.

General teaching areas: Reporting, editing, interviewing, literary and intimacy journalism, public affairs journalism, ethics

Brief description of creative work: Journalism as storytelling: applying fiction-writing techniques to journalism. Exploring multiple story forms.

Current project: developing training tools and standards for newsroom assigning editors.

Experience: Reporter at the Janesville (WI) *Gazette*, the Duluth (MN) *News-Tribune* and the Minneapolis *Star-Tribune*; special projects editor, the St. Paul *Pioneer Press*; senior projects editor, *The Oregonian*, Portland, OR; assistant managing editor, the *Seattle Times*.

Judy Bolch

M.A., University of North Carolina at Chapel Hill; Houston Harte Chair in Innovation
MU since 1997.

General teaching areas: Intermediate writing, advanced writing, lifestyle journalism, integration of words and visuals. Director of New York Summer Program.

Brief description of creative work: special projects with *The Missourian*, innovation, writing, design

Current project: Convergence, teaching in China, Moscow, London

Experience: Came to the school from *The Raleigh (NC) News & Observer* where she was a managing editor. The chair originated and sponsors the tomorrow's Newspaper design contest, which asks designers to use their skills to address industry-wide issues. The chair also produces special sections for *The Missourian* on such topics as covering crime and violence via the public health mode and diversity. Co-author of a textbook on in-depth writing.

David Herzog

B.S., Temple University
MU since 2002.

General teaching area: computer-assisted reporting

Brief description of research: Author of "Mapping the News: Case Studies in GIS and Journalism."

Current project: Managing editor of *Uplink*, the bimonthly newsletter about computer-assisted reporting published by Investigative Reporters and Editors and the J-School.

Tom Warhover

B.J., University of Missouri-Columbia
MU since 2001.

General teaching areas: newspaper reporting and editing

Brief description of research: new forms and formats for print journalism

Current project: Executive editor, Columbia Missourian

Experience: Reporter, copy editor, designer, assigning editor, deputy managing editor, N.C. general manager, *The (Norfolk) Virginian-Pilot*, executive editor, Columbia *Missourian*.

Photojournalism Faculty

Jackie Bell

M.A., Ohio University
MU since 2000.

General teaching areas: Photojournalism, Visual Communication, Photojournalism Portfolio, Photojournalism Business Practices, FIG

Brief description of creative work: documentary on Indigenous Cultures of Latin America, underwater photography, documentary on Alternative Family Lifestyles

Current projects: new course creations and Alternative Family Lifestyle documentary

Experience: Staff photographer for *Nashville Tennessean*, Fort Lauderdale *Sun-Sentinel*, Tucson *Arizona Daily Star* and *Anashim* and *Monetin* in Tel Aviv, Israel.

Rita Reed

M.A., University of Missouri-Columbia
MU since 2000.

General teaching areas: Advanced Techniques in Photojournalism, Picture Story and the Photographic Essay

Current project: Director, College Photographer of the Year Competition Cultures at the Crossroads - China's national ethnic minorities; Frequent workshop presenter in both foreign and domestic photojournalism and picture editing workshops.

Experience: Seventeen years experience as a staff photographer for newspapers in Greensboro, NC, Jackson, MI, Cedar Rapids, IA and Minneapolis. Personal specialties developed in the photo story, enterprise story and in-depth social issue projects.

David Rees

M.A., University of Missouri-Columbia; Director, Photojournalism Sequence
MU since 1988.

General teaching areas: photojournalism and online journalism

Brief description of creative work: web presentation, multimedia reporting

Current project: Director, Pictures of the Year, Co-director, Missouri Photo Workshop, International
(China) teaching -at Guangzhou Daily News Group

Experience: Photo and graphics editor, director of photography, and photographer, *Columbia Daily Tribune*; numerous freelance clients; photo director, *Columbia Missourian*; director, College Photographer of the Year competition.

Zoe Smith

Ph.D., University of Iowa

MU since 1991. **DOCTORAL FACULTY**

General teaching areas: History of Photojournalism and Photography in Society

Specialty: Editorial; Visual communication theory and research; History of photojournalism; Historical research methods; Documentary photography;

Brief description of research: visual communication theory and research, history of photojournalism, historical research methods, documentary photography,

Experience: Reporter, *Pittsburgh (PA) Press*, *Valley News Dispatch*, Tarentum, PA and *Morgantown (WV) Dominion Post*; instructor, University of Iowa; adjunct instructor and visiting instructor, University of Tulsa; associate professor and director of Master of Arts program, Marquette University.

