

MASTER'S HANDBOOK

2011-2012

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ABOUT THE MASTER'S HANDBOOK

Welcome to the College of Journalism and Communications at the University of Florida. This handbook is intended to help the student understand how to approach graduate studies in our College, so please read it carefully. The policies detailed here are set by the faculty members in this College. The handbook is supplemented with updates on the Graduate Studies webpage at <http://www.jou.ufl.edu/grad/default.asp> and in emails.

This handbook is intended to be read in conjunction with the Graduate Catalog that is available online at <http://gradschool.rgp.ufl.edu/students/catalog.html>. Requirements listed in the *Graduate Catalog* (a volume of *The University Record*) in effect when a student enters always constitute the last word. In other words, the *Master's Handbook* takes up where the *Graduate Catalog* stops. Students graduate under the catalog in effect at the time of their initial enrollments as degree-seeking students at UF provided they maintain continuous enrollment. Students who do not maintain continuous enrollment will use the catalog in effect at the time enrollment is resumed.

"It is the responsibility of the graduate student to become informed and to observe all regulations and procedures required by the program the student is pursuing. . . . Ignorance of a rule does not constitute a basis for waiving that rule." --Graduate School Catalog

In addition, the student should be familiar with the requirements in the publications listed below as well as online at <http://gradschool.rgp.ufl.edu/> and <http://gradschool.rgp.ufl.edu/editorial/introduction.html>

DEADLINE DATES

All graduate school deadline dates are available online <http://gradschool.rgp.ufl.edu/students/critical-dates-and-deadlines.html>

CHECKLIST FOR MASTER'S THESES

This checklist is an essential guide to help the student through the thesis process and can be found online at <http://gradschool.ufl.edu/editorial/introduction.html>

THE UNIVERSITY CALENDAR

The calendar is published online in the Graduate Catalog at <http://gradschool.ufl.edu/students/catalog.html> and at <http://www.registrar.ufl.edu/>

THE UNIVERSITY GRADUATE STUDENT CATALOG AND HANDBOOK/PLANNER

The Graduate Catalog and Handbook/Planner are available by clicking on the Student Calendar and Planner link at

<http://gradschool.ufl.edu/students/introduction.html>

In addition to providing the university calendar, the catalog is the University's official record of graduate policies, critical dates, deadlines, course descriptions and faculty members for master's degree and doctoral degree students. The planner is intended to assist students by providing helpful information and reference material in a useful format and includes a daily planner complete with deadline dates.



DEGREE PLAN

The degree plans for each specialty are available in the Graduate Division in Weimer Hall as well as on the College of Journalism and Communications, Graduate Studies, web page at <http://www.jou.ufl.edu/grad/degreeplans.asp> Other than the core courses, in some cases it may be possible to substitute other courses for those listed on the degree plan. Check with your adviser to determine whether specific courses may be acceptable in lieu of listed courses.

GRADUATE SCHOOL LIST SERVE

The Graduate School maintains a list serve for all UF graduate students and will communicate only through your GatorLink email account. Please use your GatorLink email as your primary email source for the university and this College.

From a memo sent via the Graduate Student List Serve on January 6, 2009:

The UF Graduate Student Listserv is a service of the UF Graduate School to keep students informed of academic, research and financial

opportunities, as well as important deadlines and critical dates for graduate students.

This listserv is automatically updated daily every semester to include all currently enrolled graduate students. Because we want all graduate students to have the same official information, there is no way to opt off this listserv. We strive to keep its messages as broad-based as possible, but realize some messages may not apply to all graduate students. In such cases, simply delete messages that do not apply to you -- or, better yet, share them with a colleague for whom you think they might be useful!

For Graduate School information please see <http://gradschool.rgp.ufl.edu/students/introduction.html>

GRADUATE SCHOOL EDITORIAL OFFICE

The Editorial Office (224 HUB) oversees the thesis/dissertation process, offering help and guidance to ensure the students' theses and dissertations meet UF's high standards and are ready for electronic submission and digital archiving. Staff members answer questions about format and reference systems; tables, figures and equations; and copyright and documentation issues. It also provides referrals to editors and formatters for hire. Staff members do not examine or critique content, scholarship, research methods or writing style, which is the responsibility of the student and his/her supervisory committee. For more detailed information, please see: <http://gradschool.ufl.edu/editorial/introduction.html>

ACADEMIC HONESTY

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam,

submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity.

Misrepresenting data reported in a thesis, project, or dissertation is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

BEHAVIORAL EXPECTATIONS

As stated in the UF Student Code of Conduct, "Students enjoy the rights and privileges that accrue to membership in a University community and are subject to the responsibilities which accompany that membership. In order to have a system of effective campus governance, it is incumbent upon all members of the campus community to notify appropriate officials of any violations of regulations and to assist in their enforcement. All conduct regulations of the University are printed and made available to all students as part of the Florida Administrative Code (Chapter 6C1-4) and are applicable upon publication in the Independent Florida Alligator, the University Catalog, or any reasonable means of notification." Please review: <http://www.dso.ufl.edu/studentguide/studentconductcode.php>

GRADUATE STUDY IN THE COLLEGE

The College places great emphasis on developing the potential of each individual graduate student. To that end, it offers a variety of specialties for qualified graduate students and helps students develop individualized plans for their study.

DEGREE PROGRAMS AND SPECIALTIES

The College offers, through its Division of Graduate Studies, college-wide graduate degree programs, with faculties drawn from the four undergraduate

departments. All college faculty members hold an appointment in one of the undergraduate departments: Advertising, Journalism, Public Relations, and Telecommunication. The master's program leads to a degree bearing the title Master of Arts in Mass Communication (MAMC). The College also offers a specialized master's degree in advertising management (MADV) and a joint MA/JD in conjunction with the College of Law. The joint degree plan with the College of Law provides both a Juris Doctor and an MAMC and requires a student to be admitted into the second program no later than two semesters before graduating from the first program. The student must apply for admission to both the College of Law and the College of Journalism and Communications. For more information, see <http://www.jou.ufl.edu/grad/jdmamc/default.asp>. The College's doctoral degree program is described in detail in a separate handbook.

Master's students may choose, within the general mass communication major, from among a number of specialties: journalism (thesis or project), public relations (thesis), telecommunication (thesis or project), international communication (thesis), mass communication law (thesis), political communication—campaigning (thesis or project), science/ health communication (thesis, project or series of articles), or an individually designed specialty (thesis or project), in the specialization called mass communication.

Master's students pursuing the MADV degree take classes in the advertising specialty and complete a thesis. The MADV program is designed to develop leaders in the profession by providing students with the theoretical, research and decision-making skills essential for strategic advertising and integrated communications planning, as well as the opportunity to develop expertise in a specialized area such as account management, research, creative strategy, media planning, new technology and advertising sales management.

ACADEMIC ADVISERS

The graduate coordinator usually serves as the initial academic adviser and is the first place to go for assistance. Students may select a new adviser once research and specialty interests have been clarified. The adviser must be a member of the graduate faculty.

Graduate School policy requires that a supervisory committee be appointed **before the completion of two terms or 12 credits, whichever comes later**. When the supervisory committee is formed, the chair of the committee becomes the student's official adviser. At

this point, the committee chairperson, not the graduate coordinator, has primary responsibility for determining what courses the student should take.

FORMS

Forms required by this college are available online at <http://www.jou.ufl.edu/grad/forms/> or in the Graduate Division wall files outside room 2013.

MASTER'S PROGRAM POLICY

Each student must prepare a degree plan, which includes a list of courses to be completed in partial fulfillment of degree requirements. Plans must be signed by the student, the academic adviser, and the Associate Dean for Graduate Studies. Degree plan forms are available in the Division of Graduate Studies office or online at the following site:

<http://www.jou.ufl.edu/grad/degreeplans.asp>.

Each specialty has a separate form to facilitate preparation of the plan. Degree plans should be completed early in the student's program, usually by the end of the student's first semester or as early as possible in the second semester. Degree plans can be changed over the course of the student's program but any changes must be approved by the student's academic adviser. A signed degree plan must be attached to the student's supervisory committee form at the time of submission to the Division of Graduate Studies.

GENERAL REQUIREMENTS

The Graduate School requires a minimum of 30 credits for a Master's degree. The total excludes statistics and any undergraduate articulation requirements. Depending on the student's career goal, however, and the specialization followed, the total number of credits required in a degree plan may be as many as 39 (or more if the student does not have required background or a bachelor's degree in the specialty).

Although tracks differ in their requirements, thesis and project students are required to earn a *minimum* of 30 credits including a minimum of 4 and a maximum of 6 hours of MMC 6971 (6973 for project students). Students may take additional credits of MMC 6971 or 6973, but anything over the maximum number will not count toward the degree. All courses must be numbered 5000 or above. Students must take all courses for a letter grade unless the course is listed in the university's catalog as carrying the S/U grade.

See individual degree plans for total number and distribution of credits required.

MASS COMMUNICATION BACKGROUND

Students admitted to the master's program who are judged by the appropriate graduate specialty coordinator to be deficient in some mass communication skills or knowledge, must achieve a minimum level of competence (C or better). Typically, students must master specific undergraduate articulation course material at the same time they study in graduate courses. Those courses do not count toward the requirements for the Master's degree, but do count toward the student's GPA.

No student may take undergraduate *articulation* courses under an MMC 6905 designation.

STATISTICS REQUIREMENT

Some specializations require that master's students take a course in statistics if they have not done so in their undergraduate programs. The requirement may be fulfilled by obtaining a grade of "C" or better in an undergraduate or graduate level statistics course at the University of Florida (for instance, STA 6126) or in an undergraduate or graduate course at another institution. The course may be taken before graduate study begins at the University of Florida. Please consult with your adviser or check the degree plan for your specialization to determine if you must have statistics.

UNDERGRADUATE COURSES

No undergraduate courses may be taken for credit on the degree plan. However, if students wish to take a 3000- or 4000-level course for graduate credit, they must secure the approvals of their adviser and the instructor of the course. Please be advised that faculty members are not obligated to accept the student's request to take the class at the graduate level and may refuse the request. If the student's advisor and the course instructor agree with the request, the course must be taken as a graduate-level independent study course (MMC 6905). Using the MMC 6905 Independent Study Form, the student must contract with the course professor for extra work to take the course to a graduate level. Proposals for independent study, taken as Individual Work, must show evidence that the expectations will go beyond that expected for any similar courses at the undergraduate level. The course instructor **MUST** be a graduate faculty member. Any exceptions must be approved by the Associate Dean of Graduate Studies.

COURSE DISTRIBUTION REQUIREMENTS

Students' needs differ, so the College has built flexibility into the program in two ways:

1. Through the Master's specializations (including one for individually designed programs of study), each with a sequence of courses listed in the curriculum. Students are admitted to the specialization that best matches their career plans.
2. Through electives, either among the subject specialization courses for most specializations or outside courses. Students should choose electives not simply for convenience. Electives are placed in the curriculum so that students, in consultation with advisers, can make adjustments to the curriculum to match their backgrounds and proposed careers.



DEPARTMENTALLY CONTROLLED CLASSROOM COURSES

If you wish to be registered in a departmentally controlled (DEPT) course, please contact the instructor for permission.

Advertising and Public Relations students are automatically registered for all core courses but must register themselves for any electives.

NON-CLASSROOM COURSES—INDEPENDENT STUDIES

The master's program has four courses (other than the thesis research and project courses) that do not normally involve classroom participation. The four are COM 6940--Supervised Teaching (S/U grade), MMC 6905--Individual Work (letter-graded), MMC 6910--Supervised Research (S/U grade), and MMC 6949--Internship (S/U grade). Consult the *Graduate Catalog* for details about these courses. Maximum credits students may take in the courses throughout their graduate careers are listed in the catalog. Requirements for the thesis and internship courses are discussed in detail later in the handbook.

If a student wants to be registered for a non-classroom course, the form, available in the Graduate Division as well as on the College of Journalism and Communications, Graduate Studies, web page at <http://www.jou.ufl.edu/grad/forms/>, and an attachment describing the proposed work and method of evaluation, must be approved by the supervising professor, adviser, and Associate Dean for Graduate Studies. After receiving the appropriate approvals, the student will submit the form to 2014 Weimer Hall, Division of Graduate Studies, for registration prior to the registration deadline.

Proposals for Individual Work (MMC 6905) must include:

- ◆ the sub-topics to be studied,
- ◆ the resources (readings and such) to be used,
- ◆ the requirements for completion, and
- ◆ the method of evaluation (basis on which the work will be graded).

Typically, students taking Individual Work must conduct original research. Building on an exhaustive search of the literature, students must make an original contribution to the understanding of mass communication. The finished products ideally would be accepted for publication or presentation at a conference. Regular meetings with the course instructor must be scheduled. The course "instructor" MUST be a graduate faculty member. Any exceptions to this rule must be approved by the Associate Dean for Graduate Studies. Graduate students cannot be the instructor of record for any independent study courses.

In the case of Supervised Research (MMC 6910), proposals must include:

- ◆ the goal of the activity,
- ◆ the specific duties to be fulfilled,
- ◆ how often and for how long the student will confer with the instructor, and
- ◆ the method of evaluation.

In the case of Supervised Teaching (COM 6940), proposals must include:

- ◆ the goal of the activity,
- ◆ the specific duties to be fulfilled,
- ◆ how often and for how long the student will confer with the instructor,
- ◆ the method of evaluation,
- ◆ the name/number of the course.

