MASTER’S HANDBOOK
2016-2017

GRADUATE STUDIES AND RESEARCH

Debbie Treise, Ph.D.
Senior Associate Dean and Professor

Graduate Division Staff
Jody Hedge
Program Assistant
Graduate Student Records

Kim Holloway
Administrative Support Assistant II, Fiscal
Assistantships and Fellowships

Sarah G. Lee
Program Assistant
Admissions

Lylly Rodriguez
Administrative Assistant

Contact Information
University of Florida
College of Journalism and Communications
Division of Graduate Studies and Research
2000 Weimer Hall
PO Box 118400
Gainesville, FL 32611-8400
Telephone—352-392-6557   Fax—352-392-1794
www.jou.ufl.edu/grad  gradapps@jou.ufl.edu
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ABOUT THE MASTER’S HANDBOOK

Welcome to the College of Journalism and Communications at the University of Florida. This handbook is intended to help the student understand how to approach graduate studies in our College, so please read it carefully. The policies detailed here are set by the faculty members in this College. The handbook is supplemented with updates on the Graduate Studies and Research 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 Master’s Handbook takes up where the Graduate Catalog stops. Students graduate under the catalog in effect at the time of their initial enrollments as degree-seeking students at UF provided they maintain continuous enrollment. Students who do not maintain continuous enrollment will use the catalog in effect at the time enrollment is resumed.

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

In addition, the student should be familiar with the requirements in the publications listed below.

DEADLINE DATES
All graduate school deadline dates are available online at: http://www.graduateschool.ufl.edu/graduate-life/graduation/deadlines/

CHECKLIST FOR MASTER’S THESES
This checklist is an essential guide to help the student through the thesis process and can be found online at: http://graduateschool.ufl.edu/graduation/checklists

THE UNIVERSITY CALENDAR
The calendar is published online in the Graduate Catalog at: http://graduateschool.ufl.edu/academics/graduate-catalog and at: https://student.ufl.edu/

THE UNIVERSITY GRADUATE STUDENT CATALOG AND HANDBOOK/PLANNER
The Graduate Catalog is available online at: http://graduateschool.ufl.edu/academics/graduate-catalog and the UF Graduate Student Handbook/Planner is available at: http://graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf. In addition to providing the university calendar, the catalog is the University’s official record of graduate policies, critical dates, deadlines, course descriptions and faculty members for master’s degree and doctoral degree students. The planner is intended to assist students by providing helpful information and reference material in a useful format and includes a daily planner complete with deadline dates.

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

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

From a memo sent via the Graduate Student List Serve on January 6, 2009:
The UF Graduate Student Listserv is a service of the UF Graduate School to keep students informed of academic, research and financial opportunities, as well as important deadlines and critical dates for graduate students.

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

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/about-us/offices/editorial/thesis-and-dissertation/

FORMS

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

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.

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

BEHAVIORAL EXPECTATIONS

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

GRADUATE STUDY IN THE COLLEGE

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

DEGREE PROGRAMS AND SPECIALTIES

The College offers, through its Division of Graduate Studies and Research, college-wide graduate degree programs, with faculties drawn from the four undergraduate departments. All college faculty members hold an appointment in one of the undergraduate departments: Advertising, Journalism, Public Relations, and Telecommunication. The master’s program leads to a degree bearing the title Master of Arts in Mass Communication (MAMC). The College also offers a specialized master’s degree in advertising management (MADV) and a joint MA/JD in conjunction with the College of Law. The joint degree plan with the College of Law provides both a Juris Doctor and an MAMC and requires a student to be admitted into the second program no later than two semesters before graduating from the first program. The student must apply for admission to both the College of Law and the College of Journalism and Communications. For more information, see: http://www.jou.ufl.edu/grad/jdmamc/default.asp.

The College's doctoral degree program is described in detail in a separate handbook.

The master’s program is a two-track system, one focused on PhD preparation and one on professional development.

