DOCTORAL HANDBOOK
2016-2017

GRADUATE STUDIES AND RESEARCH

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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 close to 50,000, including over 16,000 graduate/professional 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 127,000 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 12 state-supported universities, 28 community colleges, and more than three dozen private institutions of higher education.

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://graduateschool.ufl.edu/academics/graduate-catalog 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 Doctoral 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://www.graduateschool.ufl.edu/student-life-and-support/ and http://graduateschool.ufl.edu/graduation/thesis-and-dissertation
**DEADLINE DATES**
All graduate school deadline dates are available online [http://graduateschool.ufl.edu/graduation/deadlines](http://graduateschool.ufl.edu/graduation/deadlines)

**CHECKLIST FOR DISSERTATION**
This checklist is an essential guide to help the student through the dissertation process and can be found online at [http://graduateschool.ufl.edu/files/checklist-dissertation](http://graduateschool.ufl.edu/files/checklist-dissertation)

**THE UNIVERSITY CALENDAR**
The calendar is published online in the Graduate Catalog [http://gradcatalog.ufl.edu/](http://gradcatalog.ufl.edu/) and [http://www.registrar.ufl.edu/](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](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!

For Graduate School information please see [http://graduateschool.ufl.edu/](http://graduateschool.ufl.edu/)

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

**FORMS**
Forms required by this college are available online at [http://www.jou.ufl.edu/grad/forms/](http://www.jou.ufl.edu/grad/forms/) or in the Graduate Division wall files outside room 2013.

**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.

**Self-plagiarism:** Self-plagiarism is defined as an author’s re-use of portions of his or her own earlier work without citing the original content. So, for instance, it would be considered self-plagiarism if you copied the literature review you wrote for one paper and re-used it in another related paper without substantial alteration. Obviously, when you’re writing multiple papers on a similar topic, you’re likely to cite many of the same articles more than once. However, to avoid self-plagiarism, you should write each new literature review independently so that you’re not repeating the same sentences in more than one paper. Of course, direct quotes from other authors’ works may be used in multiple papers, so long as they are cited properly in each paper. And you may make reference to your own work in a subsequent paper -- simply cite that earlier paper, just as you would cite a paper written by another scholar.
Many students find the concept of self-plagiarism confusing because, after all, if you wrote the original paper, how can it be “stealing” to re-use your own words? The problem is that when readers pick up a new paper by a scholar whose previous work they have read, they expect all of the material to be new. They don’t expect to see “recycled” material. Certainly a journal editor who agrees to publish your article expects that he or she would not be able to find identical or nearly identical material in articles you’ve had published earlier. Self-plagiarism, therefore, can damage your reputation as a scholar. During your graduate program, you may well want to write more than one paper on the same or a similar topic. When you do, you should discuss your plans — and any previous papers you’ve written using similar materials — with the professor in the class. Although it’s expected that your work in later classes will build on work you’ve done in previous classes, most professors follow a fairly strict “no recycling” policy in relation to your re-use of portions of earlier papers, even if you were the sole author of the earlier paper.

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.

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

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

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

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

**BEHAVIORAL EXPECTATIONS**

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

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

**PURPOSE OF 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.

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://graduateschool.ufl.edu/academics/graduate-catalog.

LIMIT ON NUMBER OF YEARS TO FULFILL PH.D.
The Graduate Committee set a time limit of four years from matriculation in the doctoral program to the semester of the qualifying exam. If a student does not complete the qualifying exam in that time period, it would be suggested they leave the program. Students have five calendar years after the qualifying exam to finish the degree or the qualifying exam must be repeated.

Students who cannot meet that time limit due to extenuating circumstances will be allowed to petition the Graduate Committee for an extension.

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.

Approaches and Emphases
The program is built around the following concentrations:
- Media Law
- Public Relations
- Advertising
- New Technology and Policy
- International and Cross-Cultural Communication
- Media Economics and Policy
- Science/Health Communication

Mass Communication

DISTRIBUTION REQUIREMENTS AND TRANSFER OF CREDITS
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—with the exception of MC Perspectives which does count as advanced.

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. The College of JM/COM requires that the Master’s degree be awarded by a U.S. institution or an international institution in which English is the first language. 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 must be approved by your academic advisor and transferred into the program using the appropriate paperwork. Pending approval by the Graduate Faculty, no credits beyond the 30 credits of the Master’s degree will be accepted into the 90 total required credits. All sixty credits beyond the Master’s will be completed at UF. The Transfer of Credit form is available in the Graduate Division and at 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 Senior Associate Dean for Graduate Studies and Research. 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. Undergraduate courses may not be taken as MMC 6905. Formal appeals to this policy must be made in writing to the Graduate Committee.

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.

**Specialization Courses**
Specialization Courses consist most commonly of the College of Journalism and Communications’ specialized content courses and research seminars in the student’s area of interest. 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](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.

**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. Graduate Faculty approved a motion that all doctoral students must have at least one **graduate level** statistics class. As appropriate, this knowledge can be acquired through coursework previously taken at the master’s level. The student’s advisor and supervisory committee will assist the student in selecting appropriate coursework in statistics.

**Core Courses**
Core courses provide students with a foundation for teaching and conducting research in mass communication. One semester of Communication Colloquium is required and must be taken in the student’s first fall semester. Mass Communication Perspectives is also required and must be taken in the student’s first fall semester. One semester of Seminar in Mass Comm Teaching is required and may be taken in either the first fall or first spring semester.
## DISTRIBUTION REQUIREMENTS

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<th>TOTAL CREDITS</th>
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<td><strong>CORE COURSES</strong> (inside the college)</td>
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<td>Mass Communication Perspectives</td>
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<tr>
<td>Communication Colloquium</td>
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<tr>
<td>Seminar in Mass Comm Teaching</td>
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<td><em>Total Mass Communication Core Credits</em></td>
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<td><strong>SPECIALIZATION COURSES</strong></td>
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<td>Mass Communication Specialty Courses (usually taken within the College)</td>
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<td><strong>METHODOLOGICAL COURSES</strong></td>
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<td>Methods Courses (inside the College)</td>
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<td>Supporting Courses (outside the College)</td>
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**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.

**Dissertation Research**

At least 18 credits of dissertation research are required. Students begin work on the dissertation before the qualifying examination. Students must be registered in MMC 7979 during the term they take the qualifying exam. After passing the examination, students are admitted to candidacy and register for dissertation research under MMC 7980—Research for Doctoral Dissertation.

**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 Senior Associate Dean for Graduate Studies and Research 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.

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.

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.

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 Senior Associate Dean for Graduate Studies and Research 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.

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.

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

Proposal: the proposal is made up of the first three chapters of the dissertation—the introduction, the literature review, and the methods. It is defended at the time of the oral qualifying exam defense. In addition to passing the Qualifying Exam, the student must have the dissertation proposal approved before being admitted into Candidacy.

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 are given a copy of the student’s prospectus and 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.

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.
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 vita. 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 of alternatives to studying in the doctoral program. Students who fail to remain in good academic standing will be suspended from the program.