Radio-TV Journalism Faculty

Glenn M. Leshner

Ph.D., Stanford University

MU since 1994. **DOCTORAL FACULTY**

General teaching areas: mass communication theory and quantitative research method

Brief description of research: health communication; information processing Broadcast news; psychological processing of media; political communication; Co-director of PRIME Lab

Current project: cognitive and emotional responses to anti-tobacco fear appeal television ads

Experience: Freelance writer, reporter and editor for WIS-TV, Columbia, SC; freelance field producer, photographer and editor at WRAL-TV, Raleigh, NC; assistant professor, department of radio/television, Shaw University; teaching assistant and instructor, Stanford University.

Jennifer Reeves

M.A., Aquinas College

MU since 2003.

General teaching area: Executive Producer at KOMU

Brief description of creative work: Web Director at KOMU; Podcasting/Vodcasting

Current project: Building a new website at KOMU.com.

Experience: Producer at KBAK, Bakersfield, CA, KSBW, Salinas, CA and WOOD, Grand Rapids, MI.

Lee C. Wilkins

Ph.D., University of Oregon

MU since 1990. **DOCTORAL FACULTY**

General teaching area: ethics; philosophy

Brief description of research: media ethics; risk communication

Current projects: journalistic corruption; the use of moral language in news coverage

Experience: Written or co-edited five books and numerous articles and reviews. Taught for 11 years at the University of Colorado-Boulder. Professional experience includes work as a political reporter and assistant city editor. Joint appointment with the Truman School of Public Affairs

Professors Emeriti

George Kennedy

Ph.D., University of Missouri-Columbia; Professor emeritus

MU since 1974. **DOCTORAL FACULTY**

General teaching areas: As a new emeritus, I'm teaching mainly at the MA level, with F05 sections of the Mass Media Seminar (for print students) and the Project Seminar (for project students in their penultimate semester).

Brief description of creative work: I'm interested in reporting and writing, print journalism and the state of the news business in general.

Current project: Currently, I'm working with multiple colleagues on a project with the working title of "What good is journalism," which we hope will result in a book some time this decade.

Experience: Reporter, *Wilmington* (DE) *New Journal*; reporter and editor, *The Miami Herald*; professional journalism fellow, Stanford University; Fulbright to New Zealand; former managing editor, *Columbia Missourian*.

Edmund Lambeth

Ph.D., The American University; Professor emeritus

MU, 1968-1979, and since 1987. **DOCTORAL FACULTY**

General teaching area: J-8001 Topics Course: Journalism, Religion and Public Life (Winter-Spring 2006)

Brief description of research: The Journalism and Spiritual Journeys of Jacob Riis, Lincoln Steffens and Walter Lippmann, plus editing of *Professional Creativity and the Common Good*

Specialty: Editorial; Journalism ethics; Media criticism; Media government relations; Journalism education; Newsroom leadership; History and practice of investigative journalism; (retired)

Current project: Director, Center for Religion, the Professions and the Public, 307-D Cornell Hall

Experience: Investigative and public affairs reporting, *The Binghamton Press* and *The Milwaukee Journal*, and Washington correspondent, Gannett News Service; director, MU Washington Program; professor, Indiana University School of Journalism; director, School of Journalism, University of Kentucky; former Associate Dean for Graduate Studies and Research.

Donald P. Ranly

Ph.D., University of Missouri-Columbia; Professor emeritus

MU since 1973. **DOCTORAL FACULTY**

General teaching areas: Magazine writing, editing; philosophy of journalism, literature of journalism, general semantics in journalism

Brief description of creative work: corporate/organization communications

Current project: founded Missouri Association of Publications, serve as Executive Director

Experience: Reporter, Milwaukee *Catholic Herald Citizen*; editorial manager, *The Messenger Press*, Celina, OH; managing editor, *Philosophy Today*; director/producer, WCAE-TV, St. John, IN; associate professor, Calumet College.

Other Faculty who Teach Graduate Students

Advertising Faculty

Steve Kopcha

Copywriter, D'Arcy Advertising; creative supervisor, D'Arcy/St. Louis; executive creative director, D'Arcy/New York; executive creative director, D'Arcy/Detroit; creative planner, McCann-Erickson/Detroit.

Larry Powell

Founder and president of his own advertising and marketing firm
Taught for several years at Southern Methodist University's Temerlin Institute of Advertising
Was senior art director for Evans Group/Dallas (now Publicis), responsible for concept development and implementing marketing/communication programs
Served as an Art Director/Designer for Bozell Inc./Southwest (now Temerlin McClain)
Has earned several prestigious awards including the Dallas Advertising League TOPS Award, the MATRIX Award and the Leadership Dallas Award
Community service with local and national organizations shows his commitment to causes that benefit children in particular

James Sterling

Missouri Community Newspaper Management Chair
General teaching areas: Newspaper Management (Fall) and The Community Newspaper (Winter)
Current project: Working on electronic "How to" book for community newspaper management and employees and serving as chairman of NNA Continuing Education Committee.
30 years as a newspaper publisher of award winning community newspapers in Missouri. Past president of the Missouri Press Association, inductee to the Missouri Newspaper Hall of Fame, Missouri Journalism Honor Medalist, Curator Emeritus of UM System, present board member of National Newspaper Association.

Journalism Studies Faculty

Len Bruzzese

General teaching areas: editing and reporting
Current project: Currently moving the Center for Excellence in Health Care Journalism to Missouri, where it will help jumpstart classes in health care reporting.
Bruzzese served seven years as deputy director of Investigative Reporters and Editors and before that worked in daily journalism for 20 years, including writing, editing and management stints in newsrooms that ranged from The Olympian in Olympia, Wash., to USA Today in Washington, D.C.
Associate Professor, News-Editorial
Executive Director, Association of Health Care Journalists and the Center for Excellence in Health Care Journalism

Magazine Journalism Faculty

John Fennell, Meredith Chair in Service Journalism

Former magazine editor of Milwaukee Magazine; authored a book about the life of Harry V. Quadracci; newspaper reporter and former assistant to Mike Royko

Media Convergence Faculty

Curt Wohlebur

Online editor for the *Columbia Missourian*. Before coming to the Missouri School of Journalism in 1996, he worked as a newspaper reporter, magazine editor, public relations representative and freelance writer.

Newspaper Journalism Faculty

Greg Bowers

Missourian Sports Editor ; has won numerous awards for his feature writing, column writing and editing; was sports editor of *The York Dispatch/York Sunday News* in York, PA; taught at York College of Pennsylvania

Elizabeth Brixey

City editor at the *Columbia Missourian*
Copy editor, *Columbia Daily Tribune*; reporter and editor, *Wisconsin State Journal*, Madison, WI, before coming to Mizzou in 2003.

Brant Houston

Director of Investigative Reporters and Editors and National Institute for Computer Assisted Reporting.

Mary Lawrence

Teaches undergraduate classes in copy editing and reporting; was an award-winning editorial writer and columnist for *The Indianapolis News*; worked on the copy desk of *The Stars and Stripes* and then *The Wall Street Journal Europe*; was managing editor of *The Geauga Times Leader* in Chardon, Ohio, and later for *The Marion (OH) Star*

Joy Mayer

Design editor for the *Columbia Missourian*
Was a designer, section editor and copy editor for the *Sarasota Herald-Tribune* and the *Wichita Eagle*

Kathryn Reed

Columbia Missourian city editor
Professional experience at the *Prague Business Journal*, *The Roanoke (VA) Times* and other media positions
New to Missouri fall 2004
Police reporter and copy editor, *Columbus (GA) Ledger-Enquirer*; trainer and consultant, The National Victim Center; copy editor, film and theater reviewer, feature writer, *The Roanoke Times*; instructor/trainer, Center for Independent Journalism, Prague; editor-in-chief, *Prague Business Journal*.

John Schneller

General teaching areas: reporting and advanced reporting include supervising the enterprise beat and coordinating the A-section of our *NewSunday* publication
Current projects: Continue contributing to our ongoing efforts aimed at better integrating professional practice with research and theory, especially among graduate students at the *Missourian*. And I have a particular interest in the role of small-circulation dailies and the challenges they face.

Pat Smith

Managing editor of *IPI Global Journalist*, the magazine of the International Press Institute
Teaches a basic news class
Has more than 30 years of journalism experience as an editor, reporter, writer, and art director
Consultant for specialized communication projects including publication design, writing, rewriting and

editing, and planning for profit and non-profit organizations.