In the PhD-preparation program, you learn the ideas and skills you need for satisfying life-long careers in mass communication. You can choose to obtain a Master of Arts in Mass Communication degree by selecting one of the specializations below or by enrolling in the Master of Advertising program. Master’s students in the PhD-preparation track may complete a thesis in advertising, journalism, public relations, telecommunication, international communication, or science/health communication. A project in lieu of thesis option is available for some specializations.

The Pro Master’s track allows students to “mix and match” coursework from three key career areas—Data/Research, Creative, or Management - to develop a customizable curriculum. Students can use the suggested curriculum or create their own path to reach personal career goals. Students complete a project in their last semester.

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

**ACADEMIC ADVISERS**

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

Graduate School policy requires that a supervisory committee be appointed before the completion of two terms or 12 credits, whichever comes later. When the supervisory committee is formed, the chair of the committee becomes the student’s official adviser. From this point on, the committee chairperson, not the graduate coordinator, has primary responsibility for determining what courses the student should take.

**FORMS**

Forms required by this college are available online at [http://www.jou.ufl.edu/grad/forms/](http://www.jou.ufl.edu/grad/forms/) or in the Division of Graduate Studies and Research office.

**MASTER'S PROGRAM POLICY**

Each student must prepare a degree plan, which includes a list of courses to be completed in partial fulfillment of degree requirements. Plans must be signed by the student, the academic adviser, and the Senior Associate Dean for Graduate Studies and Research. Degree plan forms are available in the Division of Graduate Studies and Research office or online at the following site: [http://www.jou.ufl.edu/grad/degreeplans.asp](http://www.jou.ufl.edu/grad/degreeplans.asp).

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

**GENERAL REQUIREMENTS**

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

Although tracks differ in their requirements, thesis and project students are required to earn a minimum of 30 credits including a minimum of 4 and a maximum of 6 hours of MMC 6971 (6973 for project students).

Students may take additional credits of MMC 6971 or 6973, but anything over the maximum number will not count toward the degree. All courses must be numbered 5000 or above. Students must take all courses for a letter grade unless the course is listed in the university’s catalog as carrying the S/U grade.

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

**MASS COMMUNICATION BACKGROUND**

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

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

**STATISTICS REQUIREMENT**

Some specializations require that master’s students take a course in statistics if they have not done so in their undergraduate programs. The course may be taken before graduate study begins at the University of Florida or while in the program. Please consult with your adviser or check the degree plan for your specialization to determine if you must have statistics.

Students taking a graduate-level statistics class must make a B minus or better to be able to count it as an elective as well as satisfy the background requirement.
UNDERGRADUATE COURSES

No undergraduate courses may be taken for credit on the degree plan. However, if students wish to take a 3000- or 4000-level course for graduate credit, they must secure the approvals of their adviser and the instructor of the course. Please be advised that faculty members are not obligated to accept the student’s request to take the class at the graduate level and may refuse the request. If the student’s advisor and the course instructor agree with the request, the course must be taken as a graduate-level independent study course (MMC 6905). Using the MMC 6905 Independent Study Form, the student must contract with the course professor for extra work to take the course to graduate level. Proposals for independent study, taken as Individual Work, must show evidence that the expectations will go beyond that expected for any similar courses at the undergraduate level. The course instructor MUST be a graduate faculty member. See list of Graduate Faculty beginning on page 18. Any exceptions must be approved by the Senior Associate Dean of Graduate Studies and Research.

COURSE DISTRIBUTION REQUIREMENTS

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

1. Through the Master’s specializations (including one for individually designed programs of study), each with a sequence of courses listed in the curriculum. Students are admitted to the specialization that best matches their career plans.

2. Through electives, either among the subject specialization courses for most specializations or outside courses. Students should choose electives not simply for convenience. Electives are placed in the curriculum so that students, in consultation with advisers, can make adjustments to the curriculum to match their backgrounds and proposed careers.

DEPARTMENTALLY CONTROLLED CLASSROOM COURSES

If you wish to be registered in a departmentally controlled (DEPX) course, please contact the instructor for permission. Courses listed as DEPX will not be available to students on the Student Self Service registration system—courses listed there are only those for which students can register themselves.