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.
**GRADES OF INCOMPLETE OR UNSATISFACTORY**
Grades of I (incomplete) must be removed by the date stated on the Incomplete Grade Contract (see below) or the deadline stated in The University Calendar—whichever comes first. If a grade of I has not been changed to an A–E letter grade by the end of the next term for which the student is enrolled and receives grades, the grade will be treated as an E in calculating the grade point average and for suspension purposes.

Grades of NG will become punitive if not changed by the end of the next term for which the student is enrolled and receives grades. They will follow the same procedures as an I or U grade, depending on the grade type for the course.

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

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

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

The Graduate Committee and Graduate Faculty approved a policy regarding the number of incompletes a student may have in their academic career. A doctoral student will be allowed a maximum of 3 incompletes in his/her academic career (including “no grades” and 3 “U” grades over the academic career.

**INCOMPLETE-GRADE CONTRACT**
The Incomplete Grade Contract should be used in every instance of assigning an incomplete grade. The procedure is described in detail on the form which is available in the Graduate Division in Weimer Hall as well as on the College of Journalism and Communications, Graduate Studies, web page at [http://www.jou.ufl.edu/grad/forms/](http://www.jou.ufl.edu/grad/forms/). A copy is included in the appendix of this handbook. The form should be completed and filed with the Graduate Division before the end of the semester in which the incomplete grade is given.

**Penalty for I/U grades over the limit**—As mentioned above, doctoral students are allowed a maximum of three incompletes (including “no grades”) and three U grades, Master’s students are allowed only two of each. Per the vote of the Graduate Faculty, a student who receives more than the allowed number of I/U grades will be forbidden from registering for two semesters and be required to reapply to the program by submitting the application for readmission to the Graduate Committee for approval. Readmission is not guaranteed.

**PROBATION**
Students may be placed on probation if their progress becomes unsatisfactory. The Senior Associate Dean for Graduate Studies and Research 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 Senior Associate Dean for Graduate Studies and Research at the start of the first term during which the GPA stands below 3.0.

Any doctoral student who earns a GPA less than 3.0 and/or 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 Senior Associate Dean for Graduate Studies and Research. If they satisfy that plan in the term of probation and achieve a cumulative GPA of 3.0 or above, the probation flag will be lifted.

If the plan or GPA requirement is not satisfied, they will be suspended for one term. 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.

**SUSPENSION**
The official University definition of suspension is, “The student is required to leave the University for a given or indefinite period of time, the termination of which shall depend upon specified acts of the student’s own volition related to mitigation of the offense committed. The student must comply with all sanctions prior to re-admission.” The College does not guarantee readmission; it is subject to review by the Graduate Committee.
Any doctoral 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.

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

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.

If the suspension is due to a below 3.0 GPA, the student will have one semester to bring the GPA to a 3.0 or higher before further actions are taken. Please note a student that does not register for two consecutive semesters must apply for re-admission to the program and acceptance is not guaranteed.

**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 the Appendix of this handbook.**

**Miscellaneous Petitions**

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

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

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

**Dropping or Adding Courses**

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

After the Drop/Add period, students can no longer drop a class and replace it with something else with no added tuition or charges. Students will be tuition and fee responsible for the class they drop as well as the added class.

Students who find it necessary to drop a course after drop/add should visit the Graduate Division to obtain a Course Schedule Change Request form. The form requires signatures of the student, academic adviser and Senior Associate Dean. To add a class, the student must also have the signature of the instructor of the course to be added. After completion of the form, the student should return it to the Graduate Division. The student will then follow the procedure described here: [https://student.ufl.edu/dropadd.html](https://student.ufl.edu/dropadd.html). International students must receive approval from the International Office to drop a course following the drop/add deadline.

Excessive drops are not allowed. Ordinarily, more than two drops are considered excessive.

If the student is on a graduate assistantship, dropping credits during the semester may result in the termination of the assistantship.

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

**Minimum Registration**

All students in the College, unless on assistantship, must register for a full-time load unless they obtain a written waiver from the Senior Associate Dean for Graduate Studies and Research. In the fall and spring terms, a full-time load is 9-12 credits or more. In summer terms the number of credits required is a total of 8 in any combination over summer terms A, B, or C. Permission to carry less than a full-time load is normally given when a student must work full-time or has health problems, commuting problems, or special home conditions. A waiver must be obtained BEFORE the affected term starts. If registering in a term, in no case may a student register for fewer than three credits in either the spring
or fall semesters or two credits in the summer semester.

Graduate assistants are not required to obtain a waiver from the 12-credit rule. They are covered by a separate rule, enforced throughout the State University System, which may be waived only by the dean of the Graduate School. Petitions should be sent directly to the dean of the Graduate School; they will not be supported by the College. The rule requires graduate assistants to register for credits based on the percent of assistantship.

Students who will graduate in a fall or spring semester must register for at least three credits of MMC 7980 in their final term of study. August graduates need sign up for only two credits during a summer term.

Registration Preparation
To enable your registration, it is required that you go to ISIS and complete the Registration Preparation requirement and update your emergency contact and local address information every term prior to your registration start time. You will have a "registration preparation hold" until it is completed.

Registration Process
Students are responsible for their own registration with the exception of departmentally controlled courses and independent studies. To begin the registration process, visit ISIS at: http://www.isis.ufl.edu/

When viewing the page, the far left column includes all the student’s personal information and processes. The student’s individual information on the left side of ISIS will only show the courses for which you can register yourself, not all classes being offered.

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

Summer Registration in MMC 7979/7980
All students wishing to defend their dissertation during the summer semester must meet certain criteria.

Students must:
- Have an agreement signed by every committee member that stipulates if and when he/she will be available during the summer for your committee meetings, defense, reading, etc. It is advised that students secure from each committee member what he or she is willing and able to do over the summer semester.
- Submit a reasonable timeline as part of this agreement for all steps of the approval process (i.e., submissions to chair, committee, revisions, submissions to Graduate School, etc.) when you register for dissertation hours.

Students will not be allowed to register for dissertation hours without the signed agreement and timeline.

Non-classroom Courses—Independent Studies
The graduate program has four courses (other than advanced research and doctoral research) that do not normally involve classroom participation. The four are COM 6940—Supervised Teaching (S/U grade), MMC 6905—Individual Work (letter-graded), MMC 6910—Supervised Research (S/U grade), and MMC 6949—Internship (S/U grade). Consult the Graduate Catalog for details about these courses. Students may take a maximum of six credits in MMC 6905 during their career with an additional three if approved by the Graduate Committee. For other independent study maximums, see the Graduate Catalog.

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

Proposals for Individual Work (MMC 6905) must include:
- the sub-topics to be studied,
- the resources (readings and such) to be used,
- the requirements for completion, and
- the method of evaluation (basis on which the work will be graded).

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

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. Undergraduate courses may not be taken as MMC 6905. Formal appeals to this policy must be made in writing to the Graduate Committee.

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

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

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

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

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

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

♦ TAs may not receive credit for the class to which they are assigned.

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

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.

COMMITTEE EXAMINATION POLICY
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.

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. The written part of the examination is followed by orals. In addition to passing
the Qualifying Exam, the student must have the dissertation proposal approved before being admitted to Candidacy. 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, see next paragraph. Only with advance notification and permission of the Senior 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 Senior 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. If a substitution is denied, the oral portion must be cancelled and rescheduled when all committee members are present.

As mentioned, 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 Senior 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 registered 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 on the Graduate Studies web site listed under “Guidelines and Policies,” as well as in the wall files in the Graduate Division.

One of our graduates has written a guide to preparing and studying for the qualifying exam. The information is based on her personal experience with input from other sources. The guide can be found in Appendix F at the end of this handbook and is included as an informational item, not official policy.

**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

**Final Oral Examination**

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

**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 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.

**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.

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. 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.

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

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.
**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]).

**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](http://www.sfa.ufl.edu/101/gradstudents2.html)

**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:

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

Please remember that some conferences try to help with graduate student travel and offer small grants for that purpose. The Graduate Student Council and the Graduate School offer travel money as well.

**Work Limitations for Graduate Students**

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

**COMMUNICATION WITHIN THE COLLEGE**
The Graduate Studies Web Page is located within the College’s Web site and provides information including:

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

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

Graduate student and faculty mailboxes are located on the second floor in 2104, near the Dean’s Office. Graduate student mailboxes are separated into Doctoral and Master’s sections with Master’s students sharing mailboxes.

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

**HONORS FOR STUDENTS**
All graduate students compete for the college’s Outstanding Graduate Student award and the Outstanding Student Research award, and all teaching assistants compete for the college’s Outstanding Graduate Student Teacher award.

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

**THE JULIE DODD OUTSTANDING GRADUATE STUDENT TEACHER AWARD**
Applicants may submit documentation (e.g., letter of recommendation, teaching evaluations, syllabi/teaching materials, teaching philosophy) themselves, or faculty members may nominate candidates and submit documentation. The Graduate Committee each spring recommends to the College Dean one outstanding graduate student teacher from the year’s teaching assistants. The student is honored at the College's annual awards assembly and receives a plaque.

**GRADUATE 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

Babanikos, James. Telecommunication. Babanikos specializes in encoding practices of video and film production, media writing, documentary theory and practice, and directing fictional programs. He has been working as a writer/director in video and film since 1984, and 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. Some of his favorite works include Fred Turns Fifty (2016, 20:00, drama/comedy); Pillow Talk (2015, 12:00, drama); Coming Home (2013; 25:00, drama), Somewhere Beyond (2009, 45:00, drama), A Second Chance (2004, 75:00, drama), Catherine's Story (1999, 81:00, drama); The Science Directorate (1999, 6:00, corporate); Color My World: The Arts in Medicine (1998, 57:30, documentary); C.P. Cavafy: From Ithaca to Tarpon Springs (1996, 29:50, documentary); The Death of a Bachelor (1995, 25:00, drama); and Goodbye, Socrates (1992, 37:00, drama). Dr. Babanikos' work has been screened in a number of international venues, and his projects have won numerous awards in various production competitions. Dr. Babanikos joined the
faculty of Florida’s Department of Telecommunication in 1993 and teaches courses in the production sequence.

Calvert, Clay. Journalism. Director of the Marion B. Brechner First Amendment Project. Research interests include Communications Law, First Amendment Law, Freedom of Expression, Freedom of Speech, Mass Media Law. Calvert is the Brechner Eminent Scholar in Mass Communication at the University of Florida, arriving at the University in 2009. He has authored or co-authored more than 120 law journal articles on freedom of expression-related topics. Professor Calvert is co-author, along with Don R. Pember, of the market-leading undergraduate media law textbook, *Mass Media Law, 19th Ed.* (McGraw-Hill, 2015), and is author of the book *Voyeur Nation: Media, Privacy, and Peering in Modern Culture* (Westview Press, 2000/2004). He blogs regularly at the *Huffington Post* on First Amendment issues. He received his J.D. with Great Distinction in 1991 from the University of the Pacific’s McGeorge School of Law and then earned a Ph.D. in 1996 in Communication from Stanford University, where he also completed his undergraduate work with a B.A. in Communication in 1987. He is a member of the State Bar of California and the Bar of the Supreme Court of the United States.

Chance, Sandra F. Journalism. Executive Director, Brechner Center for Freedom of Information at [www.brechner.org](http://www.brechner.org). Research interests include First Amendment and media law issues. She has written extensively on freedom of information issues, the media and the judiciary, and the role and responsibilities of the press. She is an Associate Professor in the Journalism Department and teaches media law at both the undergraduate and graduate level. Chance is developing an expertise in international FOI issues, and has traveled to Brazil, Jamaica, Peru and Chile to work with journalists and government officials in these emerging democracies and promote the principals of freedom of information. This past summer, she taught a special course, “Media and the Courts,” for judges from around the country at the National Judicial College, in the University of Nevada’s Judicial Studies Program. Chance graduated with honors from the University of Florida’s College of Law in 1990 and was named to the Order of the Coif. She practiced media law with the law firm of Holland & Knight in Tampa, Florida. There she handled litigation concerning access to public records and judicial proceedings, reporter subpoenas and Florida’s Government in the Sunshine Law. Chance also served as an Assistant General Counsel at the University of Florida. Chance has published in numerous academic and professional journals and newspapers, including *Journalism & Mass Communication Educator*, *Communication Law and Policy, Journal of Broadcasting & Electronic Media, Arkansas Law Review, Journal of Law and Public Policy, Quill and Editor & Publisher*. She has authored several chapters in *Communications and the Law*, a widely used textbook, and the *Reporters’ Handbook*. She’s also contributor to the *Oxford Companion to American Law*. She is on the editorial board of the *Communication Law and Policy* journal and the advisory board of UF’s College of Law’s *Journal of Law and Public Policy*.

Chan-Olmsted, Sylvia. Telecommunication. Sylvia Chan-Olmsted is the Director of Media Consumer Research at the University of Florida. As a professor, she also teaches brand management, consumer and audience analytics, and media management at both graduate and undergraduate level. Her research expertise includes digital/mobile media consumption, branding, and strategic management in emerging media/communications industries. Her current studies involve audience engagement conceptualization/measurement, development and marketing of mobile media content, cross-platform audience behavior, branded content, and branding via social/mobile media, especially in the context of young adult consumers.

Dr. Chan-Olmsted has conducted consumer research for Google, Nielsen, Huffington Post (Germany), Twitter (Germany), Bertelsmann (Gruner + Jahr), Association of Top German Sport Sponsors (S20 group), National Association of Broadcasters, the Cable Center, and the Center for International Business Education and Research. Recipient of over 20 national and international research awards, Dr. Chan-Olmsted holds the Research Foundation Professorship and the AI and Effie Flanagan Professorship at the University of Florida and is the recipient of the 2014 Award of Honor presented by the Journal of Media Economics for scholarly contribution to the field.