Martha (Marty) Steffens

Society of Business Editors and Writers chair in business and economics journalism
Former editor, San Francisco *Examiner* and other newspapers
Strong interest in civic journalism

Scott Swafford

Reporter, Kirksville (MO) *Daily Express*; reporter and managing editor, *Fulton (MO) Sun*; newsletter editor, Interfaith Disaster Response Network, Columbia, MO; reporter and editor, *Columbia Daily Tribune* before coming to Mizzou in 2003.

Brian Wallstin

Reporter, *Columbia Daily Tribune*; assistant city editor, *Columbia Missourian*; reporter, Waterbury (CT) *Republican-American*; staff writer, *Houston Press*, before coming back to Mizzou in 2003. Specializes in health care reporting

Margaret Walter

City editor at the *Columbia Missourian*
Various reporting and editor positions including editor of *The Sunday Telegraph*, Nashua, NH and features editor at the *Portland Press Herald/Maine Sunday Telegram*, Portland, ME, before coming to Mizzou in 2003.

Photojournalism Faculty

Rick Shaw

Photo director at the *Columbia Missourian*
Picture editor, *The Florida Times-Union*; graphics editor, *The Sun-Tattler*, Hollywood, FL; director of photography, *The Commercial Appeal*; assistant director of photography and assistant news editor, *The Sacramento Bee*; director of photography and graphics, *The Arizona Republic*; director of design and graphics, *The Hartford Courant*.

Radio-TV Journalism Faculty

Kent Collins

Has served at the Missouri School of Journalism for 16 years. He teaches advanced television reporting technique, television newsroom management and television research. He has twice served as news director for KOMU-TV. And he is the director of the Missouri Lifestyle Journalism Awards, the nation's biggest contest for newspaper feature writers and editors. He also is a nationally syndicated columnist.

Gary Grigsby

Faculty assignment editor at KOMU-TV

Greeley Kyle

General teaching area: Broadcast Reporting
Brief description of creative work: Investigative Reporting
Current project: Teaching Western Journalism practices to Journalists in newly emerging democracies
Experience: Worked as a reporter at WMC-TV in Memphis and WBIR-TV in Knoxville, TN; teaches television news reporting courses; consulting with Voice of America, United States Information Agency and Internews.

Randy Reeves

Producer at WFLA, Tampa, FL, KSBW, Salinas, CA and WOOD, Grand Rapids, MI, before coming to Mizzou in 2003.

Anna Romero

Director of the Missouri Interscholastic Press Association; Director of AHANA, oldest running minority journalism workshop in the country; interested in the retention of minority graduate students. Teaches cross-cultural journalism. Has experience in radio and television news.

Stacey Woelfel

News director at KOMU-TV; teaches television reporting and photography, advanced photography and story construction.

Forms

All of the forms necessary for graduation are available in the Resources section of the Thesis Proposal course or you can download them. Most of the forms can be downloaded from the Graduate School's web site, <http://gradschool.missouri.edu>. Some of the forms are specific to the Journalism School and may be obtained from the Graduate studies Center. It is the student's responsibility to submit all required forms in a timely manner. Failure to submit the appropriate forms WILL stop the student from graduating.

Using the Master's Degree Program Forms

Students are responsible for initiating the filing process of all forms at the appropriate time in their program. The student should obtain the form, fill out the appropriate sections, take it to their faculty advisor for review and signature and submit it to the academic advisor for processing.

Program of Study for the Master's Degree

This form is required of all master's degree students. The purpose of this form is to plan the program of study the student will follow, including recommended hours of transfer credit. This form should be submitted to the Graduate School by the end of the second semester in order to facilitate the certification of degree completion later.

Program of Study Course Substitution Form

Use this form to amend the Program of Study. This form should be completed as soon as a course has been added to or deleted from the approved Program of Study.

Thesis/Project Proposal Form

This form is to be signed by each of the student's committee members to signify approval of the proposal. The form is submitted with the proposal to the J8098/J8100 instructor.

Washington Program Application

Students who plan to pursue their professional project in the Washington Program should complete this application form. The form should be filed during the semester in which the student completes J8098 MA Project Seminar and is included as part of the Professional Project Proposal.

Request for Thesis Committee

This form is required ONLY FOR STUDENTS WHO WILL WRITE A THESIS. Students completing a professional project do not need to have this form submitted. The purpose of this form is to have an official record of the student's master's committee and to insure that the configuration of the committee meets stated requirements. Submit this form to the Graduate School at the end of the Thesis Seminar semester.