NON-CLASSROOM COURSES—INDEPENDENT STUDIES

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

If a student wants to be registered for a non-classroom course, the form, available in the Graduate Division as well as on the College of Journalism and Communications, Graduate Studies, web page at http://www.jou.ufl.edu/grad/forms/, and an attachment describing the proposed work and method of evaluation, must be approved by the supervising professor, adviser, and 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 and Research.
Research, 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.

The maximum number of 6905 credits allowed will be six with an additional three by petition if necessary.

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 and Research office or online at [http://www.jou.ufl.edu/grad/degreeplan.asp](http://www.jou.ufl.edu/grad/degreeplan.asp). A completed proposal, including the signed form, must be submitted to the Division of Graduate Studies before the student will be registered. **Students must have the signature of the instructor to be registered for the course.**

**THE INTERNSHIP**

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

**INTERNSHIP REPORT GUIDELINES**

**From Student**
Students must submit both a mid-semester and final report
The report must be 1-2 pages in length and include:

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

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

**General requirements**

- **100 hours** must be worked for each one credit hour taken
- Mid-semester reports are due at the end of the eighth week of the semester during Fall, Spring and Summer C; and at the end of the third week of the semester during Summer A or B
- Final reports (employer/supervisor and student’s) are due on the last day of class in the semester during which internship credit will be given
- Copies of mid-semester and both final reports must be given to the academic supervisor, chair of the student’s committee and the Graduate Division
- To be eligible for an internship, students must have completed two semesters of relevant coursework and/or have relevant professional experience
- All internships must be approved by graduate coordinator or assigned faculty member **before** applying
- No retroactive credit will be awarded for internships
- Internships are S/U and will not count toward the electives on all degree plans. Please check your specific plan.

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

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

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

**REGISTRATION PREPARATION**
To enable your registration, it is required that you go to Student Self Service and complete the Registration Preparation requirement and update your emergency contact information **every term** prior to your registration start time. You will have a “registration preparation hold” until it is completed.

**REGISTRATION PROCESS**
Students are responsible for their own registration with the exception of some departmentally controlled courses and independent studies (discussed above). To begin the registration process, visit the Student Self Service page at: [https://student.ufl.edu/](https://student.ufl.edu/). When viewing the page, the far left column, “My Online Services,” includes all the student’s personal information and processes. The student’s individual information on the left side of the Student Self Service page will only show the courses for which you can register yourself, not all classes being offered.
Before beginning the registration process, please go to “My Resources” on the right side of the Student Self Service page and select “Schedule of Courses.” Choose 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 6971/6973**

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.

**MINOR OR SUPPORTING FIELDS**

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

**MINOR**

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

**SUPPORTING FIELD**

The student may concentrate electives in a supporting field. A supporting field requires six to nine credits outside the College. Unlike the minor, a supporting field does not require that a representative of the field serve on the student’s supervisory committee or that the student’s thesis or project pertain to the field of study. Course combinations from more than one discipline, if approved by the student’s academic adviser and the Senior Associate Dean for Graduate Studies and Research (in the College), may make up the supporting field. One type of supporting field is the traditional area study. The student completes courses offered by different departments that all focus on one geographical area. The university has strengths in Latin America, Africa, and Europe.

**GRADUATE CERTIFICATES**

Our College offers a graduate certificate in Fundraising Management which provides degree-seeking graduate students with knowledge and skills in fundraising. For more information see the website at: [http://www.jou.ufl.edu/academics/graduate-certiﬁcates/fundraising-management/](http://www.jou.ufl.edu/academics/graduate-certiﬁcates/fundraising-management/).

The College’s online distance program offers four online certificates. See the website for more information. [http://www.jou.ufl.edu/academics/graduate-certiﬁcates/](http://www.jou.ufl.edu/academics/graduate-certiﬁcates/).

Other certificates available include:

- **Latin American Studies**—master’s students may earn a graduate certificate in Latin American Studies along with their degree in mass communication. The certificate constitutes formal recognition of a master’s program incorporating Latin American course work. For information see the website at: [http://www.latam.ufl.edu/academics/graduate-programs/las-graduate-certificate/](http://www.latam.ufl.edu/academics/graduate-programs/las-graduate-certificate/)

- **African Studies**—master’s students may earn a graduate certificate in African Studies along with their degree in mass communication. The certificate constitutes formal recognition of a master’s program incorporating African Studies course work. Please contact the African Studies office at 427 Griner Hall for additional information or see the following site
TIME LIMIT

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

READMISSION

Graduate students who do not enroll at UF for two consecutive terms, including any summer term, must apply for readmission. Readmission is not guaranteed and is subject to the availability of space in the program. It is strongly advised that students who wish to take a leave of absence for two or more consecutive terms obtain prior written approval from their department. Readmission applications are available online at: http://www.admissions.ufl.edu/pdf/gradreadmission.pdf

There is a readmission fee. The student will be required to prepare a new degree plan, valid for the program in effect at time of resumption of studies and any prior degree plans will be considered invalid. Students graduate under the catalog in effect at the time of their initial enrollments as degree-seeking students at UF provided they maintain continuous enrollment. Students who do not maintain continuous enrollment will use the catalog in effect at the time enrollment is resumed.

TRANSFER OF COURSES

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

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

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

UNSATISFACTORY PROGRESS

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

The College has defined unsatisfactory progress more severely than the Graduate School. Beyond considering a GPA of less than 3.0 as unsatisfactory, the College also considers as unsatisfactory progress receipt of grades below B-. See probation, suspension and grades of incomplete or unsatisfactory, below.

COMPUTING THE GPA

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

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

GRADERS OF INCOMPLETE, UNSATISFACTORY, OR NG

Grades of I (incomplete) must be removed by the date stated on the Incomplete Grade Contract (see below) or the deadline stated in The University Calendar—whichever comes first. If a grade of I has not been changed to an A-E letter grade by the end of the next term in which the student registered and received grades, the grade will be computed as an E from grade point average calculations and for suspension purposes.

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

If the student receives a grade of I, U, or NG 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.

Master’s students may have a maximum of two incompletes (including “no grades”) and two unsatisfactory grades for their entire academic program.

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 and Research, web page at 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. Please be aware that I grades are reserved for extraordinary circumstances and a majority of the course work must be completed. If the student has not completed the majority of course requirements, it is advisable that they officially drop the course.

Unfortunately, this action will result in the loss of tuition dollars paid if the drop occurs after the drop/add period established in UF registration policy. If the student is on a graduate assistantship, dropping credits during the semester may result in the termination of the assistantship.

Penalty for I/U grades over the limit—As mentioned above, Master’s students are allowed a maximum of two incompletes (including “no grades”) and two U grades. Per the vote of the Graduate Faculty, a student who receives more than the allowed number of I/U grades will be 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.

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 falls below 3.0.

Any Master’s student who earns a GPA less than 3.0 and/or receives one grade below C+ will be placed on probation, with the exception of courses taken from the Levin College of Law, undergraduate statistics course or articulation classes. For these courses, any student
receiving one grade below C will be placed on probation.

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

If students are placed on probation, they will need to work with their chair to devise a plan to improve their grades. They will need to submit the plan to the Senior Associate Dean for Graduate Studies and Research for approval. If they satisfy the approved plan in the term of probation and their cumulative GPA is at or above a 3.0 the probation flag will be lifted.

If the plan or GPA requirement is not satisfied, the student will be suspended. 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.

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

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

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

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

**CONDITIONAL ADMISSION**

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

**DROPPING OR ADDING COURSES**

At the beginning of a semester, during the Drop/Add period, students may drop or add courses 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.
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 have the signature of the instructor of the course, in addition to those mentioned above. 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.

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

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

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

**MISCELLANEOUS PETITIONS**

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

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

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

**MINIMUM REGISTRATION**

Students who will graduate in a fall or spring semester must register for at least three credits in their final term of study. August graduates need sign up for only two credits during a summer term. