Professor and Associate Dean
Debbie Treise, Ph.D.
Graduate Studies

Program Assistants
Jody Hedge
Graduate Student Records

Kimberly Holloway
Assistantships and Fellowships

Sarah G. Lee
Admissions

Contact Information
Division of Graduate Studies
2000 Weimer Hall
PO Box 118400
Gainesville, FL 32611-8400

Telephone: 352-392-6557
Fax: 352-392-1794
www.jou.ufl.edu/grad
gradapps@jou.ufl.edu

Doctoral Handbook
2009-2010
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I. INTRODUCTION

The University of Florida is dedicated to excellence in its Ph.D. program in mass communication. The program offers a course of study in an ideal setting for a quality educational experience.

* The College of Journalism and Communications, proud of its award-winning student body and faculty, boasts the variety made possible by one of the largest enrollments in the country. More than 200 students engage in graduate and advanced studies, joining more than 2,800 undergraduates. More than 50 faculty members in the college teach, conduct research, and provide service.

* The University of Florida, with 20 colleges and schools on a single campus, ranks as one of the nation’s most comprehensive research institutions. External funding for research support totals more than a quarter of a billion dollars per year, placing the university among the top 10 public institutions. The university enrolls some 48,000 students, including over 7,000 graduate students. They come to the university from every state in the union and more than 100 foreign countries.

* Supporting programs have great strength in law, history, psychology, political science, economics, and area studies, among others. The Latin American Studies Center and African Studies Center rank among the best in the nation.

* Gainesville offers excellent theatre, dance, art, and music. Yet it remains small enough at a population of 124,000 to provide a suitable environment for concentrated study. Graduates of the public schools rank high on national tests. For recreation, the sandy beaches of the Atlantic may be reached in an hour-and-a-half drive, while the top-rated fishing and seafood of the Gulf Coast lie only an hour west. The major theme parks and metropolitan areas of Orlando and Tampa are only two hours away.

* As one of the fastest-growing states in the nation, Florida offers unmatched opportunities. The state has emerged as a high-technology center, with communications as a leading field. Florida has 10 state-supported universities, 28 community colleges, and more than three dozen private institutions of higher education.

II. GENERAL INFORMATION

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 at http://gradschool.rgp.ufl.edu/students/critical-dates-and-deadlines.html

CHECKLIST FOR DISSERTATION
This checklist is an essential guide to help the student through the dissertation 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 appropriate 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 an online daily planner complete with deadline dates.

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!

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

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.

III. PURPOSE OF THE DOCTORAL PROGRAM
The Ph.D. degree is a research degree. The Florida program is designed to develop knowledge, attitudes and skills so graduates can make important contributions to understanding mass communication. Faculty members help students lay the foundation for a lifetime of significant, creative work.

The doctoral program prepares students for a variety of opportunities in mass communication. Graduates are expected to teach at colleges and universities; conduct research for organizations in advertising, journalism, public relations, telecommunication, and other mass communication fields; do consulting; and conduct research and contribute to policy in government and private organizations. Doctoral students in the College of Journalism and Communications gain valuable experience in both teaching and research. Assistantships help prepare students for academic and other research positions. Students in the program have consistently been among the nation’s leaders in winning top-paper awards at national and regional scholarly meetings.

IV. DEGREE REQUIREMENTS
The doctoral degree requires 90 credit hours past the Bachelor’s degree, completion of oral and written examinations, and successful oral defense of a doctoral dissertation. Doctoral students, fitting together their goals and the college's Ph.D. curriculum, prepare a degree plan during their first year. As part of the plan, they name a supervisory committee to assist them in their studies. Students have an annual evaluation to help them assess their progress. A residency requirement must be fulfilled while taking courses. When courses have been completed, students take a qualifying examination and become, on passing the examination, formal candidates for the doctoral
degree. Students then complete the dissertation and have a final oral examination. Each requirement is discussed below. Additional information on requirements is given in the Graduate Catalog [http://gradschool.rgp.ufl.edu](http://gradschool.rgp.ufl.edu).

### A. Curriculum

A student’s Ph.D. program of study is tailored to serve the individual. Within broad general distribution requirements, the student’s program is constructed to provide preparation for lifelong contributions to the field of mass communication.

#### 1. Approaches and Emphases

The program is built around the following concentrations:

1. Media Law
2. International and Cross-Cultural Communication
3. Public Relations
4. Advertising
5. New Technology and Policy
6. Political Communication and Public Opinion
7. Media Economics and Policy
8. Science/Health Communication
9. Mass Communication

#### 2. Distribution Requirements

Distribution requirements are designed to encourage depth and breadth of knowledge. Five types of courses are required: (a) mass communication core courses, (b) specialization courses, (c) methodological courses, (d) supporting courses, and (e) dissertation research. Of these courses, at least five must qualify as advanced courses, which are those that require the completion of an original scholarly paper (academic conference quality) that advances knowledge in the field. No more than two of these courses may be taken as independent study, and at least three must be taken in the college. Core courses and dissertation research cannot qualify as advanced courses.

Core courses provide an intellectual foundation upon which advanced courses may build. Specialization courses provide expertise in the student’s mass communication concentration area. Methodological courses provide the tools with which students will undertake future mass communications research, including statistics. Supporting studies provide both further groundwork for advanced study and actual experience in advanced study outside the college. In the dissertation, the student makes an original contribution to knowledge.

Credit requirements may be met through a combination of master's and doctoral study. The Graduate School of the university requires, for the doctoral degree, a minimum of 90 semester credits beyond the bachelor's (or the equivalent of the U.S. bachelor’s). No more than 30 hours of a master’s degree from another institution will be transferred to a doctoral program. These credits must reflect current or recent knowledge in the field or a supporting studies field. These courses also must have been completed recently enough so that material remains timely. In any case, the courses must have been completed within the seven years immediately prior to approval of the degree plan. The block of 30 credits, as well as any credits transferred in from beyond the master’s degree (up to 15 credits), must be approved by your academic advisor and transferred into the program using the appropriate paperwork. All courses beyond the master's degree taken at another university, to be applied to the
PhD degree must be taken at an institution offering the doctoral degree. The Transfer of Credit form is available in the Graduate Division and at [http://www.jou.ufl.edu/grad/forms/](http://www.jou.ufl.edu/grad/forms/).

The faculty recognizes that departures from credits listed in the various categories may be required in individual cases. The distribution requirements provide a general model for planning a program that combines the necessary depth for original contributions to understanding mass communication with the breadth that will enhance the student's personal life and professional activities. Departures from the model must be approved by the student's supervisory committee and the associate dean for graduate studies.

A doctoral student cannot receive credit toward his/her degree for an undergraduate class. Doctoral students are required to take any undergraduate courses needed for their program of study as an audit or for credit that does not count in the total required credits for the Ph.D. Formal appeals to this policy must be made in writing to the Graduate Committee.