The student and instructor should also be aware of the following expectations for students taking COM 6940:

- ◆ the student is there for class observation and does not have to attend every lecture,
- ◆ the instructor should provide tutoring in grading techniques with no actual grading responsibilities for the student, as well as discuss the process with the student.
- ◆ the student is not required to spend more than 3 hours per credit per week.
- ◆ unlike TAs, this should be more of a learning experience to help the student, not to provide assistance to faculty members.
- ◆ the student is allowed to present up to 10% of lectures.



The student should discuss the required information with the person supervising the course and present the completed form and accompanying details (typed) for the supervisor's approval. Forms are available in the Division of Graduate Studies office or online at <http://www.jou.ufl.edu/grad/degreeplans.asp>. A completed proposal, including the signed form, must be

submitted to the Division of Graduate Studies before the student will be registered. **Students must have the signature of the instructor to be registered for the course.**

THE INTERNSHIP

The field supervisor, the chair of the student's supervisory committee, and the Associate Dean for Graduate Studies must approve the internship. The field supervisor is the individual to whom the student will report during the internship. The chair of the student's supervisory committee will act as the academic adviser and instructor for the internship. The appropriate internship form (available in the Graduate Division and online at <http://www.jou.ufl.edu/grad/forms/>) must be completed, signed by the student, field supervisor, and instructor, and submitted to 2014 Weimer, Division of Graduate Studies, before the deadline for registration so the student can be officially registered.

INTERNSHIP REPORT GUIDELINES

From Student

Students must submit both a mid-semester and final report

The report must be 1-2 pages in length and include:

- Location of Internship
- Supervisor
- Position title
- Job description
- Description of the skills developed or honed during the internship
- Description of tasks completed, and, in the case of mid-term reports, tasks yet to complete
- Description of how these skills or experience will likely apply to the student's future professional career

From Employer

At the conclusion of the internship, the supervisor should write a letter of evaluation that details the student's job duties, quality, usefulness and timeliness of work products, work ethic, attitude, general expectations and the degree to which those expectations were met, etc.

General requirements

- **100** hours must be worked for each one credit hour taken
- Mid-semester reports are due at the end of the eighth week of the semester during Fall, Spring and Summer C; and at the end of the third week of the semester during Summer A or B

- Final reports (employer/supervisor and student's) are due on the last day of class in the semester during which internship credit will be given
- Copies of mid-semester and both final reports must be given to the academic supervisor, chair of the student's committee and the Graduate Division
- To be eligible for an internship, students must have completed two semesters of relevant coursework and/or have relevant professional experience
- All internships must be approved by graduate coordinator or assigned faculty member **before** applying
- No retroactive credit will be awarded for internships
- Internships are S/U and will not count toward the electives on all degree plans. Please check your specific plan.

An internship provides an opportunity to test and apply what the student has learned in college courses and to enrich that learning with on-the-job training. An internship must fulfill certain criteria:

- The work must be highly relevant to the student's degree plan.
- A person whose qualifications have been approved by the student's supervisory committee chair must oversee the student's work on the job. The supervision should consist of conferences at least once a week.
- The supervisor must be willing to arrange for experiences that will be truly educational. It is hoped that the student will be of practical value to the host office, but this is at the option of the student's supervisor. Sometimes well-planned observation may benefit the student even more than work.

Most students in the College have been paid at least subsistence wages while serving their internships. However, payment should be settled between the student and the field supervisor. An internship that consists mostly of highly beneficial observation may be valuable enough to justify little or no pay.

REGISTRATION PREPARATION

To enable your registration, it is required that you go to ISIS and complete the Registration Preparation requirement and update your emergency contact information **every term** prior to your registration start

time. You will have a "registration preparation hold" until it is completed.

REGISTRATION PROCESS

Students are responsible for their own registration with the exception of departmentally controlled courses and independent studies (discussed above). To begin the registration process, visit ISIS at:

<http://www.isis.ufl.edu/>. When viewing the page, the far *left* column includes all the student's personal information and processes. The student's individual information on the *left* side of ISIS will only show the courses for which you can register yourself, not all classes being offered.

Before beginning the registration process, please go to "Schedule of Courses" on the *right* side of the ISIS page. Select the appropriate semester and click on "Course Listings." At the course listings site, "Select a Department" from the drop down box and select **Mass Communication** to view all graduate-level courses in our College. If you choose one of the four major departments in the College, Advertising, Journalism, Public Relations, or Telecommunication, you will see only the undergraduate listings. To view courses in another college, select the appropriate department in the drop down box.

MINOR OR SUPPORTING FIELDS

Elective credits may be applied toward either a minor or supporting field. Elective courses also may stand alone, without being placed into one of the groupings.

MINOR

A student may choose a minor as part of the approved electives. A minor is defined by the university as a discipline offered by a department outside the College. For most subjects, the student may secure an official minor by taking six to nine semester hours in the minor department at the graduate level. Some departments require a greater number of credits or specific courses; check with the department in which you seek to complete the minor. A faculty member from the minor department must serve on the supervisory committee for the final examination. The thesis research must bear relevance to the minor as well as the major field of study.

SUPPORTING FIELD

The student may concentrate electives in a supporting field. A supporting field requires six to nine credits outside the College. Unlike the minor, a supporting field does not require that a representative of the field serve

on the student's supervisory committee or that the student's thesis pertain to the field of study. Course combinations from more than one discipline, if approved by the student's academic adviser and the Associate Dean for Graduate Studies (in the College), may make up the supporting field. One type of supporting field is the traditional area study. The student completes courses offered by different departments that all focus on one geographical area. The university has strengths in Latin America, Africa, and Europe.

GRADUATE CERTIFICATES

- Latin American Studies--master's students may earn a graduate certificate in Latin American Studies along with their degree in mass communication. The certificate constitutes formal recognition of a master's program incorporating Latin American course work. For information see the website at <http://www.latam.ufl.edu/Academic/grad.stm>
- African Studies –master's students may earn a graduate certificate in African Studies along with their degree in mass communication. The certificate constitutes formal recognition of a master's program incorporating African Studies course work. Please contact the African Studies office at 427 Grinter Hall for additional information or see the following site <http://web.africa.ufl.edu/graduatestudies/graduateminor.html>

TIME LIMIT

All work to be counted toward the Master's degree must be completed within seven years immediately preceding the date on which the degree is to be awarded. Any transfer work must fall within the seven years.

READMISSION

Graduate students who do not enroll at UF for two consecutive terms, including any summer term, must apply for readmission. **Readmission is not guaranteed** and is subject to the availability of space in the program. It is strongly advised that students who wish to take a leave of absence for two or more consecutive terms obtain prior written approval from their department. Readmission applications are available online <http://www.admissions.ufl.edu/pdf/gradreadmission.pdf> There is a readmission fee. The student will be required to prepare a new degree plan, valid for the program in effect at time of resumption of studies and any prior degree plans will be considered invalid. Students

graduate under the catalog in effect at the time of their initial enrollments as degree-seeking students at UF provided they maintain continuous enrollment. Students who do not maintain continuous enrollment will use the catalog in effect at the time enrollment is resumed.

TRANSFER OF COURSES

Master's students, with approval of the student's supervisor and the Associate Dean, may petition the Graduate School for permission to transfer up to nine (9) semester hours into the Master's program from a U.S. institution approved by the Graduate School, or 15 semester hours from graduate work at UF.

All transferred work must have been taken at a U.S. institution, be at the graduate (5000 or 6000) level, and carry grades of A or B. The petition form must be submitted during the first term as a graduate student. Obtain the required form in the Division of Graduate Studies or online at <http://www.jou.ufl.edu/grad/forms/>

The Graduate School computes courses transferred in from UF graduate work in the GPA. Courses transferred into the program from another institution are credited to total hours, but are excluded from GPA computation.



UNSATISFACTORY PROGRESS

Any student may be denied further registration in the university or in a graduate major if progress toward the completion of the planned program becomes unsatisfactory to the College or the dean of the Graduate School. The Graduate School defines unsatisfactory progress as failure to maintain a cumulative overall GPA of 3.0 (B) or a cumulative major GPA of 3.0 (B). Students who declare a minor must maintain a 3.0 GPA in the minor.

The College has defined unsatisfactory progress more severely than the Graduate School. Beyond considering a GPA of less than 3.0 as unsatisfactory, the College also

considers as unsatisfactory progress receipt of grades below B-. See probation, suspension and grades of incomplete or unsatisfactory, below.

COMPUTING THE GPA

The Graduate School computes two GPAs for all students, overall and major. For students with a minor, the Graduate School also computes a minor GPA. The major GPA includes only graduate courses in the College. In computing the overall GPA, the Graduate School counts all courses at the 5000 level or above and 3000/4000 level outside the major taken while the student has been classified as a 7, 8, or 9. Students may repeat courses in which they earn failing grades. The grade points from both the first and second attempts will be included in the computation of the GPA, but the student will receive credits only for the second attempt. When computing the GPA, the Graduate School does not round up fractions. Thus, a 2.99 GPA fails to meet the 3.0 requirement.

Courses receiving grades of satisfactory/unsatisfactory (S/U) are excluded in GPA computation, as are courses at the freshman and sophomore (1000/2000) levels. The Graduate School also excludes any courses at the junior and senior (3000/4000) levels if in a student's major. Hours at the 1000/2000 level may not count toward residency or toward the total credits required for a degree. Courses designated with a grade of H (used only in special situations when the work is expected to be developed over a period of time greater than a single term) are excluded until such time as grade changes are processed. All H grades must be cleared prior to graduation. The grade of H is *not* a substitute for a grade of S, U, or I. Courses for which H grades are appropriate are noted in their catalog descriptions and must be approved by the Graduate Curriculum Committee and the Graduate School. Please note that the GPA listed in ISIS may not be the same as the GPA calculated by the above Graduate School definitions, if the student has digressed from their degree plan by taking freshman and sophomore (1000/2000) level courses or undergraduate courses within the College.

GRADES OF INCOMPLETE, UNSATISFACTORY, OR NG

Grades of I (incomplete) must be removed by the date stated on the Incomplete Grade Contract (see below) or the deadline stated in The University Calendar—whichever comes first. If a grade of I has not been changed to an A-E letter grade by the end of the term following the one in which the grade was assigned, the grade will be computed as an E when calculating the

grade point average unless further action is taken, and will be treated as an E grade for suspension purposes.

Grades of NG will become punitive if not changed by the end of the term following the one in which the course was registered and will follow the same procedures as an I or U grade, depending on the grade type for the course.

If the student receives an I, U, or NG grade while on probation, it constitutes a violation of probationary or conditional status.

Grades of I (incomplete) cannot be given for a graduate level S/U course.

Courses in which students receive grades of U or NG do not meet the Graduate Council's standard of satisfactory performance. Accordingly, such grades either must be changed or the Graduate School must approve a petition setting forth the reasons why the student should be allowed to graduate with the U grade on the record.

The Graduate Committee and Graduate Faculty approved a new policy regarding the number of incompletes a student may have *in their academic career*. Master's students may have a maximum of two incompletes (including "no grades") and two unsatisfactory grades from spring 2010 forward.

INCOMPLETE GRADE CONTRACT

To assist in the tracking process of incompletes, the Incomplete Grade Contract should be used in every instance of assigning an incomplete grade. The procedure is described in detail on the form which is available in the Graduate Division in Weimer Hall as well as on the College of Journalism and Communications, Graduate Studies, web page at <http://www.jou.ufl.edu/grad/forms/>. A copy is included in the appendix of this handbook.

Penalty for I/U grades over the limit—As mentioned above, Master's students are allowed a maximum of two incompletes (including "no grades") and two U grades. Per the vote of the Graduate Faculty, ***a student who receives more than the allowed number of I/U grades will be suspended for two semesters and be required to reapply to the program by submitting the application for readmission to the Graduate Committee for approval.***

PROBATION

Students may be placed on probation if their progress becomes unsatisfactory. The Associate Dean for Graduate Studies will attempt to contact any student whose grade point has fallen below 3.0. However, the student bears the responsibility of determining whether the grade point average is sufficient to remain on regular status. If it is not, **the student must confer with the Associate Dean for Graduate Studies at the start of the first term during which the GPA falls below 3.0.**

Any student who receives one grade below B- will be placed on probation, with the exception of courses taken from the Levin College of Law, background statistics class, or articulation classes. For these courses, any student receiving one grade below C will be placed on probation.

Students on probation are not eligible to hold a graduate assistantship.

If students are placed on probation, they will need to work with their chair to devise a plan to improve their grades. They will need to submit the plan to the Associate Dean for Graduate Studies for approval. If they satisfy the approved plan in the term of probation the probation flag will be lifted.

If the approved plan is not satisfied, or the situation arises in future terms, the student will not be granted another probation term, he will be suspended until the Graduate Committee lifts the suspension.



SUSPENSION

The official University definition of suspension is, "The student is required to leave the University for a given or indefinite period of time, the termination of which shall depend upon specified acts of the student's own volition related to mitigation of the offense committed. The student must comply with all sanctions prior to re-admission." The College does not guarantee

readmission; it is subject to review by the Graduate Committee.

Students on suspension are not eligible to hold a graduate assistantship.

Any student who accumulates two grades below B- (with the exclusion of courses taken from the Levin College of Law, background statistics class, or articulation classes) during his or her graduate studies will be suspended, as will any student who receives one grade of D+ or lower at any time during graduate studies.