Chen, Huan. Advertising. Huan Chen received her Ph.D. in communication and information from the University of Tennessee. Dr. Huan Chen’s research interests include new media and advertising, product placement, and international and cross-cultural advertising. Her methodological expertise is qualitative research. Her research papers have appeared in Journal of Advertising, Journal of Current Issues and Research in Advertising, Journal of Interactive Advertising, Journal of Promotion and Management, among others. She also published three book chapters in Social Media in Asia, Advertising in New Formats and Media: Current Research and Implications for Marketers, and Mobile Gaming in Asia: Politics, Culture, and Emerging Technologies. Her recent book Connecting Virtual World Perception to Real World Consumption: Chinese White-Collar Professionals’ Interpretation of Product Placement in SNSs was released in July 2011. Her research has been awarded division top paper by Association for Education in Journalism and Mass Communication (AEJMC).

Coffey, Amy Jo. Telecommunication. Coffey’s research interests lie in media management and economics, including specializations in audience valuation, behavior, and measurement. She has particularly focused on ethnic and non-English speaking audiences in the United States. Dr. Coffey serves as director of the new online master’s program in Audience Analytics. 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. She teaches courses in audience analysis, telecommunication programming, innovation and entrepreneurship, and media management. Dr. Coffey’s work has been published in several journals including Journalism & Mass Communication Quarterly, Journal of Advertising Research, International Journal on Media Management, Communication Law & Policy, and the Journal of Media Business Studies. Her research has been supported by the National Association of Broadcasters and the U.S. Department of Defense. She received a University of Florida Research Foundation Professorship in 2014, as well as the College’s Faculty Research Award. Coffey is also affiliated with the UF Center for Latin American Studies. She received her Ph.D. from the University of Georgia.


Fisher, Carla. Advertising. Carla L. Fisher is an Assistant Professor and affiliate of the STEM Translational Communication Center and UF Health Cancer Center. She was a Pre-doc Fellow with the National Institute on Aging with post-doc training from the National Cancer Institute. Using a life-span, developmental lens she examines the importance of family communication to health in the family environment and clinical setting, focusing on coping and health-promotion behavior. She conducts narrative-focused mixed-method research with multi-method qualitative designs. Her work has been funded at the federal, private, and local levels and published in journals like Patient Education & Counseling, Journal of Genetic Counseling, Health Communication, & Psycho-Oncology. She served as an expert for the USAID and the Office of Women’s Health (OWH) and currently is the qualitative researcher on research grants for the Military Primary Care Research Network. Fisher is internationally recognized for her research on mother-daughter communication, breast cancer coping, and prevention, collaborating with Mayo Clinic and Memorial Sloan-Kettering Cancer Center (www.motherdaughterbreastcancer.com). Her book, Coping Together, Side by Side: Enriching Mother-Daughter Communication across the Breast Cancer Journey is the first translational, research-based book on the psychosocial experience of cancer from the mother-daughter perspective.

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. Since 2005,
Freeman has conducted a two-week summer study abroad program to Berlin, where UF students photograph and write about the diverse population of the now unified city. The 2012 website he produced with student work was recognized with a first-place "Best of the Web" award at the 2013 AEJMC convention in Washington, D.C.

**Goodman, Robyn.** Advertising. Goodman’s teaching and research interests include visual communications, health communications, and physical appearance research. Publications include, “Flabless is Fabulous: How Latina and Anglo Women Read, Negotiate, and Incorporate the Excessively Thin, Mediated Body Ideal Into their Everyday Experience,” “Barometer for Beauty: How Cosmetic Surgery Websites Define and Visualize ‘What is Beautiful,’” and “Is Beauty a Joy Forever? Young Women’s Emotional Responses to Varying Types of Beautiful Advertising Models.” Her publications are in journals such as *Journalism and Mass Communication Quarterly, Visual Communication,* and *Visual Communication Quarterly* as well as numerous book chapters. Dr. Goodman has worked as a sports reporter, advertising art director and a freelance graphic designer. She has been recognized and received top paper awards for her research and won multiple bronze Tellys for sports advertising.


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.


His first book, “Public Relations Online: Lasting Concepts for Changing Media,” released by SAGE in 2006, was among the first scholarly textbooks in public relations to focus on the implications of social media and “Web 2.0” technologies for theory and practice. He is contracted to write his second book on public relations in the digital age with Oxford University Press.


Kim, Eunice. Advertising. Dr. Kim’s research focuses on marketing and persuasive communications in digital and social media environments, consumer-brand relationships, consumer psychology, and media psychology. Her recent research has examined the role of social media as a venue for building relationships with brands, with a focus on motivation, personality, and consumer behavior on social media. She has had articles published in a number...

**Kiousis, Spiro K.**, Public Relations. Dr. Kiousis’ research interests include political public relations, political communication, and digital communication. Specifically, this interdisciplinary research explores the interplay among political public relations efforts, news media content, and public opinion in traditional and interactive mass mediated contexts.


**Lee, Moon.** Public Relations. (Ph.D., 2001, University of Florida) is an associate professor in the Department of Public Relations at the University of Florida. She was previously an associate professor at the Edward R. Murrow School of Communication. Lee’s research focuses primarily on media effects, health communication, media technologies and information processing and decision-making process of individuals (especially rebellious young adults). Her research focuses on how viewers perceive different types of media messages and how to design effective health communication campaign messages to influence viewers’ decision making processes. Her research has been published in *Health Communication, the Journal of Computer Mediated Communication, Journalism & Mass Communication Quarterly, etc.* She is an active member of the International Communication Association and the Association for Education in Journalism and Mass Communication and is a member of the Editorial Boards of Computers in Human Behavior. Lee served as a PI and a co-PI for several grant projects that include the development and evaluation of “Self-voicing Test” and “Generator of Accessible Tests” at Educational Testing Service and “Pilot Test of a CD-ROM Intervention to Prevent Impaired Teen Driving” at Washington State University. Lee currently serves on the editorial board of the *International Journal of Promotion Science* and has presented papers to the International Communication Association and the National Communication Association for Education in Journalism and Mass Communication.
investigates the relationship between college students’ excessive drinking and rebellious risk-taking. She conducted several scientific studies to measure college students’ smoking and drinking problems and its relationship with their perceptions of and attitude toward media campaign messages. Lee is working on several research projects, identifying how to design an interactive program for the prevention and intervention of critical health problems such as smoking, binge drinking, and sexual violence against women.

Lee, Yu-Hao. Telecommunication. Yu-Hao Lee’s research focuses on the media psychology and application of digital games. Specifically, decision making and information processing in interactive environments. He is also studying the effects of social media campaign and activism using experimental methods. He received his doctorate in Media & Information Studies from Michigan State University. His research interest stems in part from his professional experience as a journalist covering political, education, and environmental news. Where he is constantly seeking new ways to communicate complex stories to diverse audiences. His research is also guided by his passion of digital games as a medium that motivate and engage users in dynamic interactive experiences. He has been involved in several design-based research projects exploring and examining persuasive communication in various contexts. Including a serious game to teach intelligence analysts about cognitive biases, a game to improve high-school students’ information literacy skills, and a wiki platform for microbial risk assessment experts to communicate and collaborate. He has received external grants from the National Science Foundation (NSF), Online New Association (ONA), and CTSI to support his research. His work has been published in journals such as Cyberpsychology, Behavior, and Social Networking, Psychological Science, Computers in Human Behavior, and ACM CHI. His research has been awarded division top paper by International Communication Association (ICA) and AEJMC.