<table>
<thead>
<tr>
<th>DISTRIBUTION REQUIREMENTS</th>
<th>MINIMUM COURSES</th>
<th>MINIMUM CREDITS</th>
<th>TOTAL CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE COURSES</strong> (inside the college)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mass Communication Perspectives</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Communication Colloquium</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Mass Communication Core Credits</strong></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>SPECIALIZATION COURSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mass Communication Specialty Courses</td>
<td>3</td>
<td>12</td>
<td>12-20</td>
</tr>
<tr>
<td>(usually taken within the College)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Specialization Credits</strong></td>
<td></td>
<td></td>
<td>12-20</td>
</tr>
<tr>
<td><strong>METHODOLOGICAL COURSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods Courses (inside the College)</td>
<td>2</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Other Methods Courses, including Statistics</td>
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<td>6</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Methodological Credits</strong></td>
<td></td>
<td></td>
<td>12-20</td>
</tr>
<tr>
<td><strong>SUPPORTING COURSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Courses (outside the College)</td>
<td>3</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Other Supporting Courses</td>
<td>5</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total Supporting Credits</strong></td>
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<td></td>
<td>26</td>
</tr>
<tr>
<td><strong>DISSERTATION RESEARCH</strong></td>
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<td></td>
</tr>
<tr>
<td>Before the Qualifying Examination, MMC7979</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After the Qualifying Examination, MMC 7980</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Dissertation Research Credits</strong></td>
<td></td>
<td></td>
<td>18-24</td>
</tr>
<tr>
<td><strong>GRAND TOTAL REQUIRED CREDITS</strong></td>
<td></td>
<td></td>
<td>90</td>
</tr>
</tbody>
</table>

### a. Core Courses

Core courses provide students with a foundation for teaching and conducting research in mass communication. Two semesters of Communication Colloquium are required and must be taken in the student’s first fall and spring semesters. Mass Communication Perspectives is also required and must be taken in the student’s first fall semester.

To achieve the depth and breadth of background required for exemplary research and teaching, students work with their advisors and committees to determine the need for any additional core courses.

### b. Specialization Courses

Specialization Courses consist most commonly of the College of Journalism and Communications' specialized content courses and research seminars. Students, in consultation with their advisors and committee members, will determine the specialization courses appropriate to each individual degree plan.
In addition, all students are strongly encouraged to take MMC 6400--Mass Communication Theory if they have not completed an equivalent course in the recent past. The course emphasizes social science theoretical conceptualizations of mass communication.

Specific course numbers, titles, and credits for some of the possible specialization courses offered by the College are listed online at http://www.jou.ufl.edu/grad/courses.asp. As the program develops, additional fixed-subject courses will be added to supplement or replace the rotating-topics courses. Prerequisites for all courses are described in the Graduate Catalog http://gradschool.rgp.ufl.edu

c. Methodological Courses

The Ph.D. is a research degree. As such, a thorough knowledge of the appropriate methods of inquiry in the pursuit of answers to mass communications questions is essential. At least two methodology courses must be taken within the College of Journalism and Communications.

Additionally, knowledge of descriptive and inferential statistics, at least through regression, can be an important tool for doctoral students. As appropriate, this knowledge can be acquired through coursework previously taken at the undergraduate or master’s level. The student’s advisor and supervisory committee will assist the student in selecting appropriate coursework in statistics.

d. Supporting Courses

The interdisciplinary nature of mass communication suggests that a student may need to complete courses in disciplines outside the College of Journalism and Communications. The supporting studies strengthen understanding of ideas and methodology important to the student's dissertation research. Courses taken will vary depending on students' research interests and intellectual preparation. Some courses may come from master's study. A minimum of 9 credit hours of coursework must be taken outside the college.

Students who need greater depth of knowledge to pursue their research interests will take articulation courses in preparation for advanced supporting studies. For example, a student with an interest in probing psychological questions in research will need a firm grounding in the basics of psychology, a student who intends to write a dissertation in history of mass communication must have a broad acquaintance with history, and so forth. But some departments offer special introductory graduate-level survey courses more suited to meet the needs of new doctoral students. Check with faculty and other students.

Students are expected to complete at least one research seminar in their supporting studies. The seminar will add perspective to understanding of research substance and method.

e. Dissertation Research

At least 18 credits of dissertation research are required. Students begin work on the dissertation before the qualifying examination. One segment of the examination focuses on the dissertation, for which students have written a prospectus. Students must be registered in MMC 7979 during the term they take the qualifying exam. After passing the examination, students register for dissertation research under MMC 7980--Research for Doctoral Dissertation

f. Advanced-Level Courses

Advanced level courses are those that require the completion of a scholarly paper of academic conference quality that advances knowledge in the field. Students must complete at least five advanced-level courses. No more than two of these courses may be taken as independent study. These hours may not include 7979/7980 course hours. The Graduate Committee and the associate dean for graduate studies determine which courses in the College of Journalism and Communications qualify as advanced-level courses prior to each semester, based on faculty syllabi. A list of advanced-level offerings within the college is available in the Graduate Division each semester. Courses outside the College may also be considered advanced-level, based on course syllabi, with approval of the student’s committee chair.
g. Languages
Students emphasizing international communication may need to demonstrate proficiency in at least one, and possibly two, languages other than English. Other students may be required by their supervisory committees to demonstrate a reading knowledge of at least one foreign language, depending on their research interests.

h. Teaching
Students are encouraged to complete a course in teaching. Supervisory committees may grant exemptions based on student interests. The college offers an outstanding course that has received excellent evaluations from students. See section on Assistantships below.

B. Degree Plan
A program of study, the heart of the degree plan, is determined individually for each student under the guidance and with the approval of a supervisory committee chaired by the student's academic adviser. Graduate coordinators and course instructors from supporting departments are consulted during development of the degree plan. Specific goals of the student are considered in developing the program. Students' degree plans must be approved by the advisor prior to pre-registration for your second semester of coursework. The final degree plan, signed by all members of the supervisory committee from the college, should be submitted to the associate dean for graduate studies in the College of Journalism and Communications by the end of the second term of study. Degree plans can be found on the College website at: http://www.jou.ufl.edu/grad/DP/PhD.pdf

The original copy of the final degree plan will be placed in the student’s file, and subsequent changes to the degree plan must be approved by the supervisory committee chair and indicated on the original copy.

C. Supervisory Committee
The supervisory committee plays a crucial role in doctoral studies. The committee assists the student in developing and carrying out a program of study and executing the dissertation. Proposed committee members must approve the complete degree plan, as noted above. After reviewing the student's qualifications and program of study, committee members indicate their approval by their signature on the degree plan.

The committee has at least four members, at least two of whom come from inside the college (including the chair) and at least one from outside. If an outside member of the committee has not been identified prior to the second semester of coursework, students must submit the names of three potential outside committee members with the degree plan. If the committee consists of only two members from inside the college, both must be full-time, active graduate faculty members. With the possible exception of medical school and law school faculty members, all outside members must be graduate faculty members.

The committee is not “official” until the supervisory committee form, complete with all signatures, has been submitted to the Graduate Division and processed.

The committee also conducts the qualifying examination and passes judgment on dissertation topic, progress, and completed work. The committee chair will serve as the student’s academic adviser.

As mentioned in section I, the UF Graduate Council has changed the policy for all examinations involving a graduate student's thesis, project, or dissertation supervisory committee. 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, including the external, can participate via advanced communication technology. http://gradschool.ufl.edu/news/policy-change.html

D. Annual Evaluation
Each doctoral student is reviewed annually at the conclusion of the spring semester. This review is conducted by the student’s adviser and shared with the student for comment. To facilitate this evaluation, the student will submit to the adviser evaluation materials as requested and a current curriculum vitae. This evaluation will include the student’s coursework completions, research accomplishments, teaching or research assignment performance, dissertation progress, and overall level of progress toward the doctoral degree.
After the student has a chance to see and comment on the evaluation, a copy is also placed in the Division of Graduate Studies and is available for review by the entire graduate faculty of the College of Journalism and Communications.

A copy of the review form used by the faculty for this annual review process and a copy of the material requested of the student for its completion are contained in Appendix A of this handbook.

The Division of Graduate Studies is advised of potential problem evaluations. Students who seem unlikely to complete the program or who appear to hold little promise of contributing to the field will be advised on alternatives to studying in the doctoral program. Students who fail to remain in good academic standing will be suspended from the program.

E. Academic Progress

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. Grades of incomplete may well lead to a GPA problem.

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 and suspension, 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 correspondence courses and 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.

The I (incomplete) grade cannot be given for courses taken as S/U.

Grades of Incomplete or Unsatisfactory

Grades of I (incomplete) or U (unsatisfactory) must be removed by the deadline stated in The University Calendar. 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, it will be retained on the record with a notation on the transcript that the grade will be computed as an E when calculating the grade point average. An I or U grade constitutes violation of probation or conditional status.

Courses in which students receive grades of U 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.
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 stands 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. For these courses, any student receiving one grade below C in any course from the Levin College of Law will be placed on probation.

Students on probation or suspension 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. If they satisfy that plan in the term of probation the probation flag will be lifted.

If the plan is not satisfied, they will be suspended for one term. They will be allowed to register in the term following the suspension but if they do not satisfy the plan in that term, they will be removed from the program.

If a student satisfies the probation plan but 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. To have the suspension flag lifted, the student will need to devise a plan, in conjunction with his or her chair, for review and approval by the Graduate Committee. If the plan is not satisfied in the following term, the student will be removed from the program.

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.”

Any student who accumulates two grades below B- (with the exclusion of courses taken from the Levin College of Law) 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 is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded. For more information, see section G below and the Appendix of this handbook.

F. Residency
The University of Florida requires a period of concentrated study during a doctoral program. Students must complete on the Gainesville campus at least 30 credits in one calendar year or 36 credits in no more than four semesters within a period of two calendar years. A doctoral student who will not be registered at the university for a period of more than one semester must request written permission from the academic adviser for a leave of absence for a designated period of time.
G. 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.

Research integrity: 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. 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.

H. 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.”

http://www.dso.ufl.edu/studentguide/studentconductcode.php

I. Committee Examination Policy Change

The UF Graduate Council has changed the policy for all examinations involving a graduate student's supervisory (thesis, project, or dissertation) committee. 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, including the external, can participate via advanced communication technology. Only with advance notification and permission of the Associate Dean for Graduate Studies and Research can a graduate faculty member substitute for another committee member. Justification for the substitution must be made in writing to the Associate Dean and contain a reasonable timeframe for the

J. Qualifying Examination

At the conclusion of courses in the Ph.D. program, each student must pass a comprehensive qualifying examination. The examination covers mass communication, both the field as broadly conceived and the specific approach followed by the student. It also covers the supporting studies. Finally, the dissertation prospectus serves as the focus for one part of the examination. The written part of the examination is followed by orals. The supervisory committee has the responsibility at this time of deciding whether the student is qualified to continue work toward the Ph.D. degree.

As mentioned above, only the student and the chair or co-chair are required to be in the same physical location. All other committee members, including the external, can participate via advanced communication technology. Only with advance notification and permission of the Associate Dean for Graduate Studies and Research can a graduate faculty member substitute for another committee member. Justification for the substitution must be made in writing to the Associate Dean and contain a reasonable timeframe for the
A substitute to review and prepare for the oral portion. Only in extraordinary situations would a substitution be approved less than one month prior to the oral portion of the examination. No substitutions are permitted for the committee chair or the external member. If a substitution is denied, the oral portion must be cancelled and rescheduled when all committee members are present.

Telephone participation or participation via videoconference is allowed. The request to have a member of the supervisory committee participate by telephone must be made in advance and in writing to the Associate Dean. Advance permission is necessary to estimate the costs of the call and to reserve a room. The Division of Graduate Studies will not reimburse telephone expenses directly to students. Therefore, approval to pay for telephone expenses must be made in advance with the division. The College will accept responsibility for the cost of the call only if the student has followed all procedures properly.

Upon passing the qualifying examination, the student is admitted to candidacy for the doctorate. Between the oral portion of the qualifying examination and the date of the degree there must be a minimum of two semesters. The semester in which the qualifying examination is passed is counted, provided that the examination occurs before the midpoint of the term. All work for the doctorate must be completed within five calendar years after the qualifying examination, or this examination must be repeated.

A full description of the policies governing the Qualifying Examination is contained in Appendix B of this Handbook.

K. Dissertation

The dissertation contributes to mass communication knowledge. It conveys results of original research on a topic approved by the supervisory committee. All students entering the University of Florida doctoral programs in Fall 2001 and after are required to submit dissertations in electronic form. Please see the following web sites for complete details on electronic dissertation workshops, submission procedures, and deadline dates. http://gradschool.rgp.ufl.edu/index.html and http://gradschool.rgp.ufl.edu/pdf-files/checklist-dissertation.pdf. Electronic dissertations may be viewed at http://www.uflib.ufl.edu/etd.html

L. Final Oral Examination

In the final oral examination, the supervisory committee assesses the dissertation for originality and contribution to knowledge.

As detailed in section I, 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. When necessary, there may be one graduate faculty substitute, but not for the chair or the external member. The examination is open to the public. All work for the doctorate must be completed within five calendar years after the qualifying examination, or this examination must be repeated.

M. Participation in Graduation Ceremonies

A doctoral student may not participate in the graduation ceremony in a semester prior to the completion of the dissertation. Only after the student has successfully defended the dissertation in the oral portion of the examination process and received final clearance status by the Editorial Office, is the student eligible to participate in the College and University graduation ceremonies and to be “hooded” by a member of the student’s supervisory committee as a part of the formal process for conferring the doctoral degree.

V. FINANCIAL AID

Many students admitted to the doctoral program have a good chance to receive three years of financial aid. Annual renewal of aid is contingent upon favorable term-by-term evaluation of performance of assigned duties and responsibilities, the needs of the college's departments, and availability of funds. Good academic standing is required. Likelihood of support is enhanced by the size of the college's endowment, which now ranks among the very largest for journalism and mass communication programs. Student aid often takes the form of an assistantship with accompanying tuition waiver.
Students may compete for many types of financial aid, among them fellowships, loans, and grants for research and travel. Additional funding sources may be available for applicants with particular qualifications. Applicants should stay in contact with the Graduate Division of the College and also with the University of Florida Graduate School and Office of Financial Aid, to check for new financial aid programs.

All applicants who qualify for Florida residency status must make sure residency is established prior to registration. Recent changes in residency requirements do not allow for non-Florida residence to qualify for a change to Florida residency by attending school here for 12 months. A student’s residency status as established during the application process will continue until they graduate, except in special circumstances, such as marriage to a Florida resident.