When a student is suspended, the student's records will be flagged and future registration will be forbidden until the Graduate Committee approves lifting the flag. To have the suspension flag lifted, the student will need to devise a plan, in conjunction with their chair, for review and approval by the Graduate Committee. Students will be allowed only one suspension. If another suspension is necessary, the student will be removed from the program.

Any violation of the academic honesty guidelines (see appendix) is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

CONDITIONAL ADMISSION

Any student admitted to the graduate program conditionally must satisfy the conditions stated in the admission letter. Fulfillment of conditions must be certified in writing by the Associate Dean for Graduate Studies. If a student fails to meet the conditions of admission, the student will be placed on probation or suspended and new conditions will be imposed. If the student is placed on probation and the new conditions are not met, the student will be suspended. Exception will be granted only on approval of a written petition to the Graduate Committee for approval of continued registration.

DROPPING OR ADDING COURSES

At the beginning of a semester, during the Drop/Add period, students may drop or add courses with no fee penalty. After the drop/add period, however, students are expected to complete all courses for which they are enrolled. Students may be administratively dropped from a class if they miss the first week's meetings, unless they notify the instructor before the first week and have an acceptable excuse such as a medical or family emergency.

Students who find it necessary to drop a course after drop/add should visit the Graduate Division to obtain a Course Schedule Change Request form. The form requires signatures of the student, academic adviser and Associate Dean. To add a class, the student must also have the signature of the instructor of the course to be added. After completion of the form, the student should return it to the Graduate Division and the process will be completed. International students must receive approval from the International Office to drop a course following the drop/add deadline. **Excessive drops are not allowed. Ordinarily, more than two drops are considered excessive.**

Remember: Students are TUITION and FEE LIABLE for all courses on their schedule at the end of the Drop/Add period. Fees will not be refunded for courses dropped after Drop/Add.

MISCELLANEOUS PETITIONS

Students may petition to receive exemption from a core course, to continue in attendance after failing to meet criteria spelled out in a conditional admission or probation status, or to deviate from any other rules or regulations regarding graduate study. The petition form (available in the Graduate Division) will be placed in the student's academic file as a written record of action. The chair of the supervisory committee or, if the committee has not yet been named, the academic adviser, typically must act on the petition before it is reviewed.

Any time the student receives permission to deviate from usual policy governing the Master's program, signed and dated written confirmation of the action is advised. A copy of the confirmation should be placed in the student's academic file. Failure to place documentation of deviation from the usual policy into the file may delay graduation.

Students who wish to petition for changes in grades they have received do so through the College Grade Appeals Committee. The chair of the committee should be contacted regarding procedure. Students may obtain the chair's name through the office of the Dean of the College.

MINIMUM REGISTRATION

Students who will graduate in a fall or spring semester must register for at least three credits in their final term of study. August graduates need sign up for only two credits during a summer term. Thesis master's students must take the final term's minimum credits in MMC 6971—Thesis Research. Project students must take the final term's minimum credits in either 6973—Project in

Lieu of Thesis—or in another course that counts toward the project degree plan, depending on the student's degree plan requirements.

If registering in a term, **in no case may a student register for fewer than three credits in either the spring or fall semesters or two credits in the summer semester.**

DEGREE REQUIREMENTS

Thesis and project specializations share some requirements and differ on others. All master's students must have a supervisory committee and prepare a degree plan, obtain the required approvals, and follow the plan or modify it as changes arise. Thesis students must, in the final oral examination, successfully defend the thesis. Project students must, in the final oral examination, successfully defend the project.

PROSPECTUS/PROPOSAL

A *prospectus* is a preliminary document that is used in several ways. It is used primarily to inform potential committee members of the topic and to solicit their participation. The document outlines the student's proposed topic, its importance and relevance, the literature to be covered, methodology and expected findings. The length varies as directed by the chair of the committee.

The *proposal* is composed of the entire first three chapters of the thesis: the introduction, the literature review and the methods. The proposal should be presented to the committee members at a mid-course meeting of the committee.



APPOINTMENT OF SUPERVISORY COMMITTEE

All master's students are required to have a supervisory committee. Graduate School policy requires that a supervisory committee be appointed **before the completion of two terms or 12 credits, whichever**

comes later. Supervisory committees will NOT be formed in the term of graduation.

The student's supervisory committee chair will act as academic adviser for the remainder of the master's program.

To propose the members, students should use the Supervisory Committee Form available from the Division of Graduate Studies or on the website at <http://www.jou.ufl.edu/grad/forms/>. Please return the completed, signed, form to 2014 Weimer Hall for processing. **A copy of the student's degree plan must be attached to the supervisory committee form.** The committee chair should review the degree plan and sign indicating approval of the courses listed.

The supervisory committee both helps the student and examines the quality of the student's work. Committee members should be chosen with a view to their expertise and qualifications. The student should consult with the committee chair and committee members about academic problems in general, the thesis/project process and the oral final defense of the thesis or project. Although candidates for the Master's must be approved at various levels, the committee's decision is considered crucial.

Master's students planning a thesis must submit a prospectus (see section above) with the supervisory committee form and degree plan. The prospectus must include a statement of the research problem, description of the method planned for examining the problem, and a preliminary bibliography. The document also must include an explanation of the theoretical or methodological expertise necessary for the thesis topic and the appropriate expertise of each committee member. The relevant expertise of the committee chair shall be explained in no less than one paragraph. The explanation for each other member shall be presented in at least one sentence each.

Master's students planning a project should write a brief prospectus before selecting a committee. This paper, usually about five pages long, explains what you plan to do, the need or purpose you see for the project, the methods you plan to use, etc. It is also helpful if you include a timeline for completing the project.

Faculty members appointed to the supervisory committee must hold appointment to the university's graduate faculty or a special exception must be granted by the dean of the Graduate School. See page 16 for a list of all current Graduate Faculty members. **The College requires a minimum of three members on all**

supervisory committees. The chair and at least one other member must hold graduate faculty appointments in the College. Committees must have at least one faculty member from the student's specialty. If the student declares a minor, a graduate faculty member from the minor department must be appointed. If a proposed member is not on the graduate faculty or is not a tenure-line faculty member, the proposed chair of the committee must attach to the supervisory committee form, a brief explanation of the "special" member's area of expertise along with a copy of the proposed member's vita—if it is his/her first committee. The student should submit the form and attachments to 2014 Weimer Hall. **Special members MAY NOT serve as chair or co-chair.**

Upon request by supervisory committee chairs, the Division of Graduate Studies will dissolve supervisory committees if students have failed to maintain contact with the committee chairs or the Division of Graduate Studies for a period of two years. Students whose committees have been dissolved will be sent subsequent written notice of the action.

Students or faculty members may change the chair and other members of the supervisory committee through application to the Associate Dean of the Division of Graduate Studies. Students who wish to change their committees must submit a statement to the Associate Dean listing the composition of old and proposed new committees and detailing reasons for changes. Members proposed to be dropped will be given an opportunity to raise objections. As a courtesy, the student should notify the committee member being removed. Reasons for changes must be well founded, not merely reflections of personal likes and dislikes. Changes to a committee cannot be made after the midpoint of the term of graduation. Faculty members most qualified to supervise research on a particular subject should be named to the student's committee. For example, a student whose work has a legal focus would be expected to have at least one member, if not all members, with a legal background. Likewise, a student in advertising would be expected to have at least one member, if not the chair, from the advertising faculty. Faculty members may request that they be dropped from a committee. Typically, faculty members submit such requests when students change their area of interest.

COMMITTEE EXAMINATION POLICY CHANGE

Effective Spring 2009, only the student and the chair or co-chair are required to be in the same physical

location. All other committee members can participate via advanced communication technology.

<http://gradschool.ufl.edu/news/policy-change.html>

THE THESIS

Students in a thesis sequence must receive the grade of S in MMC 6971—Research for Master's Thesis—for the number of credits required by their degree plan. No fixed number of credits must be taken in any one term (except during the term of graduation as noted in discussion of minimum registration above). Students must satisfy their supervisory committee chairs that they have made enough progress to warrant a grade of S each time they register. To register for MMC 6971, the student must have selected the chair of the supervisory committee. The appropriate individual work form must be completed, signed by the student and committee chair, and submitted to 2014 Weimer, Division of Graduate Studies, before the deadline for registration so the student can be officially registered.

No matter how many thesis credits students take, they must prepare theses acceptable to their supervisory committee, the College Dean, and the Graduate Dean. See the *Graduate Student Handbook*, published online at the following site: <https://gradschool.ufl.edu/students/introduction.html> for a definition of a thesis. The definition must be followed.

It is not realistic to expect to form your committee, write the proposal and do a thesis or project all in one semester.

Three stages in thesis work must be completed by students: (1) Write a **prospectus**. The length varies as directed by the chair of the committee, usually about five pages, and circulate it among prospective committee members. If they agree to serve, the student will complete a supervisory committee form, obtain signatures from all committee members, and submit the form to 2014 Weimer. The current-student records coordinator submits the form and the final version of the prospectus to the Associate Dean for Graduate Studies for approval. The student should then arrange an initial meeting of the supervisory committee to assure agreement on subject and method. (2) Write a **proposal**. It will consist of the first few chapters of the thesis (the number depends on the method and format chosen) and a detailed outline of the remainder. Graduate School regulations require a mid-course meeting of the supervisory committee at this point. (3) Write the remainder of the **thesis**. When the thesis has been shaped into its final form, arrange a time and place

for the final oral examination. See Final Oral Examination below.

ETD (Electronic Thesis and Dissertation)—students are required to submit their thesis or dissertation **electronically**. This is part of a national electronic thesis and dissertation (ETD) initiative which will make University of Florida graduate research available on the World Wide Web. For more information see: <http://gradschool.rgp.ufl.edu/editorial/introduction.html>.

THE EDITORIAL OFFICE OF THE GRADUATE SCHOOL

The Editorial Office (224 HUB) oversees the thesis/dissertation process, offering help and guidance to ensure the students' theses and dissertations meet UF's high standards and are ready for electronic submission and digital archiving. Staff members answer questions about format and reference systems; tables, figures and equations; and copyright and documentation issues. It also provides referrals to editors and formatters for hire. Staff members do not examine or critique content, scholarship, research methods or writing style, which is the responsibility of the student and his/her supervisory committee. For more detailed information, please see <http://gradschool.ufl.edu/editorial/introduction.html>

THE PROJECT

Students in a project sequence must receive the grade of S in MMC 6973 or RTV 6973 for the number of credits required by their degree plan. Unless stated otherwise on the specific degree plan, no fixed number of credits must be taken in any one term (except during the term of graduation as noted in discussion of minimum registration above). Students must satisfy their supervisory committee chairs that they have made enough progress to warrant a grade of S each time they register for project credits. To register for MMC or RTV 6973, the student must have selected the chair of the supervisory committee. The appropriate individual work form must be completed, signed by the student and instructor, and submitted to 2014 Weimer, Division of Graduate Studies, before the deadline for registration so the student can be officially registered.

No matter how many project credits students take, they must prepare a project acceptable to their supervisory committee, the College Dean, and the Graduate Dean.

Master's students planning a project will be required to conduct background research and compile a literature review and provide a thorough description of the

methods to be employed to complete the project. All members of the supervisory committee must approve the literature review and methods before work may commence. Students may select the project option only if they possess the prerequisite technical skills to complete the project. The project may be designed to teach students basic production or graphics skills.

For more information regarding guidelines to writing a project in your specialization, please consult with your supervisory committee as well as <http://www.jou.ufl.edu/grad/forms/>

The student will present and explain the results of the project and provide an oral defense to the supervisory committee. All committee members must agree and sign off on the final examination form that the student has met all project requirements and passed the oral defense before the project is approved. Only the student and the chair or co-chair are required to be in the same physical location. All other committee members can participate via advanced communication technology.

Project-in-lieu-of-thesis students do not submit a copy of their project to the Graduate School; however, they will be required to submit a copy of their projects to the **Allen H. Neuharth Library on the first floor of Weimer Hall**. It will be the College's official copy.

FINAL ORAL EXAMINATION

When thesis master's students have completed all courses (except final-term courses in progress) and the thesis, the supervisory committee conducts the final oral examination. The oral examination is open to the public and covers:

- ◆ the thesis,
- ◆ courses (including specialty and minor or supporting field), and
- ◆ matters of a general nature pertaining to the student's field of study.

The **thesis** student is responsible, after consulting with the committee chair, for:

- ◆ providing a copy of the thesis in *final* typed form to each member of the committee for inspection *at least a week* before the examination,
- ◆ arranging the time and place of the exam to fit the schedules of committee members, contact Jody in 2014 to reserve a room,

- ◆ having a copy of the final exam report form and signature page at the exam for committee members to sign, see Jody in 2014 Weimer for those forms, and
- ◆ delivering the signed final exam report form to 2014 Weimer, Division of Graduate Studies.

The **project** student is responsible, after consulting with the committee chair, for:

- ◆ providing a copy of the project in *final* form to each member of the committee for inspection *at least a week* before the examination,
- ◆ arranging the time and place of the exam to fit the schedules of committee members, contact Jody in 2014 to reserve a room,
- ◆ having the final exam report form available at the exam for committee members to sign, and
- ◆ delivering the signed final exam report form to 2014 Weimer, Division of Graduate Studies.
- ◆ (For the above mentioned forms see Jody in 2014.)