Report of the Master's Examining Committee

This form is required of all master's degree students. The purpose of this form is to have an official record of the final examining process, whether it is a thesis defense or a professional project defense.

Graduate Student Change of Committee

Submit this form any time committee membership changes. This form can be submitted more than once, if necessary.

8085 Problems

This form must be filled out and signed by the student, supervising professor and advisor and submitted to the Academic Advisor for final approval. Consent cards for J8085 will not be given to students until this form has been filed.

Graduate Student Information Form

This form updates the Journalism Graduate Studies Center of changes in a student's information. Use this form to change address, change advisor or make other alterations to the information kept in the Graduate Studies Center. File one of these forms each time your information changes.

Request for Waiver of On-Campus Fees

When students are enrolled full time but go off-campus to pursue a professional project or conduct thesis research, some on-campus fees can be waived. Use this form to request a waiver of the computing fee, Student Health fee and other similar fees.

How to Succeed as a Graduate Student

1. Keep in touch with your faculty advisor. You can find e-mail addresses and phone numbers in the campus phone directory or at the University's web site. The Graduate Studies Center also publishes a list of faculty office addresses and office hours each semester.
2. Review this Handbook frequently to make sure you are completing requirements and filing the appropriate forms. The Handbook can help you track your progress through the program, too.
3. Register early and take courses when they are available. Minimal enrollment after early registration frequently means classes are cancelled and may not be offered again for a semester or more.
4. Keep track of dates and events. Graduate School deadlines are e-mailed to the listserv at least once each semester. Deadlines also are posted in the Graduate Studies Center and included in the Grad Studies Newsletter.
5. Read your e-mail* daily for important notices regarding registration, assistantships, rule changes and many other things that can affect your life. While you have the option to remove yourself from the listserv, you are strongly advised not to do that. It becomes YOUR problem if you miss information that was sent to the listserv after you removed yourself.
6. Read the Graduate Newsletter. The Newsletter contains lots of interesting and informative items as well as deadlines and other issues of note. The Newsletter will be in your mailbox each month.
7. Take responsibility for your program. Be an active participant with planning your program. Stay on top of requirements. Plan ahead! Don't say "I didn't know...." unless you really didn't know.

*You may choose to use a different e-mail address than that supplied by the university, but if you choose to remove yourself from the listserv, you may miss important information. **YOU ARE RESPONSIBLE FOR ANY INFORMATION SENT TO THE LISTSERV.**

The Journalist's Creed

Walter Williams, Dean of the School of Journalism
University of Missouri, 1908-1935

I believe in the profession of journalism. I believe that the public journal is a public trust; that all connected with it are, to the full measure of their responsibility, trustees for the public; that acceptance of a lesser service than the public service is betrayal of this trust.

I believe that clear thinking and clear statement, accuracy, and fairness, are fundamental to good journalism.

I believe that a journalist should write only what he holds in his heart to be true.

I believe that suppression of the news, for any consideration other than the welfare of society, is indefensible.

I believe that no one should write as a journalist what he would not say as a gentleman; that bribery by one's own pocketbook is as much to be avoided as bribery by the pocketbook of another, that individual responsibility may not be escaped by pleading another's instructions or another's dividends.

I believe that advertising, news and editorial columns should alike serve the best interests of readers; that a single standard of helpful truth and cleanness should prevail for all; that the supreme test of good journalism is the measure of its public service.

I believe that the journalism which succeeds best - and best deserves success - fears God and honors man; is stoutly independent, unmoved by pride of opinion or greed of power, constructive, tolerant but never careless, self-controlled, patient, always respectful of its readers but always unafraid, is quickly indignant at injustice; is unswayed by the appeal of privilege or the clamor of the mob, seeks to give every man a chance, and, as far as law and honest wage and recognition of human brotherhood can make it so, an equal change; is profoundly patriotic while sincerely promoting internal good will and cementing world-comradeship, is a journalism of humanity, of and for today's world.

The University of Missouri-Columbia does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, disability, status as a disabled veteran or veteran of the Vietnam era. Any person having inquiries concerning the University of Missouri-Columbia's compliance with implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990, is directed to contact the Assistant Vice Chancellor, Human Resource Services, University of Missouri-Columbia, 130 Heinkel Building, Columbia, MO 65211 [phone (573) 882-4256] or Assistant Secretary of Civil Rights, U.S. Department of Education.