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. His research, driven by more than 25 years as a professional journalist, focuses on newsroom culture and ethics, and in particular, plagiarism at professional news outlets. His research has been published in Journalism & Mass Communication Quarterly, Newspaper Research Journal, Mass Communication and Society, Journalism & Mass Communication Educator, American Journalism and Journal of Media Ethics, among other journals. His graduate teaching includes the doctoral Perspectives class in the fall and a Big Data seminar in the spring. His professional experienced ranges from The Washington Post financial desk to three Pacific Northwest dailies where he served as editor or publisher for 15 years. He was named to the first class of UF Entrepreneurship Faculty Fellows for 2014 and was named the UF Teacher of the Year for 2009-10.


McNealy, Jasmine. Telecommunication. McNealy studies information, communication, and technology
with a view toward influencing law and policy. Her research focuses on privacy, online media, communities, and culture. She has been published or accepted for publication in both social science and legal journals including the First Amendment Law Review, Newspaper Research Journal, and Communication Law & Policy. McNealy has presented her research at the annual conferences for AEJMC, ICA, AOIR and in front of the Federal Trade Commission. Her graduate teaching includes classes such as Telecommunications Regulation and the new class for fall 2016 entitled, Communicating Privacy. She holds a PhD in Mass Communication with and emphasis in Media Law, and a J.D. from the University of Florida, and a Bachelor of Science in both Journalism and Afro-American studies from the University of Wisconsin.

Men, Linjuan (Rita). Public Relations. Dr. Men’s research interests include internal communication, leadership communication, public engagement, measurement and evaluation, relationship/reputation management, and social media public relations. She has published over 30 articles in leading refereed journals including Journal of Public Relations Research, Communication Research, Management Communication Quarterly, Public Relations Review, Journalism and Mass Communication Quarterly, New Media and Society, Journal of Communication Management, International Journal of Strategic Communication, Public Relations Journal, Journal of Marketing Communications, among others, and as book chapters in edited books by top scholars, including the Handbook of Communication and Corporate Reputation and The IABC Handbook of Organizational Communication. Her lead-authored book titled Excellence in Internal Communication Management is currently in press with Business Expert Press. She serves on the editorial board of the Journal of Public Relations Research, Communication Research Report, and has served as a reviewer of many journals and conferences. Men received numerous awards and grants from national and international communication associations and conferences. She is the 2010 recipient of the Ketchum Excellence in Public Relations Research Award from the Institute for Public Relations, the 2013 – 2014 Arthur W. Page Legacy Scholar, and the 2016 recipient of the College’s Faculty Research Award. Accredited in public relations and as a Page Up member of the Arthur W. Page Society, Men’s professional experience includes corporate communication, marketing, and public relations research. She has worked internationally with Alibaba Group, Inc., Ketchum, Inc., and provided communication consultancy for multiple multinational corporations and non-profit organizations. She is the advisory board member and former co-organizer of the International Public Relations Research Conference. She also serves as the Research Director for the Institute for Public Relations’ Organizational Communication Research Center. Men earned her Ph.D. in Communication from the University of Miami in 2012, and holds an M.Phil in Communication from Hong Kong Baptist University, Hong Kong, and a B.A. in International Communication from Zhejiang University, China.


Morton Padovano, 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.I., M.B.A.) and from the University of Texas at Austin (Ph.D.).


Roberts, Churchill. Telecommunication. He received his BA from the University of Tennessee, MA from Memphis State University, and Ph.D. from the University of Iowa. He is the author of numerous articles on communication which have appeared in such journals as Broadcasting and Electronic Media, Journalism and Mass Communication Quarterly, Communication Monographs, and the International Communication Bulletin. He is co-author of Discovering Mass Communication (1992). Dr. Roberts has been the recipient of grants from the Corporation for Public Broadcasting, the Florida Endowment for the Humanities, the National Endowment for the Humanities, Freedom Forum, Florida Department of Education, and the United States Agency for International Development. He served as executive producer of several PBS documentaries, including Giving Up the Canal (1990), Campaign for Cuba (1992), and Last Days of the Revolution (1994). The most recent Documentary Institute project, Freedom Never Dies, was completed in 2000 and aired on PBS in the spring of 2001. Dr. Roberts’ research interests are documentary film and the impact of media on society.


Sorel, Tim. Telecommunication. Creative activities: producing, directing and photography. Producer,
contributing producer to more than 60 television shows, specials, feature films, documentary film, commercials, industrial videos, etc. His work has appeared on ESPN, ABC, A&E, Sun Sports, PBS, CBS and more. A recent 100-year historical documentary was picked up and distributed by Warner Brothers. A recent documentary on Cambodia was screened in Canada, Switzerland, Australia and festivals in the US and at the Voice of America and the Khmer Studies Forum in Athens, Ohio. Specializes in sports and television and film to promote social change.


**Treise, Debbie.** Advertising; Graduate and Research Division. A specialist in science and health communication, Treise has received funding for her research communication from the National Aeronautics and Space Administration (NASA), Kaiser Family Foundation, NIH Clinical Translational Research Award. She is the author of several book chapters, journal articles, and conference presentations, and has given national and international invited talks on science and health communications. She has published in several journals including: the *Journal of Pharmaceutical Marketing and Management, Public Understanding of Science, Science Communication, Journal of Health and Mass Communication, Journal of Consumer Affairs, Infection Control and Hospital Epidemiology, Journal of Pharmaceutical Marketing and Management, Journal of Advertising and the Journal of the National Medical Association.* Treise is a member of NASW, AAAS, AHCJ and reviews for NIH and NSF panels.