A common format for the oral examination runs as follows:

- ◆ Visitors are welcomed and introduced to committee members and the examinee.
- ◆ The committee chair explains that students will be requested to leave during discussion of the candidate and that only official members of the committee may vote, though visiting faculty are welcome to sign the examination form.
- ◆ The candidate presents a brief synopsis of the thesis or project and describes how the work might have been conducted differently, given the experience of having completed it.
- ◆ The candidate is questioned by committee members and others.
- ◆ The candidate is excused and the committee votes on the exam result.
- ◆ The student is informed of the exam result.

- ◆ As appropriate, signatures are obtained on the thesis signature page and the final exam report form.

If performance on the exam is judged satisfactory, the student should get signatures on the final exam form of all members of the supervisory committee at the end of the examination. Committee members should sign the signature page of the thesis as well as the final exam form. Other faculty members attending the exam also sign the form but not the signature page.

If the thesis is judged generally acceptable, but some work remains to be done, the chair of the supervisory committee may hold the signature page until the entire thesis has been satisfactorily completed. Using the final exam form, the committee's decision must be reported to the Graduate School no later than the date specified in *Deadline Dates*. The oral examination may not be scheduled earlier than six months before the graduation date. The final exam form is returned to 2014 Weimer, Division of Graduate Studies, for further processing.

Prior to the semester the student plans to begin the thesis, it is very important to read the information found on the Graduate School Editorial website. Rules can change from semester to semester so stay current by checking the site regularly. The guidelines are very specific and not following them could delay graduation.

PARTICIPATION IN COMMENCEMENT

Master's students must have successfully defended the thesis or project and all committee members must have approved the thesis or project and signed the required forms before the student may participate in commencement.

APPLICATION TO THE DOCTORAL PROGRAM FOR CURRENT UF MASTER'S STUDENTS

When applying to the doctoral program in the College of JM/COM, current UF students do not pay the \$30 application fee or submit the application materials through the Registrar's Office or online. The student will need to submit the following items to the Admissions' Program Assistant in 2013 Weimer.

- CV/Resume.
- Letter of Intent/Statement of Goals.
- Summary form.

- Three (3) Letters of Recommendation (new updated letters will be the most competitive).
- Updated Transcripts.
- GRE Scores. Please refer to the admissions section of the Graduate Division website for current requirements.
- Certificate of Financial Responsibility (International Students).
- Samples (optional).
- Application for Assistantships and Fellowships (optional).
- Supplemental Application Form online at the following link.

Forms are available at <http://www.jou.ufl.edu/grad/admiss-phddom.asp#howtoapply>

ALL materials must be received by the **January 15th deadline**. The Doctoral Committee will review all completed applications, and decisions will be made on a rolling basis. Decision letters are sent throughout the months of February and March. Decisions regarding assistantships and fellowships are made once all admissions are finalized, and only those students receiving funding are notified. Please contact the College Admissions Office, 2013 Weimer, if you have any questions.



HONORS FOR STUDENTS

Master's students are eligible for the honor of graduation with distinction, a college honor that does not show on the student's transcript. All graduate students compete for the college's Outstanding Graduate Student award and the Outstanding Student Research award, and all teaching assistants compete for the college's Outstanding Graduate Student Teacher award.

GRADUATION WITH DISTINCTION

Master's students with an overall GPA of 3.8 or higher who wish to graduate with distinction must apply to the Graduate Committee. Conferment is decided by the College faculty on recommendation by the Committee. It is not automatic for all students with the necessary GPA. Because the honor comes from the College rather than the university, "with distinction" is not an official university designation, and it will not appear on transcripts or the diploma. Procedures and application forms are posted in the Division of Graduate Studies and online at <http://www.jou.ufl.edu/grad/forms/>. You will receive a certificate by mail and can include the distinction on your academic vita.

OUTSTANDING MASTER'S GRADUATE

The Graduate Committee each spring recommends to the College Dean one Outstanding Master's Graduate from the preceding calendar year's graduates. Students may be nominated by faculty or may self-nominate. The recipient is honored at the College's annual awards assembly and receives a plaque.

OUTSTANDING STUDENT RESEARCH

One student each year receives an award for outstanding research. Applicants may submit documentation (e.g., research articles, conference papers, projects) themselves, or faculty members may nominate candidates and submit documentation. Application is made to the College's Research Committee, which recommends to the College Dean a student to receive the honor. For more information students should contact their committee chair. The recipient is honored at the College's annual awards assembly and receives a plaque.

OUTSTANDING GRADUATE STUDENT TEACHER

Applicants may submit documentation (e.g., letter of recommendation, teaching evaluations, syllabi/teaching materials, teaching philosophy) themselves, or faculty members may nominate candidates and submit documentation. The Graduate Committee each spring recommends to the College Dean one Outstanding Graduate Student Teacher from the year's teaching assistants. The student is honored at the College's annual awards assembly and receives a plaque.

GRADUATE STUDENT TRAVEL AWARDS AND ASSISTANCE

Travel grants are awarded by the College for students whose research papers are accepted for presentation at refereed sessions of mass communication scholarly

conferences. These funds are available for use on a fiscal year basis, July 1 to June 30, each year, and student allocations of travel funding are based on the fiscal year in which a conference falls. Travel grants will be awarded only as graduate division funds are available, and funding is not guaranteed—funds are limited.

Additional travel funding is offered by the Graduate School and Graduate Student Council. Research and travel funding also may be available through the University of Florida's Latin American Studies Center, African Studies, or Asian Studies, for research projects involving those areas. Forms and specific requirements and rules are available in the wall files located in the Graduate Division.

The following policies were developed and approved by the GSMCA and the Graduate Committee:

- Both masters and Ph.D. students will be eligible equally for conference funding. Students must be registered and in residence as full-time graduate students in the college at the time the paper is presented.
- One student on an accepted paper will be funded as long as funds are available.
- In the case of a multi-authored paper, the student authors must decide which author will request college funding to attend the conference. In the case that the authors disagree about who should be funded, authors may appeal to the Graduate Committee.
- The same parameters for funding remains: **\$400** per fiscal year to support travel to a national conference, **\$150** per fiscal year to support travel to a regional conference.

Also, the student must:

- submit to the Graduate Division a Grant Award Request Form at least 30 days before the travel dates.
- submit a copy of the acceptance letter/ email with the Travel Grant Award Request Form.
- submit all original itemized receipts. Reimbursement will be made for things such as lodging, airfare, and **your own meals**.
- include the **original** air fare receipt and/or rental car invoice and your hotel bill, even if neither of these is being used as the basis for reimbursement. Evidence of extravagant expenditure will nullify this award.

- turn in receipts within 30 days of return.
- submit a copy of the conference program. Copy should include cover page and schedule of the conference. Please highlight or notate your presentation on the schedule.
- follow University of Florida's travel procedures and policies.

We are committed to supporting graduate student success by supporting travel to the maximum extent the budget allows. We feel it is important to you as well as to the College, to continue funding your conference travel to present your research to national audiences. Please remember that some conferences try to help with graduate student travel and offer small grants for that purpose. The Graduate Student Council and the Graduate School offer travel money as well.

WORK LIMITATIONS FOR GRADUATE STUDENTS

Funding is not guaranteed and is not likely for most Master's students. In the cases where graduate students are funded in part or in whole by the College, they are limited to working a combined full time equivalency (FTE) of .50 FTE or 20 hours a week during the Fall and Spring semesters for all jobs on campus. During the summer, this limitation increases to 1.0 FTE. For students funded by the College, funding will not continue after the second year of Masters studies or the third year of Ph.D. studies, except for the Graduate School Fellowship program. These limitations are to assist our graduate students in their academic success and to allow them to focus on their graduate studies. Exceptions to these limitations will only be granted in the most extreme situations. Exemption petitions, in essay form, must be submitted to the Graduate Committee or College Administration if the Graduate Committee is not actively meeting.





COMMUNICATION WITHIN THE COLLEGE

The [Graduate Studies Web Page](#) is located within the College's Web site and provides information including:

- Current Student Forms and Information,
- the Graduate Student Directory which includes contact information and pictures of current students,
- Course Offerings,
- links to the UF Graduate School, and other valuable information.

Please check the following site on a regular basis
<http://www.jou.ufl.edu/grad/default.asp>

[Graduate student and faculty mailboxes](#) are located on the second floor in 2104, near the Dean's Office. Graduate student mailboxes are separated into Doctoral and Master's sections with Master's students sharing mailboxes.

[Email addresses](#) should always be kept current with the Graduate Division staff. Important notices (and some not so important) are sent to all students as needed. The Graduate School communicates with students through their GatorLink email accounts. Please use your **GatorLink (@ufl.edu)** email address as your primary email source for the university and this College.

GRADUATE FACULTY

Faculty members pursue such research subjects as law and policy of mass communication, advertising media selection, public opinion, politics and mass communication, health communication, corporate responsibility, learning from the media, literary journalism, communication and development, mass communication history, and international communications issues. Faculty members have published in more than 20 different scholarly journals.

For more information please see the Graduate Faculty website at: <http://www.jou.ufl.edu/grad/gradfac.asp>

Alexander, Laurence B. Journalism. Research interests in media law and policy. Former chair of the Department of Journalism (1994-98). Since coming to UF in 1991, he has taught courses in mass media law and newspaper editing. He has written extensively on media law issues. Published in various communication journals and law reviews, including *Communications and the Law*, *Editor & Publisher*, *Free Speech Yearbook*, *Journalism & Mass Communication Educator*, *National Trial Lawyer*, *Newspaper Research Journal*, *Notre Dame Journal of Legislation*, *Visual Communication Quarterly*, and *Yale Law & Policy Review*. A native of New Orleans, he received a bachelor's degree from the University of New Orleans, a master's degree from UF, and a Juris Doctor from Tulane University. Also taught at Temple University and the University of New Orleans. Professional journalism experience: *The Houma Daily Courier*, *The Times-Picayune* and *The Philadelphia Inquirer*. He has served as Chairman of the Board of Directors of *The Independent Florida Alligator*.

Armstrong Cory L. Journalism. A former public affairs reporter in Ohio and Pennsylvania, Armstrong's research interests are in gender representations, news content and credibility. She received her PhD from the University of Wisconsin-Madison and joined the UF faculty in 2004. In 2003, she won the Mary Gardner Award for Graduate Student Research from the AEJMC Commission on the Status of Women and she was awarded a Top 3 faculty paper in the newspaper division at the 2006 AEJMC annual conference. She teaches graduate courses in Race, Class, Gender and Media and Issues in the Press, along with undergraduate courses in Reporting and News Writing and Applied Fact Finding. She has been published in *Journalism & Mass Communication Quarterly*, *Journal of Broadcasting & Electronic Media*; *Journal of Communication*, *Mass Communication & Society*, and *Newspaper Research Journal*. Armstrong is a faculty affiliate with the Center for Women's Studies and Gender Research at the University of Florida.

Babanikos, James. Telecommunication. Babanikos specializes in encoding practices of video and film production, media writing, and documentary theory and practice. He has been working as a writer/director in video and film since 1984. He has received production grants from the Independent Television Service, the National Educational Telecommunication Association, the Florida Arts Council, as well as the National Film Board of Canada. His works include *A Second Chance* (2004, 75:00, DVCPRO 50, drama), *Catherine's Story*

(1999, 81:00, 16mm, drama); *The Science Directorate* (1999, 6:00, Betacam, corporate); *Color My World: The Arts in Medicine* (1998, 57:30, Betacam, documentary); *C.P. Cavafy: From Ithaca to Tarpon Springs* (1996, 29:50, Betacam, documentary); *The Death of a Bachelor* (1995, 25:00, 16mm film, drama); and *Goodbye, Socrates* (1992, 37:00, 16mm film, drama). Dr. Babanikos' work has been screened in a number of international venues, and his projects have won a number of awards in various production competitions. Dr. Babanikos joined the faculty of Florida's Department of Telecommunication in 1993 and teaches courses in the production sequence.

Calvert, Clay. Journalism. Director of the Marion B. Brechner First Amendment Project. Research interests include Communications Law, First Amendment Law, Freedom of Expression, Freedom of Speech, Mass Media Law. Calvert is the Brechner Eminent Scholar in Mass Communication at the University of Florida, arriving at the University in 2009. He formerly served as John and Ann Curley Professor of First Amendment Studies at the Pennsylvania State University, where he also co-directed the Pennsylvania Center for the First Amendment and had served as interim dean of the Schreyer Honors College. He has authored or co-authored more than 90 law journal articles on freedom of expression-related topics. Professor Calvert is co-author, along with Don R. Pember, of the market-leading undergraduate media law textbook, *Mass Media Law: 2009/2010* (McGraw-Hill, 2008), and is author of the book *Voyeur Nation: Media, Privacy, and Peering in Modern Culture* (Westview Press, 2000). He received his J.D. with Great Distinction in 1991 from the University of the Pacific's McGeorge School of Law and then earned a Ph.D. in 1996 in Communication from Stanford University, where he also completed his undergraduate work with a B.A. in Communication in 1987. He is a member of the State Bar of California.

Chance, Sandra F. Journalism. Executive Director, Brechner Center for Freedom of Information at www.brechner.org. Research interests include First Amendment and media law issues. She has written extensively on freedom of information issues, the media and the judiciary, and the role and responsibilities of the press. She is an Associate Professor in the Journalism Department and teaches media law at both the undergraduate and graduate level. Chance is developing an expertise in international FOI issues, and has traveled to Brazil, Jamaica, Peru and Chile to work with journalists and government officials in these emerging democracies and promote the principals of freedom of information. This past summer, she taught a special course, "Media and the Courts," for judges from around

the country at the National Judicial College, in the University of Nevada's Judicial Studies Program. Chance graduated with honors from the University of Florida's College of Law in 1990 and was named to the Order of the Coif. She practiced media law with the law firm of Holland & Knight in Tampa, Florida. There she handled litigation concerning access to public records and judicial proceedings, reporter subpoenas and Florida's Government in the Sunshine Law. Chance also served as an Assistant General Counsel at the University of Florida. Chance has published in numerous academic and professional journals and newspapers, including *Journalism & Mass Communication Educator*, *Communication Law and Policy*, *Journal of Broadcasting & Electronic Media*, *Arkansas Law Review*, *Journal of Law and Public Policy*, *Quill and Editor & Publisher*. She has authored several chapters in *Communications and the Law*, a widely used textbook, and the *Reporters' Handbook*. She's also contributor to the *Oxford Companion to American Law*. She is on the editorial board of the *Communication Law and Policy* journal and the advisory board of UF's College of Law's *Journal of Law and Public Policy*.

Chan-Olmsted, Sylvia. Telecommunication. Chan-Olmsted specializes in media economics, strategic competition and new media, and media brand management. Her recent research includes international strategies for dealing with telecommunications and media convergence, mobile content ventures, alliances concerning cable television and telephony industries, Internet business models for traditional media, and branding issues involving television and the Internet. Chan-Olmsted is the author of the book, *Competitive Strategy for Media Firms*, and co-editor of the books, *Handbook of Media Management and Economics* and *Global Media Economics*, and author of numerous book chapters and articles published in refereed journals such as the *Journal of Broadcasting and Electronic Media*, *Journalism & Mass Communication Quarterly*, *International Journal on Media Management*, and the *Journal of Media Economics*. She is affiliated with the Communications Competitiveness Research Initiative of Public Utility Research Center (PURC) at the University of Florida and has received research grants from institutions such as the National Association of Broadcasters (NAB), Magness Institute at Cable Center, and Center for International Business Education and Research (CIBER).

Cleary, Johanna. Telecommunication. Prior to earning her doctorate from the University of North Carolina at Chapel Hill in 2004, Cleary was a news director, reporter/producer and marketing director for Alabama

Public Television. Her teaching interests include ethics and the role of mass communication in society, arts journalism and broadcast and political reporting. Her research has focused in newsroom management issues, entertainment coverage and broadcast journalism history. Publications include

"From the Classroom to the Newsroom: Professional Development in Broadcast Journalism" *Journalism and Mass Communication Educator*, (forthcoming); "The Parity Paradox: Reader Response to Minority Newsroom Staffing," *Mass Communication and Society*; "Creating 'America's Storyteller': The Early Radio Career of Charles Kuralt," *Journal of Radio Studies*; and "Shaping Mexican Journalists: The Role of University and On-the-Job Training," *Journalism and Mass Communication Educator*, Summer 2003. She is also a co-author of *The Best of Pulitzer Prize News Writing*, an anthology issued by Publishing Horizons, Inc., Columbus, Ohio.

Coffey, Amy Jo. Telecommunication. Coffey's research interests include audience economics and language, with an emphasis on foreign language programming within the United States, as well as market segmentation and other strategic competition issues. Her research interests stem in part from her professional news background, which included positions with CNN in Atlanta, as well as reporting, anchoring, assignment editing, and production positions in television and radio in Ohio, Tennessee, and Georgia. Dr. Coffey teaches courses in audience analysis, telecommunication programming, and telecommunications management. Dr. Coffey was the recipient of a 2006 research grant from the National Association of Broadcasters, and has made numerous presentations at meetings of the Association for Education in Journalism and Mass Communication (AEJMC), Broadcast Education Association (BEA), and the International Communication Association (ICA). Coffey received her Ph.D. from the University of Georgia.

Dodd, Julie E. Journalism. Research interests include effective teaching -- teaching media writing and teaching and technology; high school journalism; and sports media. Her articles have appeared in *Newspaper Research Journal*, *Journalism & Mass Communication Educator*, *Editor & Publisher*, *Quill and Scroll* and *Communication: Journalism Education Today*. She was editor of *Scholastic Journalism in the Sunshine State* (1996) and wrote four chapters for the textbook *Mass Media Writing: An Introduction* (1997).

Duke Cornell, Lisa. Advertising. A former advertising copywriter, Lisa teaches creative courses and a graduate course in qualitative research. Her research interests

include advertising creative, gender studies, reception studies, direct response/interactive advertising, pedagogy, racial identity, and social learning. Publications include "Olympic athletes and heroism in advertising: Gendered concepts of valor?" by R. Goodman, L. Duke and J. Sutherland, *Journalism and Mass Communication Quarterly*, Summer 2002 and sole-authored articles in 2001 and 2002: "Get real!: Cultural relevance and resistance to the mediated feminine ideal," *Psychology and Marketing*; "Like an idea, only better: How do advertising educators and practitioners define and use the creative concept?" *Journal of Advertising Education*; "Black in a blonde world: Race and girls' interpretations of teen magazines," *Journalism and Mass Communication*. Earlier articles include "Negotiating femininity: Adolescent girls read teen magazines," *Journal of Communication Inquiry* and "Beyond educational and informational needs: What is quality children's television?" in *The Annals of the American Academy of Political and Social Science*. Book chapters include "Reading in Black and White: Girls, Race, and the Mediated Feminine Ideal." Accepted/in press. Greenwood Press series on multicultural media. This article will appear in book five of the series, *Analysis of Audiences*. She also wrote "Creative Spots," in A.J. Jewler (Ed.), *Creative Strategy in Advertising*, 1993, Belmont, CA: Wadsworth.

Elias, Troy. Advertising. Elias joined the Advertising faculty in fall 2009. His areas of interest include social influence in new media environments. In addition to works in progress, his publications include Appiah O., & Elias, T. (accepted for publication). Race specific advertising on commercial websites: Effects of computer-generated characters in a digital world. In M. S. Eastin, T. Daugherty, & N. M. Burns (Eds.), *Handbook of Research on Digital Media and Advertising*. Appiah, O., & Elias, T. (accepted for publication). Effects of ethnically-targeted and ethnically-ambiguous computer-generated agents on browsers' evaluations of a commercial web site. *Virtual Social Identity and Consumer Behavior*. Advertising and Consumer Psychology Book Series. M.E. Sharp. Elias, T., & Appiah, O. (June, 2010). A tale of two social contexts: Race-specific testimonials on commercial web sites and their effects on numeric majority and numeric minority consumer attitudes. *Journal of Advertising Research*.

Ferguson, Mary Ann. Public Relations. "Direct Response Advertising: The Contributions of Price, Information, Artwork, and Individual Differences to Purchase Consideration of a Personal Computer," *Journal of Direct Marketing*, 6 (1992), 32-39 (with M. F. Weigold & S. Flusser). "Communicating with Environmental and Health Risk Takers: An Individual Differences

Perspective," *Health Education Quarterly*, 18, (1991), 303-318 (with J. M. Valenti). "Communicating with Risk Takers: A Public Relations Perspective," *Public Relations Research Annual*, 3, (1991), 195-224 (with J. M. Valenti & G. Melwani). "Using Persuasion Models to Identify Givers," *Public Relations Review*, 12, (1986), 43-50 (with L. Doner & L. Carson).

Freeman, John. Journalism. John Freeman has headed the photojournalism program at the University of Florida since joining the faculty in 1991. His research interest focuses on successful photojournalists and has been published in *Visual Communications Quarterly* and *News Photographer* magazine. His professional experience includes six years as a staff photographer at *The Wichita Eagle* in Kansas and college internships at *The Arizona Republic* and *Palm Beach Post*. Freeman is also active in the National Press Photographers Association and was named NPPA Educator of the Year in 2001. He is a two-time winner of the College of Journalism's Teacher of the Year award.

Goodman, Robyn. Advertising. Goodman's teaching and research interests include health communications, visual communications, and gender, race, and media. Publications include, "Flabless is Fabulous: How Latina and Anglo Women Read, Negotiate, and Incorporate the Excessively Thin, Mediated Body Ideal Into their Everyday Experience," "Sculpting the Female Breast: How College Women Negotiate the Media's Ideal Breast Image," and "Olympic Athletes and Heroism in Advertising: Gendered Concepts of Valor?" all in *Journalism and Mass Communication Quarterly*. Dr. Goodman has worked as a sports reporter, advertising graphic designer and a freelance graphic designer. She has been recognized and received top paper awards for her research.

Hon, Linda. Public Relations. Hon's teaching areas include public relations theory, research methods, strategy, and campaigns. Her research interests include public relations evaluation, relationship management, and gender and diversity issues in public relations. *Women in Public Relations: How Gender Influences Practice* (with Larissa A. Grunig and Elizabeth L. Toth), 2001, Guilford; *Measuring Public Relationships Among Students and Administrators at the University of Florida* (with Brigitta Brunner), *Journal of Communication Management*, Vol. 6, No. 3, 2002, pp. 227-238. *The Influence of Gender Composition in Powerful Positions on Public Relations Practitioners' Gender-Related Perceptions* (with Youjin Choi), *Journal of Public Relations Research*, Vol. 14, Number 3, 2002, pp. 229-363; *Public Relations in South Korea: Applying Theories and Exploring Opportunities*, *Journal of Asian Pacific*

Communication, Volume 11, Issue 2, 2001, pp. 263-286; *Diversity Issues and Public Relations* (with Brigitta Brunner), *Journal of Public Relations Research*, Vol. 12, Number 4, 2000, pp. 309-340; *Measuring Relationships in Public Relations* (with James E. Grunig), 2000, monograph available from Institute for Public Relations; *Demonstrating Effectiveness in Public Relations: Goals, Objectives, and Evaluation*, *Journal of Public Relations Research*, Volume 10, Number 2, 1998, pp. 103-136; *Craft and Professional Models of Public Relations and Their Relation to Job Satisfaction Among Korean Public Relations Practitioners*, *Journal of Public Relations Research*, Volume 10, Number 3, 1998, 155-176; *What Have You Done for Me Lately? Exploring Effectiveness in Public Relations*, *Journal of Public Relations Research*, Volume 9, Number 1, 1997, pp. 1-30; "To Redeem the Soul of America": *Public Relations and the Civil Rights Movement*, *Journal of Public Relations Research*, Volume 9, Number 3, 1997, pp. 163-212.

Kaplan, John. Journalism. Research and creative activities/interests include international journalism, societal displacement and civil rights. Since coming to UF in 1999, he has taught courses in international journalism, foreign correspondence, photojournalism and design. He is the author of *Photo Portfolio Success*, 2003 (Cincinnati: Writer's Digest.) Published in journals including *Viscom* and *Journalism History*. Solo exhibits include *Four Nations*, *Vanishing Heritage*, *Surviving Torture*. Group exhibits include *The Pulitzer Prize Photographs: Capture the Moment*. Mass media publication credits include *Life*, *Fortune* and the *New York Times*. Awards include Pulitzer Prize for Feature Photography, Overseas Press Club Award, Robert F. Kennedy Award, AEJMC Best of the Web, Harry Chapin Media Award, National Newspaper Photographer of the Year. He is a member of the ACEJMC Accreditation Council. A native of Wilmington, Delaware, Kaplan received bachelors and master's degrees from Ohio University. Also taught for Syracuse University, Ball State University and Ohio University.

Kelly, Kathleen S. Public Relations. Specializes in fund raising, public relations theory, and nonprofit management. Publications include *Effective Fund-Raising Management*, 1998 (Lawrence Erlbaum Associates); *Fund Raising and Public Relations: A Critical Analysis*, 1991 (Lawrence Erlbaum Associates); "Teaching Fund Raising," *Learning to Teach: What You Need to Know to Develop a Successful Career as a Public Relations Educator* (3rd ed., L. M. Sallot & B. J. DeSanto, Eds.), 2003; "The State of Fund-Raising Theory and Research," *New Strategies for Educational Fund Raising* (M. J. Worth, Ed.), 2002; "ROPES: A Model of the Fund-Raising Process," *The Nonprofit Handbook: Fund raising*

(3rd ed., J. M. Greenfield, Ed.), 2001a; "Stewardship: The Fifth Step in the Public Relations Process," *Handbook of Public Relations* (R. L. Heath, Ed.), 2001b; "From Motivation to Mutual Understanding: Shifting the Domain of Donor Research," *Major Issues Facing Fund Raising* (D. F. Burlingame, Ed.), 1997; "Public Relations Expertise and Organizational Effectiveness: A Study of U.S. Hospitals" (with C. G. Gordon), *Journal of Public Relations Research*, 11(2), 1999; "Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising," *Journalism & Mass Communication Quarterly*, 72(1), 1995.