A. Assistantships and Fellowships

Most fellowships carry application (to the program) deadlines in February, by which time applicants must have been admitted to the program or at least be under serious consideration. All application papers should be in by early January to be sure of consideration for the full range of fellowships. Most assistantships and fellowships carry in-state and out-of-state tuition waivers. Some fellowships prohibit simultaneous assistantships.

Graduate students that are funded in part or in whole by the College, 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 Master’s 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 Graduate Committee is not actively meeting.

The University of Florida Office of Research and Graduate Programs funds highly qualified applicants. The amounts of the fellowships vary according to the nature of the award. The Graduate School also awards research assistantships for Grinter Fellowships, named after a former dean of the Graduate School, which pay up to $4,000 a year for as many as three years. The College of Journalism and Communications uses the Grinter Fellowships to supplement doctoral teaching and research assistantship stipends. The college offers the Dolgoff and Flanagan Assistantships, which provide financial aid for students with strong backgrounds in radio. These assistantships require that you work with the college radio stations, usually conducting research.

Many doctoral students also receive either Grinter or other types of fellowships including those listed below:

- **Lowenstein Assistantships** – Created in honor of Dean Emeritus Ralph Lowenstein, former dean of the college. The Lowenstein Assistantship program offers doctoral students an additional annual stipend.

- **Bateman Assistantships** – Created in honor of J. Carroll Bateman, the amount of Bateman Assistantships varies. Some students receive only Bateman Assistantships which carry an annual stipend of $7,000 and a tuition waiver. Others receive supplements of varying amounts.

- **University of Florida Graduate School Fellowships (formerly known as the Alumni Fellowships)** – The Graduate School Fellowships are offered to top applicants and carry a $20,000 to $25,000 annual stipend plus tuition waiver.

B. Teaching and Research Experience

Duties vary. Teaching assistants typically instruct students in labs, for example in writing, reporting, or production, although some teaching assistants may assume responsibility for entire courses. The university requires students holding teaching assistantships to attend a teaching workshop and meet minimum language requirements. Research assistantships involve a progression of duties up through supervising entire small-scale studies.

Faculty and staff make every effort to assist students in locating summer funding. Summer support cannot be guaranteed, however, because of budget limitations. Students are urged to gain additional experience during summers in the fields in which they will teach or work.
The college also offers Joseph L. Brechner Freedom of Information Graduate Assistantships. Brechner assistants conduct research in legal issues and edit the newsletter of the Brechner Center, housed in the college.

C. Tuition Waivers

For doctoral students on assistantships more than quarter time, all or most tuition is waived with a 9 credit limit in fall and spring. Tuition is generally waived on fellowships over $3,150 per semester. The percentage waived depends on graduate student union negotiations and funding levels. Students are responsible for miscellaneous fees (building, capital improvement trust fund, student financial aid, activity and service, athletic, and health [limited service]).

D. Loans

Doctoral students may be eligible under one of a variety of loan programs. Check with the Office of Financial Aid [http://www.sfa.ufl.edu/101/gradstudents2.html]

E. Travel Grants

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 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 or online on the Graduate forms web page.

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

1. 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.
2. One student on an accepted paper will be funded as long as funds are available.
3. 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.
4. $400 per fiscal year to support travel to a national conference, $150 per fiscal year to support travel to a regional conference.

Also, you must:

- submit a Grant Award Request Form to the Graduate Division at least 30 days before the travel dates.
- submit a copy of your acceptance letter/ email with your 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 by the dates posted each semester.
- submit a copy of the conference program. Copy should include cover page and schedule of the conference. Please highlight or note 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. Hopefully, these guidelines will enable us to support the broadest range of student work possible during the present budget limitations.
VI. GRADUATE FACULTY

Many of the college's Graduate Faculty members are listed below, along with the undergraduate departments in which they hold appointment. Selected publications are given to illustrate research approaches. Students must conduct dissertation research within the boundaries set by faculty expertise. 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 is the 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.

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 both at 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).

**Choi, Youjin.** Public Relations. Her research interests include public health campaign, health communication and gender study. She has taught “Public Health Campaign,” “Public Relations Research,” and “Health and Risk Public Relations.” Her articles have appeared in *Journal of Public Relations Research*, *Public Relations Review*, and *Corporate Communication: An international journal*. She is working with College of Dentistry faculty on a 5-year project, “Reducing Oral Cancer Disparities in Florida,” granted by NIH. Dr. Choi has professional experiences in advertising, media relations and internal communication.

**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,” *International Journal on Media Management*.  Cleary received her Ph.D. from the University of Georgia.

**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).


**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.


**Kaid, Lynda Lee.** Telecommunication. Kaid’s teaching and research specialization is political communication, especially political advertising and news coverage of political events. She has published over 20 books, including *The Handbook of Political Communication Research; Videostyle in Presidential Campaigns: Style and Content in Political Advertising; The Electronic Election: Perspectives on the 1996 Campaign Communication; Civic Dialogue in the 1996 Presidential Campaign: Candidate, Media, and Public Voices; and Political Advertising in Western Democracies.* Kaid has also written over 100 book chapters and articles for professional journals. A two-time Fulbright Scholar, she has done extensive research on international political communication issues and has received funding for her research from the National Science Foundation, the federal Election Assistance Commission, the
U.S. Department of Education, the National Endowment for the Humanities, and numerous other federal and private agencies.


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.


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.

Kiousis, Spiro K. Public Relations. Kiousis’ 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. Kiousis 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).

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.

Martin-Kratzer, Renee. Journalism. Her research focuses on media effects, visual communication and magazines. Current interests include newspaper credibility, anonymous sourcing and the decline in newspaper readership among young adults. Martin-Kratzer’s research has been published in Newspaper Research Journal, and she co-authored a book chapter in Media and Sept. 11, 2001: Reflections on an American Tragedy. She teaches feature writing and magazine courses. Her professional experience includes working as a magazine managing editor, a newspaper design editor, a freelance designer and an online editor. She earned her doctorate and master’s degrees from the University of Missouri. She graduated summa cum laude from Kansas State University with a bachelor's degree in journalism and a bachelor's degree in secondary education.

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.


McKeen, William. Journalism. Professor and chair of the department. Earned a bachelor's degree in history and a master's degree in journalism from Indiana University and a Ph.D. in higher education administration from the University of Oklahoma. Teaching areas include journalism history, literary journalism, popular culture, writing, and editing. Books include the memoir Highway 61 (W.W. Norton, 2003), Rock and Roll is Here to Stay (W.W. Norton, 2000), Literary Journalism (Wadsworth, 2000), Tom Wolfe (Simon and Schuster, 1995) and earlier books on journalism, history and popular music. Working on a biography of Hunter S. Thompson for W.W. Norton, to be published in 2008. Also working on a book about music called Rip This Joint, scheduled for 2008 publication by MBI Publishing. Articles have appeared in academic journals such as Studies in Popular Culture, Journalism Educator and Southwestern Mass Communication Journal as well as in popular magazines such as Gourmet, Maxim and Holiday. Before beginning his academic career, he worked as a newspaper reporter and copy editor and was associate editor of The American Spectator and The Saturday Evening Post.
Mitrook, Michael A. Public Relations. Mitrook’s teaching areas include undergraduate classes in media effects, mass communication research, principles of public relations, and public relations writing in addition to graduate classes in quantitative mass media research methods, media effects and audience analysis, and seminars in new media. His research interests are in media impact on opinion formation, sports media, sports public relations, news content and viewer perceptions, and the contingency theory of accommodation in public relations. He has published numerous articles and authored or co-authored many national refereed conference papers. Mitrook has a wide variety of experience in professional communication including radio broadcasting, both on air personality and as public affairs director, media relations for the federal government, sales and marketing for BASF information systems and UARCO, and media research project director for J.R. Smith & Associates.