**Tripp, Bernell.** Journalism. Specializes in sports writing and has won several awards for her spot sports coverage and sports writing. Before joining the College of Journalism and Communications, Tripp was a sports writer for the Pensacola News and freelanced for the *Orlando Sentinel, Florida Times-Union* and the *New Orleans Times-Picayune.*

**Waddell, Thomas Frank.** Journalism. Waddell’s research interests focus on the effects of new communication technologies that either provide the opportunity for self-expression (e.g., social media) or that afford the ability to monitor the collective opinion of others (e.g., social television). Recently, his work has focused on the effects of user-generated content and popularity metrics on news reception and issue importance. More broadly, Waddell studies whether traditional media effects are moderated by the assumed sentiment of others as expressed by metrics such as user comments, likes, and shares. Waddell has published his research in a variety of interdisciplinary journals including the *Journal of Broadcasting and Electronic Media, Computers in Human Behavior, PRESENCE, ACM SIGCHI,* and *Cyberpsychology, Behavior, and Social Networking,* among other outlets. Some recent publications include: Waddell, T. F. (forthcoming). The allure of privacy or the desire for self-expression? Identifying users’ gratifications for ephemeral, photograph-based communication. *Journal of Cyberpsychology, Behavior, and Social Networking.* Waddell, T. F., & Sundar, S. S. (forthcoming). #thisshowsucks! The overpowering influence of negative social media comments on television viewers. *Journal of Broadcasting & Electronic Media.* Waddell, T. F., Auriemma, J., & Sundar, S. S. (2016). Make it simple, or force users to read? Paraphrased design improves comprehension of end user license agreements. *Proceedings of CHI 16*: ACM SIGCHI Conference on Human Factors in Computing Systems, 5252-5256. doi: http://dx.doi.org/10.1145/2858036.2858149. Limperos, A., Waddell, T. F., Ivory, A. H., & Ivory, J. D. (2015). Psychological and physiological responses to stereoscopic 3D presentation in handheld digital gaming: Comparing the experiences of frequent and infrequent game players. *PRESENCE: Teleoperators and Virtual Environments,* 23(4), 343-351. doi: 10.1162/PRES_a_00204.

**Walsh-Childers, Kim.** Journalism. Specializes in health communication, particularly news coverage of health issues. Publications include *Mass Media & Health: Examining Media Impact on Individuals and the Health*


Wright, John W., II. Telecommunication.
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 on the next page. In order to facilitate this process, please provide your advisor with the following information. 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 Senior Associate Dean for Graduate Studies and Research  dtreise@jou.ufl.edu
NOTE: this is the form your advisor will complete and submit, following receipt of the information you provide.

FACULTY REPORT—to be completed by Faculty Advisor
ANNUAL EVALUATION OF DOCTORAL STUDENTS

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.

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 Grad Division?: Yes No
   h. Qualifying Exam Completed:
      If yes, date completed: _____________________
      If no, anticipated semester of exam: ________________
   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. Skills Rubric 1: Successful completion of research studies to submit to conferences and publication:
   ____ Exceeds Expectations:
   First-year doctoral students: 1 conference paper accepted and 1 paper submitted to a refereed journal.
   Second, third and fourth year doctoral students: 1 or more first or sole authored publications accepted in refereed journals; and 1 in revise and resubmit; and 2 or more papers accepted at national conferences.
   ____ Meets Expectations:
   First-year doctoral students: 1 conference paper accepted.
   Second, third and fourth year doctoral students: 1 first or co-authored publication accepted in refereed journal; and 1 in revise and resubmit, and 2 or more papers accepted at national conferences.
Near Expectations:

First-year doctoral students: 1 conference paper submitted.
Second, third and fourth year doctoral students: 1 paper in revise and resubmit in refereed journal, and 2 or more papers accepted at national conferences.

Below Expectations:

First-year doctoral students: No papers submitted to a conference.
Second, third and fourth year doctoral students: No papers in revise and resubmit for publication and fewer than two papers submitted to national conferences.

6. Professional Behavior 2: Participates in professional activities on a national scale and/or academic service activities on a university-wide scale or is an outstanding mentor of other students:

Exceeds Expectations:

Serves on college or professional committees; and participates in academic service, or mentoring of other students.

Meets Expectations:

Serves on a college or professional committee or works on an academic service project or mentors other students.

Below Expectations: Does not participate in professional or college committees, academic service or mentoring.

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

Excellent _____ Good _____ Average _____ Below Average _____ Unsatisfactory _____

Additional Comments:

Advisor: Name__________ Signature ___________________________ Date ______________

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

Student: Name______________ Signature ___________________________ Date ______________
APPENDIX B

AVOIDING PLAGIARISM
viii
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.

Self-plagiarism is defined as an author’s re-use of portions of his or her own earlier work without citing the original content. So, for instance, it would be considered self-plagiarism if you copied the literature review you wrote for one paper and re-used it in another related paper without substantial alteration. Obviously, when you’re writing multiple papers on a similar topic, you’re likely to cite many of the same articles more than once. However, to avoid self-plagiarism, you should write each new literature review independently so that you’re not repeating the same sentences in more than one paper. Of course, direct quotes from other authors’ work may be used in multiple papers, so long as they are cited properly in each paper. And you may make reference to your own work in a subsequent paper – simply cite that earlier paper, just as you would cite a paper written by another scholar. Many students find the concept of self-plagiarism confusing because, after all, if you wrote the original paper, how can it be “stealing” to re-use your own words? The problem is that when readers pick up a new paper by a scholar whose previous work they have read, they expect all of the material to be new. They don’t expect to see “recycled” material. Certainly a journal editor who agrees to publish your article expects that he or she would not be able to find identical or nearly identical material in articles you’ve had published earlier. Self-plagiarism, therefore, can damage your reputation as a scholar.

During your graduate program, you may well want to write more than one paper on the same or a similar topic. When you do, you should discuss your plans – and any previous papers you’ve written using similar materials – with the professor in the class. Although it’s expected that your work in later classes will build on work you’ve done in previous classes, most professors follow a fairly strict “no recycling” policy in relation to your re-use of portions of earlier papers, even if you were the sole author of the earlier paper.

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.
APPENDIX C

ACADEMIC INTEGRITY IN GRADUATE STUDIES
THE PENALTIES FOR PLAGIARISM
ACADEMIC INTEGRITY IN GRADUATE STUDIES
IN THE COLLEGE OF JOURNALISM AND COMMUNICATIONS

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

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

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

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

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

THE PENALTIES FOR PLAGIARISM

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

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

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

____________________________________________________________________
Print Name Date

___________________________________
Signature
APPENDIX D

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 JANUARY 2008, UPDATED MARCH 2012

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>
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<tbody>
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<td>Mass Communication</td>
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<tr>
<td>Member:</td>
<td></td>
<td>Optional Professor</td>
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<tr>
<td>Approved</td>
<td></td>
<td>Senior Associate Dean, Division of Graduate Studies and Research</td>
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<td>Date</td>
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</table>

xix
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

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 Senior 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 coursework 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, 9 Hours Required**

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<th>COURSE</th>
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<th>ADVANCED</th>
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<td>MMC 6929 – Communication Colloquium</td>
<td>1st Fall</td>
<td>2</td>
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<td>1st Fall or</td>
<td>3</td>
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Total Credits

**Specialization Courses, 12-20 Credits Required** (List courses individually.) Essential courses in area of interest, primarily from this college.

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<tr>
<th>COURSE</th>
<th>TERM &amp; YEAR</th>
<th>CREDITS</th>
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Total Credits
### Methodological Courses, 12-20 Credits Required

(List additional courses individually.)