Kim, Hyojin. Advertising. Kim's research interest is in the application of advertising theories and strategies for health communication and promotion. Her research particularly focuses on consumer processing of health information and persuasion through interactive communication. Her dissertation was entitled, "The Effects of Interactivity on Learning: Implications for Stereotype Change." Kim received the Master of Health Science in International Health with a focus of Applied Medical Anthropology at Johns Hopkins Bloomberg School of Public Health and the Master of Arts and the Ph.D. in Advertising at University of Texas at Austin. Before she joined the advertising faculty in 2005, she worked at Korean Institute for Health and Social Affairs (KIHASA) and UNICEF Philippines among other places. She has been recognized and received numerous awards for her scholastic work, including a university continuing fellowship that is awarded to the top 5 continuing doctoral students at the University of Texas (\$20,000). Her work has been published in *Human Communication Research*, *Health Education Research*, *Journal of Interactive Advertising*, and *LBJ Journal of Public Affairs*.

Kim, Sora. Public Relations. Sora Kim (Ph.D. University of Tennessee, 2008) was previously an assistant professor in the College of Communication at DePaul University in Chicago. She also has professional experience in the advertising and public relations fields. She has taught public relations principles, crisis communication management, international public relations, public relations management, research methods for the communication professional, and campaigns for both undergraduate and graduate students. Her research interests include: How different corporate communication strategies (CSR, Corporate ability, and Hybrid strategies) can influence consumers' evaluations of companies and their products, Crisis communication management, Relationship management, and Corporate social responsibility (CSR)/Philanthropy.

Kiouis, Spiro K., Public Relations. Kiouis' teaching areas include public relations strategy, public relations writing, mass communication theory, and persuasion. His research interests include political communication, online communication, agenda setting, framing, and persuasion. He has had articles published in several leading journals, including *Communication Research*, *Mass Communication & Society*, *Communication Yearbook*, *Journalism Studies*, and *New Media & Society*. He has also presented papers to the International Communication Association, Association for Education in Journalism and Mass Communication, World Association for Public Opinion Research, and **Southwest Education Council for Journalism and Mass Communication**. Dr. Kiouis has professional experience in public relations, marketing, online journalism, and media production. He also has his APR credential from the Public Relations Society of America (PRSA).

Lee, Moon. Public Relations. Dr. Lee joined the faculty in the fall of 2009 after teaching in the Edward R. Murrow School of Communication at Washington State University. Her research interests include new communication technologies, mass communication and human decision making. She has taught courses in health communications and a variety of public relations topics. Dr. Lee received her MAMC and Ph.D. in Mass Communications from the University of Florida.

Leslie, Michael. International Communication. Leslie's teaching/research areas include Communications/information technologies and national development, images of women and minorities in media, international/ intercultural communication. He teaches graduate courses in international/intercultural communication, and race/gender/class and media, and conducts cross-cultural research on the impact of media content on society. At the undergraduate level, he teaches courses in advanced writing for electronic media, ethics and race and media. Dr. Leslie served as a Fulbright Professor at the University of Yaounde (Cameroon), from 1987 to 1989 and as a lecturer in the department of mass communication at the University of Zambia, 1984-1987. Additionally, he has taught, lived or done research in Belgium, France, South Africa, Mexico, Cuba and Brazil. Dr. Leslie speaks, reads, and writes in English, Spanish, French and Portuguese. In addition to his Washington Ph.D., Dr. Leslie holds an M.S. from Columbia University, and has published his research in the *Howard Journal of Communications*, the *Journal of Afro-Latin American Studies and Literatures*, *Africa Media Review* and *Journalism and Mass Communication Quarterly*. He was awarded the Stephen H. Coltrin Award for Excellence in Communications Education in 1997.

Lewis, Norman, Journalism. Norm Lewis joined the faculty in the fall of 2007 after completing a doctorate at the University of Maryland. Before that, he worked for 25 years in the newspaper business, including 15 years as editor in chief of three dailies in the West. During three of those years, he also served as a publisher. While at Maryland, he worked on the financial desk of the Washington Post. His dissertation examined newspaper plagiarism from the perspective of organizational behavior, identifying the systemic influences and elements of newsroom culture that affect how plagiarism is defined and treated in U.S. daily papers.

Martinez, Belio. Public Relations. Martinez holds a Ph.D. in mass communication from the University of Florida, an M.A. degree in communication studies from the State University of New York at Albany and a B.A. degree in cultural studies from Empire State College in Saratoga Springs, New York. Dr. Martinez also earned an A.A.S. degree in visual communication technology at Fulton-Montgomery Community College in Johnstown, New York. His current research interests include political communication, public relations strategies for nation building, communication for development, communication and culture and public relations targeting minority groups in the United States. He has presented papers to the International Communication Association, the Association for Education in Journalism and Mass Communication, the National Communication Association and the New York State Communication Association. Dr. Martinez's teaching areas include communication theory, public relations writing, public relations research, international and ethnic public relations and visual communication.

McAdams, Melinda J. ("Mindy"). Journalism. Knight Chair in Journalism Technologies and the Democratic Process. Specializes in online journalism, online content structures and the relationship between democratic societies and communication systems. Publications include *Flash Journalism: How to Create Multimedia News Packages*, Focal Press, 2005; *The Internet Handbook for Writers, Researchers, and Journalists*, 3rd. ed. (co-author), Guilford, 2002; "Hypertext" (with S. Berger), *Journal of Electronic Publishing* 6(3), March 2001; "Information Design and the New Media," *Interactions* (a journal of the Association for Computing Machinery), October 1995. Education: M.A. in media studies from The New School for Social Research, New York, 1993. B.A. in journalism from Penn State University, 1981. Professional journalism experience includes *The Washington Post* (1993–95); *Time* magazine (1988–93).

Molleda, Juan-Carlos. Public Relations. His research interest is in international corporate public relations—especially management and internal communication aspects—and public relations practices and education in Latin America. His main teaching subjects are: principles, campaigns, research, international perspective, and communication management. Recent publications and conferences include: "Descripción de un modelo de diálogo con los medios" [Description of a model of dialogue with the media], (2002), in J. Duarte (Ed.), *Manual de Assessoria de Imprensa e Relacionamento com a Mídia [Manual of Press Training and Relationship with the Media]*, Brazil: Atlas; "Convergencia entre relaciones públicas y diplomacia pública" [Convergence between public relations and public diplomacy], (2002), *Espacio 8*, pp. 25-36 (Cuba); "International Paradigms: The Latin American School of Public Relations," (2001), *Journalism Studies*, 2(4), pp. 513-530; "Cross-national conflict shifting: A conceptualization and expansion in an international public relations context," with Colleen Connolly-Ahern, a referred paper presented at the 85th Convention of AEJMC (Top four joint student- faculty paper), Aug. 2002; "International paradigms: The social role of the Brazilian public relations practitioners," a referred paper presented at the 85th Convention of AEJMC, Aug. 2002; "Exploratory research about integration of the international corporate public relations function," a refereed paper presented at the 51st Conference of ICA, May 2001.

Morris, Jon. Advertising. Teaches advertising communications and conducts research in emotional responses to communications. Previously, he worked for several advertising agencies, including Nicholson-Morris, in Louisville, KY. and Doyle Dane Bernbach and Dancer Fitzgerald Sample, New York City. His research has appeared in the *Journal of Advertising Research*, *Educational Technology*, *International Journal of Instructional Media*, and in the *Proceedings of the American Academy of Advertising* and *The Association for Consumer Research*, *Journal of Current Issues and Research in Advertising*, *Journal of Targeting, Measurement and Analysis for Marketing*, *Advances in Consumer Research*, *Fit for the Global Future*, and *The Electronic Election*, among others. He developed a model, called AdSAM, for analyzing emotional response to marketing communications.

Morton, Cynthia. Advertising. Morton's teaching interests are in advertising management, research, and strategic planning. Her current research interests are in source credibility and message effects, social communication, issue advertising, and product placement. Her work has been published in *Journal of*

Current Issues and Research in Advertising, Journal of Promotion Management, Journal of Nonprofit and Public Sector Marketing, Proceedings of the American Academy of Advertising, and The Annals of the American Academy of Political and Social Science. She has presented papers at conferences sponsored by the American Academy of Advertising, the American Marketing Association, and the Association for Education in Journalism and Mass Communication. In 2002, she was awarded the American Academy of Advertising's Research Fellowship Competition Award with collaborator and colleague Dr. Jorge Villegas. Morton has four years of professional experience in advertising and three years of experience in the not-for-profit sector. She holds degrees from The University of Georgia (A.B.J., M.B.A.) and from the University of Texas at Austin (Ph.D.).

Ostroff, David H. Telecommunication. Publications include: "The U.S. Electronic Media System and Policy," in Leen d'Haenens and Frieda Saeys (eds.) *Western Broadcasting at the Dawn of the 21st Century* Berlin: Mouton de Gruyter Publishers, 2001; *Perspectives on Radio and Television 4th* ed. (with F. Leslie Smith and John W. Wright, II) (1998). "The Business Environment, Demographics and Technology: A Case Study of Florida power and Light's Electronic Employee Communication Services," in Michael Goodman, (ed.), *Corporate Communications for Executives*, Albany: SUNY Press, 1998 (with Dawn Donnelly and Alan Fried) "U.S. Media Policy," in Frieda Saeys and Leen d'Haenens (eds.) *Media Industry Dynamics and Regulatory Concerns in the Digital Age* (London: John Wiley and Sons, 1998). "The World Wide Web and Corporate Communication," *IEEE Transactions on Professional Communication* (March, 1996) (with Gary Ritzenthaler). *The Effectiveness of Video in Organizations: An Annotated Bibliography* (Irving, TX: ITVA Education and Research Foundation, 1995) (with Arnall Downs and Pamela Franklin). "The Environment for Corporate Video in Single Market Europe," ITVA International Conference, Phoenix, May 1993 (*Top 3 paper*).

Roberts, Churchill. Telecommunication. He received his BA from the University of Tennessee, MA from Memphis State University, and Ph.D. from the University of Iowa. He is the author of numerous articles on communication which have appeared in such journals as *Broadcasting and Electronic Media, Journalism and Mass Communication Quarterly, Communication Monographs*, and the *International Communication Bulletin*. He is co-author of *Discovering Mass Communication* (1992). Dr. Roberts has been the recipient of grants from the Corporation for Public Broadcasting, the Florida Endowment for the Humanities, the National Endowment for the

Humanities, Freedom Forum, Florida Department of Education, and the United States Agency for International Development. He served as executive producer of several PBS documentaries, including *Giving Up the Canal* (1990), *Campaign for Cuba* (1992), and *Last Days of the Revolution* (1994). The most recent Documentary Institute project, *Freedom Never Dies*, was completed in 2000 and aired on PBS in the spring of 2001. Dr. Roberts' research interests are documentary film, international telecommunication, and the impact of media on society.

Robinson, Judy L. Journalism. Robinson is the Executive Director of the Florida Scholastic Press Association. She received her MAMC and Ph.D. in Mass Communications from the University of Florida. Her research interests include media & new media literacy, changing roles of scholastic journalism organizations, development and role of mobile media and diffusion & reinvention: podcasting. She recently presented "New Freedoms in Media: Teaching the Digital Journalism of Tomorrow." She currently teaches Developing Digital Online Learning.

Rodgers, Ronald. Journalism. Rodgers has more than 20 years of experience in the newspaper business working overseas in Japan and South Korea, and in California, Oregon, Washington, Arizona, and Alaska as a reporter, editorial writer, copy editor, slot editor, assigning editor and page designer. His research agenda is driven by his professional experience, and topics that interest him largely revolve around media history, especially the formation of normative standards and media ethics, and, concomitantly, the historical and contemporary agents of influence on media content and their effect on democracy and the marketplace of ideas. His publications include: Rodgers, R.R. (2004). From a boon to a threat: Print media coverage of Project Chariot, 1958-1962. *Journalism History*, 30(1), 11-19. Rodgers, R.R., Hallock S., Gennaria, M., & Wei, F. (2004). Two papers in joint operating agreement publish meaningful editorial diversity, *Newspaper Research Journal*, 25(4), 104-109. Rodgers, R.R. (Summer, 2006, in press). Book review of Journalism: The democratic craft, *Newspaper Research Journal*. His professional conference presentations of refereed papers include: Rodgers, R.R. (2006, August). 'The newspaper with a conscience': Discourse on journalism's responsibility to society and civic life in the late 19th and early 20th century. Rodgers, R.R. (2005, August). OhmyNews and its citizen journalists as avatars of a post-modern marketplace of ideas. Rodgers, R.R. (2005, August). 'Keeping step to the music of the drums': Editor & Publisher and the problems of journalism in the war years and beyond, 1914-1923. Rodgers, R.R. (2005,

August). 'Journalism is a loose-jointed thing': A content analysis of Editor & Publisher's discussion of journalistic conduct prior to the Canons of Journalism, 1901-1922. Rodgers, R.R. (2004, August). Tainting of the stream of pure news: Collier's criticism of the newspaper press during the Norman Hapgood years, 1902-1913. Rodgers, R.R. (2004, August). Double crossing democracy? The civic vision vs. vertical integration in the debate over the cross-ownership ban. Rodgers, R.R. (2004, August). The genteel magazines' criticism of the daily newspaper press, 1890-1910. Rodgers, R.R. (2004, August). Technology outruns the law: Newspapers and the e-mail public records quagmire.