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.).

Roberts, Churchill. Documentary. Co-director of the Documentary Institute. 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 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.


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.

Wagner, Elaine. Advertising. Wagner specializes in design, graphic production, and issues related to teaching creative classes. Her research addresses teaching with “mastery learning” techniques, and accommodations for learning disabled students. Research has appeared in Journal of Advertising Education and Journalism and Mass Communication Educator. Wagner has made numerous peer-reviewed presentations at conferences organized by the Association for Education in Journalism and Mass Communication (AEJMC) and the American Academy of Advertising (AAA). She also presents workshops related to computer production and design; and she is in the process of completing a book: Why do they do it that way? Q&A about print production and media insertion. Wagner's creative activity has been acknowledged by the Library of Congress; published in Creativity 33 and Step Inside Design magazine; and she has received numerous Addy awards. She also has received awards for teaching and service at the local and national level. Wagner currently serves on the editorial advisory board of Journal of Advertising Education.


Appendix A
Forms and Procedures for Annual Evaluation of Doctoral Students
Annual Evaluation of Doctoral Students
College of Journalism and Communications
University of Florida

INFORMATION REQUESTED FROM STUDENTS
Each year the College of Journalism and Communications evaluates the progress of all doctoral students. A copy of the form used for this evaluation is attached. In order to facilitate this process, please provide your advisor with the following information by (date). You may use these instructions as a format to fill in the categories.

1. **Coursework:** A copy of your degree plan. Include the grade for each course. If you received lower than a B in any course, explain the deficiency in this area and what you plan to do to redress it. If you have an “I” in a course, please explain your progress toward completion of this course.

2. **Progress Evaluation:** Statement evaluating your progress toward your degree schedule. List date you entered doctoral program, evaluate your progress toward requirements, give date you plan to complete coursework, take exams, complete degree.

   Please address specifically in your statement the following:
   (1) formation of a committee, including outside/external member; list names.
   Has the paperwork been submitted to the Graduate Division?
   (2) timeline for preparation or completion of qualifying exams, including oral defense of exam.
   (3) work on identifying dissertation topic and completing prospectus.
   (4) current GPA, any incompletes? If so, plans for completing.

3. **Research.** Using a standard citation format, such as APA or Chicago. Please list:
   (1) papers you have submitted to conferences in the past year.
   (2) papers you have presented to conferences in the past year.
   (3) publications submitted to scholarly or professional journals.
   (4) status of those publications.
   (5) creative activities submitted.
   (6) creative activities that were juried or presented.

4. **Assistantships/Fellowships/Scholarships:** If you have been receiving financial assistance for which you have been doing teaching, research, or other assigned duties, please list these in detail for at least the current and previous two semesters. If you have been teaching courses, please provide copies of the summary student teaching evaluations and copies of evaluations received from the supervisor of your work. If you are not teaching a course directly, please submit your supervisor’s evaluation of your work (assisting in a course, assisting with research, other assignment).

5. **Service:** If you have provided service to the department, college, university or profession, please discuss.

6. **Job Search:** Describe any activities you have been undertaking in your job search, if applicable.

7. **Curriculum Vitae:** Please provide a current copy of your curriculum vitae.

8. **Degree Plan:** Please include your degree plan.

Please also provide an electronic copy of your vitae in Microsoft WORD to the Associate Dean for Graduate Studies dtreise@jou.ufl.edu

23
Student's Name: ________________________________

Beginning Date of Ph.D. Studies: ___________ Anticipated Completion: ___________

Please comment on student's progress on each item that is relevant to student progress at this point in the degree. Use back if necessary to provide details.

1. Overall Progress toward the Degree:
   a. Core Courses Completed: Yes No
      If no, is adequate progress being made? Yes No
   b. Specialization Courses Completed: Yes No
      If no, is adequate progress being made? Yes No
   c. Methodological Courses Completed: Yes No
      If no, is adequate progress being made? Yes No
   d. Number of Advanced Courses completed ___________
      Is adequate progress being made? Yes No
   e. Supporting Courses Completed: Yes No
      If no, is adequate progress being made? Yes No
   f. Degree Plan Completed: Yes No
      If no, is adequate progress being made? Yes No
   g. Committee Formed by Submitting Paperwork to Graduate Division: Yes No
   h. Comprehensive Exams Completed: Yes No
   i. Dissertation Progress: Satisfactory ____ Unsatisfactory ____

2. Academic Work: Satisfactory ____ Unsatisfactory ____

   GPA: _______  Incompletes? ______________________________

3. Research Accomplishments: Satisfactory Unsatisfactory

   Number of conference papers submitted _____ number presented _____
   Number of articles submitted _____ number published _____
   Number of creative activities submitted _____ number presented or exhibited _____

4. Assistantships/Fellowships/Scholarships: Satisfactory ____ Unsatisfactory ____ N/A ____

   Courses Taught? ______________________ Assisted with? ______________________

   Research or Other Assignment: ______________________

5. Service to the Department, University, and/or Profession:
   Satisfactory ____ Unsatisfactory ____ Not able to judge ____

Summary Evaluation Comments:
Overall, how would you rate the progress of this doctoral student?

Excellent ____ Good ____ Average ____ Below Average ____ Unsatisfactory ____

Additional Comments: (use back of page)

Advisor: Name __________________ Signature ______________________ Date ____________

I have seen this evaluation and had the opportunity to respond. (Please use the back or additional pages to comment or respond.)

Student: Name __________________ Signature ______________________ Date ____________
Appendix B
Doctoral Qualifying Examination Policy
**DOCTORAL QUALIFYING EXAMINATION POLICY**

COLLEGE OF JOURNALISM AND COMMUNICATIONS
UNIVERSITY OF FLORIDA

Approved by the Graduate Committee February 26, 1988; approved by the Doctoral Program Group March 11, 1988; edited for clarity by assistant dean for graduate studies on April 11, 1988; approved by Graduate Faculty on April 15, 1988. Revision approved by the Doctoral Program Group on July 31, 1989, and the Graduate Committee on September 21, 1990. Further edited on July 19, 1991 to reflect Graduate School policy changes. With input from the Graduate Faculty, the Graduate Committee approved revisions to reflect Graduate School and College policy changes on March 11, 2002.

Further edited and approved by the Graduate Committee on April 8, 2005

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**Introduction**

The purpose of this document is to introduce students to the College of Journalism and Communications’ doctoral qualifying examination and its procedures.

**Purpose of Doctoral Qualifying Examination and Admission to Candidacy**

The purpose of the qualifying exam is to test a student’s knowledge of core competency areas. Each student must answer qualifying exam questions from memory. No external aids of any kind (including electronic or written notes, books or references, external memory devices, cell phones or study aids of any kind) are allowed during the exam. Any exceptions must be approved by a petition to the associate dean of graduate studies one month prior to taking the qualifying exam.