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<td>Methods (inside college)</td>
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Total Credits

### 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.)

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<thead>
<tr>
<th>COURSE</th>
<th>TERM &amp; YEAR</th>
<th>CREDITS</th>
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<th>ADVANCED</th>
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Total Credits

### 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.)

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<th>COURSE</th>
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<tr>
<td>MMC 7980 - Research for Doctoral Dissertation</td>
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<tr>
<td>MMC 7980 - Research for Doctoral Dissertation</td>
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Total Credits

**Grand Total**

| TOTAL REQUIRED | 90 CREDITS | 5 ADVANCED LEVEL COURSES |
APPENDIX E

INCOMPLETE GRADE CONTRACT
COLLEGE OF JOURNALISM AND COMMUNICATIONS
DIVISION OF GRADUATE STUDIES

INCOMPLETE-GRADE CONTRACT

COURSE NUMBER AND NAME: __________________________________________

SEMESTER AND YEAR OF COURSE: ______________________________________

STUDENT’S NAME: ____________________________________________________

STUDENT’S UFID #: ________________________________________________

INSTRUCTOR’S NAME: ________________________________________________

ADVISOR’S NAME: __________________________________________________

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

1. The student must have completed a major portion of the course with a passing grade.

2. The student is unable to complete the course requirements before the end of the term because of extenuating circumstances beyond his or her control, such as a documented serious illness, that are directly relevant to the inability to complete the requirements.

3. The student and instructor have discussed the situation prior to the final graded assessment in the course (except under emergency conditions where such discussion is not feasible, including but not limited to medical or family emergencies).

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

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

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

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

   YES: ____ describe:__________________________________________
   NO: ______

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

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

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

<table>
<thead>
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<th>SIGNATURE OF STUDENT</th>
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<th>SIGNATURE OF ADVISOR</th>
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<thead>
<tr>
<th>SIGNATURE OF INSTRUCTOR</th>
<th>DATE</th>
<th>SIGNATURE OF SE. ASSOC. DEAN FOR GRAD. STUDIES</th>
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Upon completion of the work required to remove the “I” grade, the Instructor must fill out a *Change of Grade Form* and submit it to Kim Holloway, Program Assistant for the College of Journalism and Communications.

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

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

Updated 03/11/2011  8/7/12
APPENDIX F

QUALIFYING EXAM PREPARATION AND STUDY GUIDE
By Joy L. Rodgers, Ph.D.
Prep, prep, prep: Your quals start now

Preparing for Qualifying Exams (The Process)

Qualifying exams mark the transition from taking coursework and being a Ph.D. student to dissertating and being a Ph.D. candidate. Here’s a brief outline of the qualifying exam process to help in your preparation:

1. **Write prospectus.**
   
   A prospectus is your initial, brief sketch of your dissertation topic. Generally, a prospectus entails a brief rationale and literature review, theoretical foundations, research questions, and methodology, as well as a bibliography and research timeline. The length will depend on your topic and your dissertation chair’s expectations.

2. **Meet with committee members as a group.**
   
   An initial meeting – before you write your proposal and schedule your qualifying exams – is a good way to get all of your committee members together for feedback on your prospectus and consensus on timing of your qualifying exams and proposal defense.

3. **Schedule exams and oral defense.**
   
   After your initial meeting with your committee, you should go ahead and schedule your exams and defense.

4. **Prepare reading lists.**
   
   You will have a reading list of current journals, journal articles, books, and book chapters for each of the four exams. Submit each reading list to the appropriate committee member who will be writing the exam question that corresponds to the list. The reading lists are intended to serve as a study guide so you and your committee agree on necessary preparation.

5. **Meet with committee members individually.**
   
   The purpose of meeting with each committee member individually is to go over the reading list and to talk about possible exam questions. Some professors will give you a good idea of what your questions will be. Others will not be that generous. In any event, this individual meeting is a good time to try to get as many specifics about what to study and how to prepare for the question the individual committee member will write.

6. **Write dissertation proposal.**
   
   The proposal entails the first three chapters of your dissertation: introduction, literature review, and methodology. Depending on your method, you also will be expected to submit supplemental material such as interview questions, IRB paperwork, and research instruments.

7. **Study for qualifying exams.**
   
   Ideally, your proposal will be written and submitted to your committee for review before you begin studying for exams. However, most students multitask by writing their proposals and studying for their exams at the same time. In either case, you should manage your time well. Think about how much time you need to write and...
to study. Come up with a timeline, giving yourself some cushion in case one or the other task takes longer than you anticipate.

**Studying for Qualifying Exams**

While qualifying exams can be hugely intimidating, you can get through them without driving yourself insane. Here are some tips for effective studying:

1. **Write every day. Write lots.**

   Writing every day:
   - Allows you to make connections between ideas, texts, and concepts.
   - Gives you materials to go back to and study from.
   - Provides evidence of what you’ve done that day.
   - Helps to keep you focused and on track with your reading and studying.

2. **Write practice questions.**

   Writing practice questions, especially timed, can give you a sense of the things you do well, the things you still need to work on, and what the exam situation is going to be like. Knowing what you’re up against can help prepare you mentally for the task ahead.

3. **Take study breaks.**

   Breaks are hard to do when you are studying. But taking time for you is important. Small breaks while studying will help allow the concepts you’ve learned to cohere and give your brain time to solidify connections. Good studying always includes small breaks—do the laundry, make a snack, go for a walk.

   Big breaks are important, too. Take an entire day off to do something you enjoy and some guilt-free de-stressing. Spend time with your family. Go see a movie or a play. Go to a sports event and cheer on your favorite team. Go hiking. In short, take some time to do things that you enjoy, so you’ll feel more refreshed and relaxed when you do hit those books again.

4. **Set small, attainable goals (and rewards!).**

   Setting goals for the day or week is a good way to stay motivated and ensure that you are tackling all the material. Goals must be realistic and attainable. Know your limits, and work within them. Instead of saying “I will read 10 books by the end of the week,” have a goal of 40 pages of reading per day, and 2 pages of writing. Daily goals give you something to work toward, and meeting them gives you a sense of accomplishment and momentum.

   And make sure to reward yourself for reaching goals, even if it is something small. Read a book for pleasure when you’ve reached your weekly goals. Eat a piece of chocolate after finishing a text. Promise yourself a trip to a new restaurant when you finish a chunk of readings.

5. **Enlist others.**

   A support network of friends, family, and colleagues can help get you that final mile. Find a study partner. Recruit family members or spouses to encourage you to reach your writing goal for the day. Ask friends to quiz you or read over practice
exams. Talk to a colleague about your study process. Ask other students about their exam experiences. Studying alone can feel isolating. But including others in your study plan can help make studying easier.

6. **Focus on what you do know.**

Worrying about all the things you have yet to learn or the questions you can’t yet answer will induce panic and undue stress. The reality is that you likely know more than you give yourself credit for.

Write a practice question that you know you can answer. Get a friend to ask you trivia questions about a text you know well. Read back over your notes to see how far you have come. Read a paper from a year ago to remind yourself what you’ve read. If you focus on the things you already know, your mind will be more at ease.

**Writing Qualifying Exams**

Sitting down to write qualifying exams can be terrifying, especially since you won’t be able to use your study notes. Here are a few tips to help make the exams less frightening:

1. **Take a deep breath.**

You’ll be fine. You’ve got this. Take a moment before you start writing to remind yourself that you are awesome, you are prepared, and you can do this.