Spiker, Ted. Journalism. Creative activities: Writing for national consumer magazines. Specializes in health, fitness, narrative and essays. Contributing editor to *Men's Health* magazine, editor-at-large of *Women's Health* magazine, and work has also appeared in *Outside*; *Fortune*; *O, The Oprah Magazine*; *Runner's World*; *Prevention*; *In Style*; *Sports Illustrated Women*; *St. Petersburg Times*; *Writer's Digest*; *The Philadelphia Inquirer Sunday Magazine* and more. Co-author of two national bestselling health books, including *YOU: The Owner's Manual*. Former articles editor for *Men's Health* magazine. Also interested in research about the magazine industry with special emphasis on the effects and trends in magazine covers. Scholarly paper about the images portrayed in 9/11 magazine covers appeared in the *Journal of Magazine and New Media Research* (Spring 2003). Courses taught include Magazine & Feature Writing, Advanced Magazine & Feature Writing, Applied Magazines, Magazine Management, and Journalism as Literature.

Sutherland, John. Advertising. A research and strategic planning consultant, Sutherland teaches research, planning and sales management. His research interests include market intelligence, brand personality and creative concepts. Example publications include Geason, J. and Sutherland, J. *Developing an Effective Marketing Plan: A Working Guide for Radio Broadcasters*, Washington, D.C., National Association of Broadcasters, 1989; "A Model of Marketing Information Flow," by J. Sutherland, L. Duke and A. Abernethy, *Journal of Advertising*, Winter 2004; "Olympic athletes and heroism in advertising: Gendered concepts of valor?" by R. Goodman, L. Duke and J. Sutherland, *Journalism and Mass Communication Quarterly*, Summer 2002; and "Briefing the big winners: an analysis of creative briefs from Clio-winning agencies," a presentation at the American Academy of Advertising conference, by Z. Ghanimi, Z., L. Duke Cornell, J. Sutherland, J. and A. Abernethy, Spring 2006.

Treise, Debbie. Advertising. A specialist in science and health communication, Treise has received funding for her research in science journalism from the National Aeronautic and Space Administration (NASA) and the Kaiser Family Foundation. Her publications include: Weigold, M. and Treise, D. Invited book chapter, Sage: *Handbook on Communicating and Disseminating Behavioral Science* (Chapter 3. The State of Science Communication Theory, Research and Best Practices), published Spring, 2007; Treise, D. & Rausch, P (2007). "The prescription pill paradox: Nurse practitioners' perceptions about direct-to-consumer advertising." *Journal of Pharmaceutical Marketing and Management* (17(2), 2006.); Weigold, M. & Treise, D. (2004). Attracting Teen Surfers to Science Web Sites. *Public Understanding of Science*, 13, 229-248; Treise, D., Walsh-Childers, K., Weigold, M. & Friedman, M. (2003). Cultivating the Science Internet Audience: Impact of Brand and Domain on Source Credibility for Science Information. *Science Communication*, 24, 309-332; Treise, D., and Weigold, M. (March, 2002). Advancing science communication: A survey of science communicators. *Science Communication*, 23(3), 310-322. Treise, D., and Weigold, M. (2001). AIDS public service announcements: Effects of fear and repetition on predictors of condom use. *Health Marketing Quarterly*, 18(3/4), 39-61. Treise is a member of NASW, AAAS, AHJ and regularly reviews for NIH and NSF panels.

Tripp, Bernell. Journalism. Specializes in sports writing and has won several awards for her spot sports coverage and sports writing. Before joining the College of Journalism and Communications, Tripp was a sports writer for the *Pensacola News* and freelanced for the *Orlando Sentinel*, *Florida Times-Union* and the *New Orleans Times-Picayune*. Her research interests include journalism, mass media history, historical research methodology, 19th century press history, abolitionist press history, black press history, legal history and sports history.

Walsh-Childers, Kim. Journalism. Specializes in health communication, particularly news coverage of health issues. Publications include *Sexual Teens, Sexual Media*, 2002 (Edited with Jane Brown & Jeanne Steele.); "Effects of Media on Personal and Public Health" (with Jane Brown), *Media Effects: Advances in Theory and Research* (J. Bryant and D. Zillman, Eds), 2002; "Mass Media and Health Issues" (with Debbie Treise), *History of the Mass Media in the United States: An Encyclopedia* (Margaret Blanchard, Ed.), 1998; "Victims and Villains: The Framing of Health Care System Issues in Daily Newspaper Stories" (with C. Lepre & J. Chance), *Newspaper Research Journal*, in press; "Daily Newspaper Coverage of the Organization, Delivery and

Financing of Health Care" (with J. Chance & K. Swain), *Newspaper Research Journal*, Spring, 1993; "Women Journalists Report Discrimination in Newspapers" (with J. Chance and K. Herzog), *Newspaper Research Journal*, 1996; "Images of Women as Sex Partners," *Images that Injure: Pictorial Stereotypes in the Media* (Paul Lester, ed.), 1996. "Finding health and AIDS Information in the Mass Media: An Exploratory Study Among Chinese College Students" (with D. Treise, K. Swain, and S. Dai), *AIDS Education and Prevention*, 1997; "Sexual Harassment of Women Journalists" (with J. Chance and K. Herzog), *Journalism and Mass Communication Quarterly*, 1996.

Wanta, Wayne. Journalism. Specializes in media effects and public opinion but has also conducted research in sports journalism, visual communication and international news coverage. Publications include *The News & Public Opinion: Media Effects on Civic Life*, (co-authored with Maxwell McCombs, Lance Holbert and Spiro Kioussis), 2011; *International Media Communication in a Global Age*, (co-edited with Guy Golan and Thomas J. Johnson), 2009; "Terrorism and Africa: A Study of Agenda-Building in the United States" (with Yusuf Kalyango), *International Journal of Public Opinion Research*, Winter 2007; , "Visual Agenda-Setting After 9-11: Emotions, Image Recall and Concern with Terrorism," (with Shahira Fahmy, Sooyoung Cho and Yonghoi Song), *Visual Communication Quarterly*, Winter 2006; "Women in the Newsroom: Influences of Female Editors and Reporters on the News Agenda," (with Stephanie Craft), *Journalism & Mass Communication Quarterly*, Spring 2004; "Agenda Setting and International News: Media Influence on Public Perceptions of Foreign Nations," (with Guy Golan and Cheolhan Lee), *Journalism & Mass Communication Quarterly*. Summer 2004; "U.S. Public Concerns in the Aftermath of 9-11: A Test of Second-Level Agenda-Setting," with Stephanie Craft), *International Journal of Public Opinion Research*. Winter 2004; "Agenda-Setting and Issue Salience Online," (with Marilyn Roberts and Tzong-Horng Dzwon), *Communication Research*, August 2002; "Second-Level Agenda-Setting in the New Hampshire Primary: A Comparison of Coverage in Three Newspapers and Public Perceptions of Candidates," (with Guy Golan), *Journalism & Mass Communication Quarterly*, Summer 2001; "Agenda-Setting and Spanish Cable News," (with Salma I. Ghanem), *Journal of Broadcasting & Electronic Media*, Spring 2001; "Party Identification and Negative Advertising in a U.S. Senate Election," (with James Lemert and Tien-tsung Lee), *Journal of Communication*, Summer 1999;

Weigold, Michael F. Advertising. "Endorser ideology and image: The moderating role of need for cognition in

candidate evaluation," (1996) in L. Reid (ed.), *Proceedings of the 1996 American Academy of Advertising*, Athens, GA: American Academy of Advertising. "Managing threats to identity: The accountability triangle and strategic accounting," (with V. Sheer) (1995) *Communication Research*, 22, pp. 592-611. "Ethics in advertising: Ideological correlates of consumer perceptions," (1992) (with D. Treise, J. Conna, and H. Garrison) *Journal of Advertising*, 23. "Negative Political Advertising: Effects of target Response and party-Based Expectancies," (1992) in L. Reid (ed.), *Proceedings of the 193 American Academy of Advertising*, Athens, GA: American Academy of Advertising. "Negative Political Advertising: Individual differences in response to image versus issue ads," (1992) in L. Reid (ed.), *Proceedings of the 1992 American Academy of Advertising*, (pp. 144-149), Athens, GA: American Academy of Advertising.

Wright, John W., II. Dean Telecommunication. *Perspectives on Radio and Television: Telecommunication in the United States*, 4th ed. (New York: Erlbaum, 1998) (with F. Les Smith and David H. Ostroff).. "Trial by Media: Reliance on Newspapers and Television and Perceptions of a Criminal Defendant," *Communication Law and Policy*, (Fall 1997, in press) (with Susan Ross). *Electronic Media and Government: The Regulation of Wired and Wireless Communication*. (White Plains: Longman, 1995) (with F. Les Smith and Milan Meeske). "A Longitudinal Study of Perceptions of the Deregulation of Television," *Communication Studies Journal*, 14 (Fall 1990), pp. 1-15 (with Lawrence A. Hosman). "The Effects of Hedges and Intensifiers on Impression Formation in a simulated Courtroom Context," *Western Speech Communication Journal*, 51 (Spring 1987), pp. 173-178 (with Lawrence A. Hosman).

Zerba, Amy. Journalism. Zerba teaches online journalism, multimedia storytelling and visual journalism. She spent 10 years as a journalist, working as a copy editor / page designer at the Sun-Sentinel, Houston Chronicle and Austin American-Statesman and most recently as a multimedia producer at CNN.com. She is an Alligator editor alum as well. Her area of research focuses on young adults (ages 18-29) and their news habits and non-news habits -- from print newspapers to online to social media. Two of her most recent projects include: examining the reasons behind why some young adults don't read print news; and experimenting with ways to increase relevancy, comprehension, interest and informativeness of news stories for a young adult audience. Her research interests include: the young adult news audience, news avoidances, uses and gratifications, online journalism and multimedia. Her research methods include, but are

not limited to, experiments, online surveys, content analyses, secondary data analyses, in-depth interviews and focus groups.

Zheng, Lu. Advertising. Zheng's research interests include construction of persuasion model, persuasion via narrative advertising, cross-cultural advertising, media planning, and health communication. Her work has been published in *Advances in International Marketing*, *International Journal of Advertising*, *Asian Journal of Communication*, *China Media Research*, among others. Before enrolling in graduate school, Zheng was a news reporter for Xinhua News Agency in Beijing, China. During the 2008 Beijing Olympic Games, she worked as a trilingual (English, French, and Chinese) news reporter and photographer for *Village Life*, the official daily publication circulated inside the Olympic Village. She was also a reporter and photographer for *China Daily*, *Chinadaily.com.cn*, and a columnist for *21st Century* during the 2008 Olympics. She was awarded a Certificate of Appreciation by the U.S. Olympic Committee for her journalistic work.

APPENDIX A

Avoiding Plagiarism

Avoiding Plagiarism

By the time you reach graduate school, you *should* already have had the opportunity to write a research paper, and so you *should* have had some instruction in how to cite others' work properly to ensure academic honesty and to give credit to those upon whose work they are drawing for their own papers. However, recent problems with plagiarism and improper citation have revealed that many students apparently do not understand what constitutes plagiarism or how to avoid plagiarizing by using others' work correctly. This guide is meant to clarify what **is** acceptable use of others' work and what **is not**.

Even after you have read this guide, however, it is imperative that students consult the instructor in each course if they have questions about properly citing others' work. Don't rely on your friends or other students to tell you what professors expect. Ask the professors themselves, and keep asking questions until you are certain you understand how material drawn from others' work should be credited.

What types of materials must I cite to avoid plagiarism?

In short, **everything**. Any material you use, from any source, **MUST** be properly cited. If you yourself did not write the material – and if you did not write it the way it appears in the paper – you must give credit to the original author or source. This includes material from scholarly publications, newspapers, magazines, advertising, press releases, television programs, web pages, conference papers, speeches, etc.

How should I cite material copied word-for-word from another source?

If you use material copied verbatim from any other source, you must enclose the verbatim material in quotation marks to indicate that the particular wording of the passage was not your own. For instance, look at the material below, drawn from an article published in the *Journal of Health Communication*.

“The results also show that the depiction of young models in ads for youth brands is not simply a consequence of the fact that people generally find younger models more attractive than older models. In the ads for the adult brands, such as Merit, Eve, and Carlton, few people perceived the models as less than 25 years old. Those brands are clearly targeted toward adults, usually promising lower tar and nicotine than other brands in an effort to encourage brand switching by addicted smokers, and consequently the models they depict are also clearly adults. Some brands in this study usually regarded as adult brands, notably Lucky Strike and Parliament, did feature models who appeared to a sizable proportion of participants to be under 25, perhaps indicating an effort to reposition these brands as youth brands.”

Talk is Cheap: The Tobacco Companies' Violations
of Their Own Cigarette Advertising Code
JEFFREY JENSEN ARNETT
Journal of Health Communication, 10:419–431, 2005

If you used part of a sentence from this segment of the article, it should appear like this:

Arnett (2005) concluded that the data “also show that the depiction of young models in ads for youth brands is not simply a consequence of the fact that people generally find younger models more attractive than older models” (p. 429).

The citation style might vary depending on which reference style you are using, but all reference styles require that you enclose the word-for-word material in quotation marks and indicate the page on which it appeared.

If you used the entire passage, most reference styles would require that you single-space the material and indent it from both margins. The indentation and single-spacing then take the place of the quotation marks to show that the wording is that of the original author, not yours.