Only one automatic exception, which does not require a petition, will be made for the legal methodology question, which tests the student’s ability to use the law library, legal research databases and occasionally the Internet. Resources must be approved by the student's committee.

Any violation of the above rules will result in immediate dismissal from the doctoral program.

The purpose of a doctoral qualifying examination is to evaluate each student’s comprehensive understanding of the field, as well as the student’s insight, creativity, and clarity of expression, and to encourage initiation of work on the dissertation. The examination is one of the requirements for admission to candidacy.

A graduate student does not become a candidate for the Ph.D. degree until granted formal admission to candidacy. Such admission requires the approval of the student’s supervisory committee, the department chairperson, the college dean, and the dean of the Graduate School. The approval must be based on (1) the academic record of the student, (2) the opinion of the supervisory committee concerning overall fitness for candidacy, (3) an approved dissertation topic, and (4) a qualifying examination as described above.

**Preparation for the Examination**

To provide the committee with adequate information for the development of appropriate written examination questions, each student shall submit to the committee chair syllabi or course descriptions and paragraphs describing the parameters of the study area established for each question in consultation with the appropriate committee member(s). The course descriptions need to include required readings for each course taken during the coursework portion of the program. Students will be held responsible for the coursework they were required to complete as a prerequisite to the doctoral program. All of these materials – syllabi, course descriptions and paragraphs describing each question area – must be submitted to the chair no later than the beginning of the semester planned for the qualifying examination.
As an alternative to the paragraphs describing each question, the student may submit a reading list of current journals and journal articles, books, and other appropriate documents, prepared in consultation with the individual committee members and chair. The reading list is meant to act as a study guide so that the student and the committee agree on necessary preparation.

The student also must submit a dissertation prospectus, approved by the chair, to the supervisory committee at least four weeks before beginning the qualifying examination. The purpose of the prospectus is to provide both the committee and the student with an early working document for dissertation topic. The prospectus includes the research problem, the paradigmatic and theoretical foundations for the project, the rationale for the project, key definitions and literature of the topic, a description of the methodology to be used (for example, survey research, experimentation, historical research, legal research), and a tentative bibliography, research schedule, and tentative budget. Prospectus guidelines are decided upon after consultation with the student’s supervisory chair.

Scheduling Qualifying Examinations

It is the student’s responsibility to schedule times for the written and oral portions of the examination. After agreement by the supervisory committee chair that the student may schedule the examination, the student simultaneously arranges the dates, times, and locations for both the written and oral portions of the qualifying examination.

Between the admission to candidacy and the graduation date of the degree, there must be a minimum of two semesters. The semester in which the qualifying examination is passed is counted, provided that the examination occurs before the midpoint of the term. For example, if a student plans to graduate in the spring term, the oral portion of the qualifying examination must be taken before the midpoint of the fall term. However, if the student plans to graduate in the summer term, the oral portion of the qualifying examination can be held after the midpoint of the fall term, but before mid-point of spring term.

All times and dates of the written and oral qualifying examinations will be announced to the members of the faculty in advance and posted on a bulletin board available to graduate students. A copy of the written questions for every qualifying examination must be on file in the Division of Graduate Studies for public inspection.

Nature of the Qualifying Examination

The University of Florida requires that the examination be both written and oral. At the College of Journalism and Communications, the written and oral portions are considered as parts of one unified examination. The student must meet the university’s registration requirements at the time he/she takes the exam.

The student should register for MMC 7979 in the term in which he or she plans to take the qualifying examination. The Graduate School provides the official notice that the student has been admitted to candidacy. In the terms following Admission to Candidacy, the student will register for MMC 7980.

Written Portion of the Examination

Answers to the written portion of the examination must be written. Oral examinations are forbidden as substitutes for any or all of the written portion.

The written portion of the examination shall be divided into five parts. Four of the five parts of the written portion of the examination focus on the individual student’s coursework and readings. There shall be one part each on (a) mass communication in general, (b) the specific aspects of mass communication on which the student focused, (c) research methods central to the study of those specific aspects of mass communication, and (d) supporting studies taken outside the college.

The fifth part of the written examination will focus on the student’s dissertation prospectus. The faculty will ask the student questions designed to increase the student’s understanding of the dissertation topic or resolve outstanding issues in the prospectus. The faculty could ask the student to consider alternative approaches to the dissertation topic.

Any foreign language examination requirement must be met outside of the qualifying examination.
Time for Written Portion
The student will be allowed four hours for each part. The five four-hour parts of the examination must be completed within ten official class days.

Responsibility for Preparing Questions
The student’s supervisory committee members, under the direction of the chair, are responsible for the development of the questions for the written portion of the qualifying examination in accordance with the policies of the university and the college. The supervisory committee prepares the examination questions within the context of the individual student’s program.

Taking the Written Examination
The answers must be written within Weimer Hall and produced in electronic form. The arrangements to sit for the written portion must be coordinated by the student in consultation with the supervisory committee chair and Division of Graduate Studies. The student is responsible for reserving with the Division for Graduate Studies and Research a computer, room, and other supplies necessary for the examination. The chair of the committee will collect a printed version of the examination answers, plus one output copy or photocopy for each additional supervisory committee member at the conclusion of each of the five parts. The supervisory committee chair also will deliver one set for the official records to the Division of Graduate Studies. The student is responsible for providing the additional copies.

Evaluation of Written Examination
Student responses are evaluated by the student’s supervisory committee following the policies of the university and the college and within the context of the individual student’s program.

There will be no separate faculty evaluation for the written portion of the examination. Rather, the committee will decide whether a student passes or fails the qualifying examination after the oral portion of the examination. The chair will discuss the results of the written portion of the examination with members of the supervisory committee and separately with the student prior to proceeding with the oral defense.

Oral Portion of the Examination
The oral portion of the examination should take place within one month of the student completing the written portion of the examination. The oral portion of the qualifying examination must be held on campus. A major purpose of the oral exam is to allow the student, in response to faculty, to answer questions that arose as a result of the written portion of the examination. A second purpose is to encourage the development of the dissertation proposal. At the very least, the status of the dissertation research should be discussed. The supervisory committee chair may meet with committee members before admitting the student to the oral portion of the examination, and a committee member may request such a meeting, which request shall be honored by the chair.

All members of the supervisory committee must be present at the oral portion. Only with advance notification and permission of the Associate Dean for Graduate Studies and Research can a graduate faculty member substitute for another committee member. Justification for the substitution must be made in writing to the Associate Dean and contain a reasonable timeframe for the substitute to review and prepare for the oral portion. Only in extraordinary situations would a substitution be approved less than one month prior to the oral portion of the examination. No substitutions are permitted for the committee chair or the external member. The supervisory committee has the responsibility at this time of deciding whether the student is qualified to continue work toward the Ph.D. degree. If a substitution is denied, the oral portion must be cancelled and rescheduled when all committee members are present.

Telephone participation or participation via videoconference is allowed only in special situations. Justification for the request to have a member of the supervisory committee participate by telephone must be made in advance and in writing to the Associate Dean. Advance permission is necessary to estimate the costs of the call and to reserve a room. The Division of Graduate Studies will not reimburse telephone expenses directly to students. Therefore, approval to pay for telephone expenses must be made in advance with the division. The College will accept responsibility for the cost of the call only if the student has followed all procedures properly.
Evaluation of the Oral Examination
The oral portion of the examination will be evaluated by the entire supervisory committee following the policies of the university and the college and within the context of the individual student’s program.