2. **Jot down key terms, concepts, dates, and authors.**

Before you look at the questions, take time to jot down things that you are trying to keep at the front of your mind, like dates and names. This can help free up your brain to think about other things. Also, taking 5 minutes to write down some of what you know can help boost your confidence, and remind you of all the things you know.

3. **Read the whole exam carefully, and take notes**

This step is especially important if you have a choice between questions, or if you have a number of prompts to write. As you read, make sure you underline key terms, and that you fully understand what the question is asking of you. Often, the key question will be in the last couple of lines in the prompt, so make sure you read the whole thing.

As you read, think about how you would answer each question. Make notes about the kinds of sources you would use, or what theories or concepts would be central to your response. This is important because it can help you find gaps, such as:

- Are you missing an important author somewhere?
- Do two of your answers sound too similar?

Having a sense of where you are going to go for the whole exam, instead of just one question at a time, can help you make sure you are covering all the ground you need. As well, it can help you allocate your time effectively. How long do you need to spend on each response?

4. **Brainstorm and draft your answers**

Before you start writing in earnest, take a few moments to walk through how you are going to answer the prompt. Jot down a thesis statement and arguments. Spend
time sketching out where your answer is going to go (an outline). This will help you stay focused when it comes time to write your response.

5. **Be as meta-cognitive as possible, and sign-post your responses**

Start by writing an introductory paragraph that speaks *directly* to the prompt. Answer the question immediately. Then, sketch how where the rest of your answer is going to go. Be as meta-cognitive as possible, and use lots of sign-posting.

Talk about what each paragraph or section is going to do, and why. This will help your committee members know immediately *what* and *why* you are writing, and will help keep you on track. You can go back and edit this paragraph once you are done, if your thoughts have changed slightly, but use this as a road map. This will also help you if you run out of time, as it will let your readers know where you were going with your thoughts.

Then, write a beginning sentence to each paragraph that acts as a mini-introduction. Tie the paragraph back to your thesis, and outline what you are going to do in the paragraph. Again, this works as a road-map for you and your readers, and can help keep you on topic, and can act as a stand-in paragraph if you run out of time.

6. **Proofread and edit**

Make sure you build in time at the end to take a second pass over your responses. Catch typos, incorrect dates/authors, and make sure that your answers are as cohesive and comprehensive as possible.

7. **A few general tips:**

- **Keep in mind that everyone wants you to pass.**
  - You likely won’t get trick questions, or prompts designed to trip you up.
  - People are rooting for you, and your exam will be full of things you can answer.

- **Move on from questions you can’t answer.**
  - You may get a question you can’t answer, or don’t feel prepared to.
  - Leave challenging questions for last. Answer what you know you can, then return to that one and do your best. You may be able to answer part of what is being asked.
  - Just remember not to panic.

- **Pay attention to your time.**
  - You will have four hours for each exam.
  - Remember to cut yourself off as needed, to ensure you get everything done.

- **Take a break.**
  - Take a short break to recharge.
  - Go to the bathroom, or scoot your chair over and doodle a dinosaur to give your brain a rest.

- **Relax.**
  - You’re awesome. You will do great!
APPENDIX G

HIGHLIGHTS IN THE HISTORY OF THE COLLEGE
## 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>
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<tr>
<td>1928</td>
<td>First degrees in journalism conferred in June. WRUF-AM goes on air.</td>
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<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>
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<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>
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<tr>
<td>1954</td>
<td>School expands to School of Journalism and Communications.</td>
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<tr>
<td>1955</td>
<td>School accredited in Advertising. School moves to Stadium Building.</td>
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<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.</td>
</tr>
<tr>
<td>YEAR</td>
<td>SPECIAL EVENT</td>
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<tr>
<td>1959</td>
<td>James &quot;Mickey&quot; Ellenberg, Jr., becomes 500th journalism graduate at June Commencement.</td>
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<tr>
<td>1967</td>
<td>Board of Regents votes for School to become College.</td>
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<tr>
<td>1968</td>
<td>John Paul Jones, Jr., named Dean of College.</td>
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<tr>
<td>1969</td>
<td>100th student graduated from master’s program.</td>
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<tr>
<td>1970</td>
<td>Communication Research Center becomes a full-time operation.</td>
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<tr>
<td>1972</td>
<td>College departmentalized into Advertising, Broadcasting, Journalism, and Public Relations.</td>
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<tr>
<td>1973</td>
<td>Independent Florida Alligator becomes independent and moves off-campus.</td>
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<tr>
<td>1976</td>
<td>Ralph L. Lowenstein named Dean of College. School accredited in Public Relations.</td>
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<tr>
<td>1980</td>
<td>College moves into Weimer Hall in spring quarter.</td>
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<tr>
<td>1980</td>
<td>College initiates &quot;Professional Summer&quot; program for faculty members.</td>
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<tr>
<td>1981</td>
<td>WUFT-FM goes on air.</td>
</tr>
<tr>
<td>1986</td>
<td>500th student graduated from master’s program. The Joseph L. Brechner Center for Freedom of Information was established this year.</td>
</tr>
<tr>
<td>1989</td>
<td>W10BR (now WRUF) goes on the air.</td>
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<tr>
<td>1990</td>
<td>In May, first two doctoral degrees in mass communication conferred.</td>
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<tr>
<td>1994</td>
<td>Terry Hynes named Dean of College. The Interactive Media Lab is established.</td>
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<tr>
<td>1996</td>
<td>Graduate programs received highest overall ratings in the nation in <em>U.S. News and World Report</em>.</td>
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<td>1997</td>
<td>Documentary Institute joins the College of Journalism and Communications.</td>
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<tr>
<td>1998</td>
<td>College offers a new degree plan in documentary production.</td>
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<tr>
<td>1999</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>
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<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>
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<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>
</tbody>
</table>
2006  John W. Wright, II named Interim Dean of the College
Linda Hon named Executive Senior Associate Dean of the College
ACEJMC re-accredits the undergraduate and graduate programs.

2007  John Wright named Dean of the College of Journalism and Communications

2008  ABC News opens bureau at Weimer Hall
College creates country’s first chair in Public Interest Communications

2010  Michael Weigold named Senior Associate Dean for Undergraduate Affairs and Enrollment Management
Center for Media Innovation + Research opens in the College.
The College of Journalism and Communications and the University Athletic Association announced a partnership that moves GatorVision, the multimedia operations unit of UAA, to Weimer Hall. The partnership will expand opportunities for professional education of students.
This is the 3rd year in a row that the College has the highest number of accepted papers at our largest conference—AEJMC.

2011  College offers first online Master’s program.
Ranked 6th of 91 programs nationwide in placement of doctoral students.

2012  College’s doctoral program named as one of UF’s top 10 doctoral programs at the University.

2013  Diane McFarlin named Dean of the College of Journalism and Communications beginning January 2013.
Spiro Kiousis named Executive Senior Associate Dean of the CJC in February 2013.

2015  College awards its 100th Master of Advertising degree.
College awards its 2000th Master of Arts in Mass Communication degree and 250th Doctoral degree.