The results also show that the depiction of young models in ads for youth brands is not simply a consequence of the fact that people generally find younger models more attractive than older models. In the ads for the adult brands, such as Merit, Eve, and Carlton, few people perceived the models as less than 25 years old. Those brands are clearly targeted toward adults, usually promising lower tar and nicotine than other brands in an effort to encourage brand switching by addicted smokers, and consequently the models they depict are also clearly adults. Some brands in this study usually regarded as adult brands, notably Lucky Strike and Parliament, did feature models who appeared to a sizable proportion of participants to be under 25, perhaps indicating an effort to reposition these brands as youth brands. (Arnett, 2005, p. 429).

What if I want to paraphrase what another author wrote?

The key to paraphrasing properly is to make sure you're summarizing the meaning of the other author's work in your own words, not simply making slight modifications to the original author's wording. For instance, the "paraphrase" below is **not correct**:

Arnett (2005) concluded that his data showed that the **portrayal** of younger models in ads for youth brands was not **merely a result** of the **reality** that **consumers** generally find younger models more attractive. He argued that in the ads for adult-**targeted** brands, such as Merit, Eve, and Carlton, **only a few people saw** the models as less than 25 years old. Those brands are **obviously** targeted toward adults, **typically** advertising lower tar and nicotine than other brands in an **attempt** to encourage **addicted smokers to switch brands**, so the models they **use** are clearly adults.

In this **incorrect paraphrase**, a few words (which appear in **boldface**) have been changed; however, the essential structure of the information still mirrors what was written by the original author. Thus, it still constitutes plagiarism.

A **correct paraphrase** would read something like this:

One explanation for the use of younger models might be that consumers have been shown to perceive younger models as more attractive. However, Arnett (2005) concluded that model attractiveness did not explain the use of younger models in ads for youth-targeted cigarette brands because few participants perceived the models used in adult-targeted brands, such as Merit, Eve, and Carlton, as appearing younger than 25. These brands, usually aimed at persuading addicted smokers to switch brands, typically emphasize the brands' lower tar and nicotine and use models who are obviously adults older than 25.

An important note about paraphrasing:

You'll note that the preceding example of correct paraphrasing still includes the author's name and the year the article was published. This is to make it clear that the ideas stated there are not yours – they are someone else's.

What if I don't have the original article but want to cite a work I've seen mentioned in another article?

First, you should be aware that citing someone else's explanation of what a different author has said generally is not recommended. In most cases, you should seek out the original work because it's always possible that when you read the original work, you will disagree with the interpretation of that work by the author whose citation you had seen.

However, if you cannot find the original work, your in-text citation makes reference to both the original work and the article in which you found it described. In the reference list, you will show that you were quoting from someone else's citation of the work.

For instance, let's say that you want to use this quote from James Tiedge and colleagues concerning the third-person effect:

"In either case, most people appear to be willing to subscribe to the logical inconsistency inherent in maintaining that the mass media influence others considerably more than themselves" (Tiedge, Silverblatt, Havice & Rosenfeld, 1991, p. 152).

But you can't find the original work – instead, you only have the citation from Richard Perloff's chapter in a book. In the text, cite both works:

"In either case, most people appear to be willing to subscribe to the logical inconsistency inherent in maintaining that the mass media influence others considerably more than themselves" (Tiedge, Silverblatt, Havice & Rosenfeld, 1991, p. 152, as cited in Perloff, 2002).

In the reference list, however, you would ONLY list Perloff:

Perloff, Richard M. (2002). The third-person effect. In J. Bryan and D. Zillman, Eds., *Media Effects: Advances in Theory and Research*, 2nd Edition, (pp. 489-506). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

What if there's no author to cite?

Let's say you want to use a passage from the First Amendment Center's report on its 2005 State of the First Amendment Survey. If you were going to use the following paragraph word-for-word, you'd simply enclose the passage (or the part of it you used) in quotation marks. Instead of listing the author – because there isn't one listed – you would credit the report itself in the reference (according to APA style – other styles may differ). In this case, it's an online report, so there is no page number to list. Instead, you would list the paragraph number. In the reference list, you would provide the full citation for the report, including the URL at which the report can be found.

"Nearly 80% of respondents agreed that broadcasters should be allowed to televise the proceedings of the U.S. Supreme Court, though less than half agreed that broadcasters should be able to televise any courtroom trial they wish." ("State of the First Amendment," 2005, ¶11).

You'd use a similar procedure if you were going to paraphrase the material from that paragraph:

The State of the First Amendment survey (2005) revealed that less than 50 percent of respondents believe broadcasters should have free reign to televise any courtroom trial; however, almost 8 in 10 respondents supported broadcasts of U.S. Supreme Court cases.

APPENDIX B

Academic Integrity in Graduate Studies

The Penalties for Plagiarism

ACADEMIC INTEGRITY IN GRADUATE STUDIES IN THE COLLEGE OF JOURNALISM AND COMMUNICATIONS

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity.

Misrepresenting data reported in a thesis or dissertation is a clear violation of the rules and requirements of academic integrity and honesty.

THE PENALTIES FOR PLAGIARISM

Any violation of the above stated conditions *in any class taken at UF* is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

This document applies to all students taking courses in the College of Journalism and Communications. If you are not a student in our college, please sign the document and return it to your professor.

I have read and understand this document, and I agree to abide by these standards.

Print Name

Date

Signature

APPENDIX C

Incomplete-Grade Contract

**COLLEGE OF JOURNALISM AND COMMUNICATIONS
DIVISION OF GRADUATE STUDIES**

INCOMPLETE-GRADE CONTRACT

COURSE NUMBER AND NAME: _____

SEMESTER AND YEAR OF COURSE: _____

STUDENT'S NAME: _____

STUDENT'S UFID #: _____

INSTRUCTOR'S NAME: _____

ADVISOR'S NAME: _____

REQUIREMENTS: "I" grades are not to be used when a student is doing less than satisfactory work in a class and the instructor simply wants to provide him or her with another chance to do better. Instructors are not required to assign incomplete grades; they may be given at the discretion of the Instructor in compliance with the terms and completion of this "Incomplete-Grade Contract." As agreed to by the Graduate Faculty of the College of Journalism and Communications, Doctoral students are allowed a maximum of three (3) incompletes (including "no grades") and three (3) U grades, Master's students are allowed only two (2) of each. Per the vote of the Graduate Faculty, a student who receives more than the allowed number of I/U grades will be suspended for two semesters and be required to reapply to the program by submitting the application for readmission to the Graduate Committee for approval. With this in mind, and so that students can continue to try to meet all established academic standards in a timely fashion and progress through their graduate work, all of the following conditions must be true for the student to be eligible to receive an "I" grade.

1. The student must have completed a major portion of the course with a passing grade.
2. The student is unable to complete the course requirements before the end of the term because of extenuating circumstances beyond his or her control, such as a documented serious illness, that are directly relevant to the inability to complete the requirements.
3. The student and instructor have discussed the situation **prior to the final graded assessment in the course** (except under emergency conditions where such discussion is not feasible, including but not limited to medical or family emergencies).

If all three of these conditions are met, then the following portion of this form applying for an "I" grade must be completed, including all appropriate signatures and submitted to Kim Holloway, Program Assistant in the Graduate Division, **by the date grades are due** for the term in which the "I" grade is assigned. It is the student's responsibility to make sure this document is filed by the deadline.

A. **RATIONALE:** EXPLAIN THE REASONS FOR THE "I" GRADE (ATTACH ADDITIONAL PAGES IF MORE SPACE IS NEEDED).

B. **REQUIREMENTS FOR COMPLETION:** IDENTIFY ALL OF THE SPECIFIC PROJECTS, PAPERS, EXAMS AND OTHER REQUIRED MATTERS THAT MUST BE FINISHED BY THE STUDENT IN ORDER TO COMPLETE THE COURSE.

C. **PENALTY:** PLEASE INDICATE IF A PENALTY WILL BE ASSESSED FOR UTILIZING THE DELAYED GRADE, AND IF SO DESCRIBE: (for example, dropping final grade by one letter)

YES: ____ describe: _____
NO: _____

D. **DATE:** DATE BY WHICH ALL OF THE REQUIREMENTS MUST BE COMPLETED TO REMOVE "I" GRADE: ____/____/20____

E. **UNSATISFACTORY COMPLETION:** FINAL GRADE STUDENT WILL RECEIVE IF ALL OF THE REQUIREMENTS ARE **NOT** COMPLETED BY THE AGREED-UPON DATE IN (ABOVE) ITEM "D": _____

F. PLEASE **LIST ANY COURSES** (AND THE TERMS) IN WHICH YOU HAVE RECEIVED A GRADE OF I, U, OR NO GRADE IN PREVIOUS SEMESTERS.

SIGNATURE OF STUDENT	DATE	SIGNATURE OF ADVISOR	DATE
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SIGNATURE OF INSTRUCTOR	DATE	SIGNATURE OF ASSOC. DEAN FOR GRAD. STUDIES	DATE
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Upon completion of the work required to remove the "I" grade, the Instructor must fill out a *Change of Grade Form* and submit it to Jody Hedge, Program Assistant/Current Graduate Student Records for the College of Journalism and Communications.

It is the responsibility of the student to make sure that all such paperwork is filed.

Any and all exceptions to this process and contract require specific written approval of the Associate Dean for Graduate Studies.

APPENDIX D

Highlights in the History of the College

Highlights in the College's History

YEAR	SPECIAL EVENT
1906	University News, forerunner of Independent Florida Alligator, first published.
1915	Maxwell Newton Beeler joins faculty of the College of Agriculture as first part-time teacher of journalism. First class, "Agricultural Journalism," taught in Spring Semester 1916.
1925	Legislature approves appropriation for setting up Department of Journalism and hiring full-time professor. First full-time professor, Orland Kay "O.K." Armstrong, sets up Department of Journalism.
1927	Faculty expands to two as Elmer J. Emig arrives.
1928	First degrees in journalism conferred in June. WRUF-AM goes on air.
1929	Elmer J. Emig named Department head, July 1, 1929.
1947	In summer term, first master's degree conferred.
1948	Faculty expands to three when John Paul Jones, Jr., arrives.
1949	School of Journalism founded, July 1, 1949. Rae O. Weimer named Director of School. WRUF-FM goes on air.
1950	School of Journalism accredited, July 1, 1950.
1954	School expands to School of Journalism and Communications.
1955	School accredited in Advertising. School moves to Stadium Building.
1956	University's first teaching by television started in School.
1958	Board of Control designates University of Florida to have only state School of Journalism and Communications in Florida. WUFT-TV goes on air. School accredited in Radio-Television.
1959	James "Mickey" Ellenberg, Jr., becomes 500th journalism graduate at June Commencement.
1967	Board of Regents votes for School to become College.
1968	John Paul Jones, Jr., named Dean of College.
1969	100th student graduated from master's program.
1970	Communication Research Center becomes a full-time operation.
1972	College departmentalized into Advertising, Broadcasting, Journalism, and Public Relations.
1973	Independent Florida Alligator becomes independent and moves off-campus.
1976	Ralph L. Lowenstein named Dean of College. School accredited in Public Relations.
1980	College moves into Weimer Hall in spring quarter.
1980	College initiates "Professional Summer" program for faculty members.
1981	WUFT-FM goes on air.
1986	500th student graduated from master's program.
1989	W10BR (now WRUF) goes on the air.
1990	In May, first two doctoral degrees in mass communication conferred.

- 1994 Terry Hynes named Dean of College.
The Interactive Media Lab is established.
- 1996 Graduate programs received highest overall ratings in the nation in *U.S. News and World Report*.
- 1997 Documentary Institute joins the College of Journalism and Communications.
College offers a new degree plan in documentary production.
- 1998 Department of Advertising is certified as an Institute by the International Advertising Association. This is the first fully certified institute in the United States.
- 1999 College offers a new joint Juris Doctor/Ph.D. in mass communication.
College awards its 50th Ph.D. degree.
- 2000 "Celebration 2000" in recognition of the 75th anniversary of the beginning of a formal journalism curriculum at UF and the 50th anniversary of Rae O. Weimer's arrival at UF.
Division of Graduate Studies and Research offers a project option in addition to thesis and non thesis options for the Master's degree.
The Graduate Division was officially renamed the Division of Graduate Studies and Research.
- 2001 College offers a new degree program in Science/Health Communication.
- 2002 New addition to Weimer Hall which houses the Radio Reading Service was dedicated.
College awards its 75th Ph.D. degree
College awards its 1200th Master's degree.
Master of Advertising admits first class of students
- 2003 College admits first students to 4/1 joint degree programs
- 2004 College awards its 100th Ph.D. degree
College awards first MADV degrees in spring 2004.
- 2006 John W. Wright, II named Interim Dean of the College
Linda Hon named Senior Associate Dean of the College
ACEJMC re-accredits the undergraduate and graduate masters' programs.
- 2007 John Wright named Dean of the College of Journalism and Communications
- 2008 ABC News opens bureau at Weimer Hall
College creates country's first chair in Public Interest Communications
- 2010 Michael Weigold named Associate Dean for Undergraduate Affairs and Enrollment Management
Center for Media Innovation + Research opens in the College.
The College of Journalism and Communications and the University Athletic Association announced a partnership that moves Gatorvision, the multimedia operations unit of UAA, to Weimer Hall. The partnership will expand opportunities for professional education of students.
This is the 3rd year in a row that the College has the highest number of accepted papers at our largest conference—AEJMC.
- 2011 College offers first online Master's program.
Ranked 6th of 91 programs nationwide in placement of doctoral students.