At the conclusion of the oral portion of the examination, the entire committee must agree that the student has passed, conditionally passed, or failed each of the five parts of the examination separately. If a conditional pass is assigned for any portion of the exam, the student must complete additional requirements, as assigned by the committee, to remove the “conditional” status. This work must be completed within a reasonable time period determined by the committee. Any failure must be reported to the Graduate School, and the student must wait at least one semester for a retake if a retake is recommended by the student’s committee and approved by the Graduate School.

ADMISSION TO CANDIDACY FORM

When a student has successfully completed the qualifying examination and completed all requirements for admission to candidacy, the completed, signed, Admission to Candidacy form will be submitted to the Graduate School by the Division of Graduate Studies. One week prior to the oral defense, the student must obtain the Admission to Candidacy form from the Graduate Division (2019 Weimer Hall) and return it after completing the necessary information. The program assistant will then prepare the official form. On the day of the oral portion of the qualifying examination, the student must obtain the official Admission to Candidacy form from the program assistant in charge of current student records, take it to the exam, and return it to the program assistant after receiving signatures of all committee members.

The date that the dissertation topic was accepted by the supervisory committee must also appear on the Admission to Candidacy form. The Graduate School will not grant approval of a student’s Admission to Candidacy form until the date that the qualifying examination was passed and the date the dissertation topic was accepted both appear on the form. The later of the two dates will be the official date of “Admission to Candidacy.” If a period greater than four months elapses between the date that the student passed the oral portion of the examination and committee approval of the dissertation topic, the student must notify the Associate Dean in writing indicating the reason for the delay.

Petitions

Any petition requiring approval for exceptions to the policies described above will be submitted in writing and must be approved in writing by the student’s entire supervisory committee. The student will deliver the petition to the Associate Dean for Graduate Studies and Research. The Associate Dean will review the petition and seek Graduate Committee approval or denial.
Appendix C
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:
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.

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 D
Academic Integrity in Graduate Studies
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 prerequisite 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.

**Research integrity:** 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.

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.

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

____________________________  ______________
Print Name     Date

____________________________________
Sign Name
Appendix E
Doctoral Degree Plan
**DEGREE PLAN FOR A PH.D. IN MASS COMMUNICATION**

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

**UNIVERSITY OF FLORIDA**

**GRADUATE FACULTY APPROVAL 4-04**

**UPDATED 6/22/06 AND JANUARY 2008**

---

Your Signature: __________________________ Date: __________________________

Your Name
Printed: __________________________ UF ID #: __________________________

Specialization: __________________________

Methodological Approach(es): __________________________

Supporting Studies: __________________________

Languages (if any): __________________________

Qualifying Exam: (anticipated term)

Graduation: (anticipated term)

Required Attachments: Statement of Research Interests and Intent, Curriculum Vitae, Program of Study and Transcripts

---

**Supervisory Committee** *(Signatures with dates indicate approval of this degree plan.)* Please complete the pink Supervisory Committee form at this time and obtain signatures on both documents. Return the form to the Grad Division.

<table>
<thead>
<tr>
<th>SIGNATURE</th>
<th>DATE</th>
<th>DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair: __________________________</td>
<td>_______</td>
<td>Mass Communication</td>
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<tr>
<td>First Professor</td>
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</tr>
<tr>
<td>Member: __________________________</td>
<td>_______</td>
<td>Mass Communication</td>
</tr>
<tr>
<td>Second Professor</td>
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<tr>
<td>Member: __________________________</td>
<td>_______</td>
<td>Mass Communication</td>
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<td>Third Professor</td>
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<td>Mass Communication</td>
</tr>
<tr>
<td>Optional Professor</td>
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<td></td>
</tr>
</tbody>
</table>

**Approved**

*Associate Dean, Division of Graduate Studies* Date
STATEMENT OF RESEARCH INTERESTS AND INTENT

Present your research program and goals for employment after graduation. As part of the essay relate experiences that have led to your interests and goals.

Within the context of your research program, discuss projects you are working on at the time this essay is written, projects in planning stages, and projects you have or would like to undertake before you complete your course work. Make clear the intellectual relationships among the various projects. List convention papers and scholarly journal and trade press publications anticipated from each project. Include both co-authored and solo works.

Describe your goals for employment after completing your degree.

Length: At least two pages, typed, and double-spaced.

CURRICULUM VITAE

Your Name
Doctoral Student
College of Journalism and Communications
University of Florida
PO Box 118400 - 2000 Weimer Hall
Gainesville FL 32611-8400

UF Student ID Number:
Local Residence:
EDUCATION
TEACHING EXPERIENCE
MASS COMMUNICATION WORK EXPERIENCE
RECENT HONORS
BOOKS
BOOK CHAPTERS
REFEREED PUBLICATIONS
OTHER PUBLICATIONS (Conference papers and others)
CURRENT RESEARCH
PROGRAM OF STUDY

The requirements for your degree plan are outlined below. You must explain and justify any departures from distribution requirements. Your degree plan must be approved by your advisor prior to pre-registration for your second semester of coursework. By the end of your second semester, your committee members from inside the college also must sign your degree plan. In addition, at that time, if you have not previously identified an outside member for your committee, you must submit three names for a potential outside member. You are urged to secure an outside committee member by pre-registration for your third semester. Your degree plan will be approved by the associate dean at the end of the second semester.

List individual courses under appropriate headings. For an example of how to present courses, see courses listed under Core, and dissertation research listings below. Include grades for courses already completed.

*The degree plan represents the _minimum_ number of hours to fulfill the degree requirements. Your advisor may require additional course work in many cases.

**Required Courses**  With advisor approval, up to 30 credits from your master’s degree program can be applied to doctoral program requirements. **Students must take a minimum of five advanced-level courses, at least three of which must be taken in the College.** Advanced-level courses are defined as those that require the completion of an original scholarly paper (academic conference quality) that _advances knowledge in the field_. These courses can fit under the Specialization, Methodological or Supporting categories listed below. No more than two of these courses may be taken as independent study. These hours may not include 7979/7980 course hours. A _minimum_ of 9 credit hours of coursework must be taken outside the college. No substitute or transfer courses are allowed to substitute for advanced-level courses. Please attach syllabi for all advanced-level courses.

**CORE COURSES, 6 HOURS REQUIRED**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TERM &amp; YEAR</th>
<th>CREDITS</th>
<th>GRADE</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMC 6402 – Mass Communication Perspectives</td>
<td>1st Fall</td>
<td>4</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>MMC 6929 – Communication Colloquium</td>
<td>1st Fall</td>
<td>1</td>
<td>N</td>
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</tr>
<tr>
<td>MMC 6929 – Communication Colloquium</td>
<td>1st Spring</td>
<td>1</td>
<td>N</td>
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</tbody>
</table>

Total Credits

**SPECIALIZATION COURSES, 12-20 CREDITS REQUIRED** *(List courses individually.)*

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TERM &amp; YEAR</th>
<th>CREDITS</th>
<th>GRADE</th>
<th>ADVANCED</th>
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<tbody>
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<td>Y/N</td>
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</tbody>
</table>

Total Credits

40
**METHODOLOGICAL COURSES, 12-20 CREDITS REQUIRED** *(List additional courses individually.)*

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TERM &amp; YEAR</th>
<th>CREDITS</th>
<th>GRADE</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods (inside college)</td>
<td></td>
<td>3</td>
<td>Y/N</td>
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<tr>
<td>Methods (inside college)</td>
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<td>3</td>
<td>Y/N</td>
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</tbody>
</table>

**Total Credits**

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**SUPPORTING COURSES, 26 CREDITS REQUIRED** *(List additional courses individually.)*

(Note: Courses in this area may be used to strengthen areas of teaching, area specialization, and foundational expertise. A minimum of 9 credit hours of coursework must be taken outside the college. Please see the Doctoral Handbook for more details.)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TERM &amp; YEAR</th>
<th>CREDITS</th>
<th>GRADE</th>
<th>ADVANCED</th>
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</thead>
<tbody>
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</tbody>
</table>

**Total Credits**

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**DISSERTATION RESEARCH, 18-24 CREDITS REQUIRED. MAY BE TAKEN IN ANY COMBINATION, however, MMC 7980 may be taken only after you are approved for candidacy. See Doctoral Handbook for more information.**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TERM &amp; YEAR</th>
<th>CREDITS</th>
<th>GRADE</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMC 7979 - Advanced Research</td>
<td></td>
<td>N</td>
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<tr>
<td>MMC 7979 - Advanced Research</td>
<td></td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMC 7980 - Research for Doctoral Dissertation</td>
<td></td>
<td>N</td>
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<tr>
<td>MMC 7980 - Research for Doctoral Dissertation</td>
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</tbody>
</table>

**Total Credits**

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**GRAND TOTAL**

<table>
<thead>
<tr>
<th>TOTAL REQUIRED</th>
<th>90 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCED LEVEL COURSES</td>
<td>5</td>
</tr>
</tbody>
</table>
Appendix F
Highlights in the History of the College
<table>
<thead>
<tr>
<th>YEAR</th>
<th>SPECIAL EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1906</td>
<td>University News, forerunner of Independent Florida Alligator, first published.</td>
</tr>
<tr>
<td>1925</td>
<td>Legislature approves appropriation for setting up Department of Journalism and hiring full-time professor. First full-time professor, Orland Kay &quot;O.K.&quot; Armstrong, sets up Department of Journalism.</td>
</tr>
<tr>
<td>1927</td>
<td>Faculty expands to two as Elmer J. Emig arrives.</td>
</tr>
<tr>
<td>1928</td>
<td>First degrees in journalism conferred in June. WRUF-AM goes on air.</td>
</tr>
<tr>
<td>1929</td>
<td>Elmer J. Emig named Department head, July 1, 1929.</td>
</tr>
<tr>
<td>1947</td>
<td>In summer term, first master's degree conferred.</td>
</tr>
<tr>
<td>1948</td>
<td>Faculty expands to three when John Paul Jones, Jr., arrives.</td>
</tr>
<tr>
<td>1949</td>
<td>School of Journalism founded, July 1, 1949. Rae O. Weimer named Director of School. WRUF-FM goes on air.</td>
</tr>
<tr>
<td>1950</td>
<td>School of Journalism accredited, July 1, 1950.</td>
</tr>
<tr>
<td>1954</td>
<td>School expands to School of Journalism and Communications.</td>
</tr>
<tr>
<td>1955</td>
<td>School accredited in Advertising. School moves to Stadium Building.</td>
</tr>
<tr>
<td>1956</td>
<td>University's first teaching by television started in School.</td>
</tr>
<tr>
<td>1958</td>
<td>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.</td>
</tr>
<tr>
<td>1959</td>
<td>James &quot;Mickey&quot; Ellenberg, Jr., becomes 500th journalism graduate at June Commencement.</td>
</tr>
<tr>
<td>1967</td>
<td>Board of Regents votes for School to become College.</td>
</tr>
<tr>
<td>1968</td>
<td>John Paul Jones, Jr., named Dean of College.</td>
</tr>
<tr>
<td>1969</td>
<td>100th student graduated from master's program.</td>
</tr>
<tr>
<td>1970</td>
<td>Communication Research Center becomes a full-time operation.</td>
</tr>
<tr>
<td>1972</td>
<td>College departmentalized into Advertising, Broadcasting, Journalism, and Public Relations.</td>
</tr>
<tr>
<td>1973</td>
<td>Independent Florida Alligator becomes independent and moves off-campus.</td>
</tr>
<tr>
<td>1976</td>
<td>Ralph L. Lowenstein named Dean of College. School accredited in Public Relations.</td>
</tr>
<tr>
<td>1980</td>
<td>College moves into Weimer Hall in spring quarter.</td>
</tr>
<tr>
<td>1980</td>
<td>College initiates &quot;Professional Summer&quot; program for faculty members.</td>
</tr>
<tr>
<td>1981</td>
<td>WUFT-FM goes on air.</td>
</tr>
<tr>
<td>1986</td>
<td>500th student graduated from master's program.</td>
</tr>
<tr>
<td>1989</td>
<td>W10BR (now WRUF) goes on the air.</td>
</tr>
<tr>
<td>1990</td>
<td>In May, first two doctoral degrees in mass communication conferred.</td>
</tr>
<tr>
<td>1994</td>
<td>Terry Hynes named Dean of College. The Interactive Media Lab is established.</td>
</tr>
<tr>
<td>1996</td>
<td>Graduate programs received highest overall ratings in the nation in <em>U.S. News and World Report</em>.</td>
</tr>
<tr>
<td>YEAR</td>
<td>SPECIAL EVENT</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>1997</td>
<td>Documentary Institute joins the College of Journalism and Communications. College offers a new degree plan in documentary production.</td>
</tr>
<tr>
<td>1998</td>
<td>Department of Advertising is certified as an Institute by the International Advertising Association. This is the first fully certified institute in the United States.</td>
</tr>
<tr>
<td>1999</td>
<td>College offers a new degree program in sports communication and a joint Juris Doctor/Ph.D. in mass communication. College awards its 50th Ph.D. degree.</td>
</tr>
<tr>
<td>2000</td>
<td>“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 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.</td>
</tr>
<tr>
<td>2001</td>
<td>College offers a new degree program in Science/Health Communication.</td>
</tr>
<tr>
<td>2002</td>
<td>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</td>
</tr>
<tr>
<td>2003</td>
<td>College admits first students to 4/1 joint master’s degree programs</td>
</tr>
<tr>
<td>2004</td>
<td>College awards its 100th Ph.D. degree College awards first MADV degrees in spring 2004.</td>
</tr>
<tr>
<td>2006</td>
<td>John W. Wright, II named Interim Dean of the College Linda Hon named Associate Dean of the College ACEJMC re-accrets the undergraduate and graduate programs.</td>
</tr>
<tr>
<td>2007</td>
<td>John Wright named Dean of the College of Journalism and Communications</td>
</tr>
<tr>
<td>2008</td>
<td>ABC News opens bureau at Weimer Hall College creates country’s first chair in Public Interest Communications</td>
</tr>
</tbody>
</table>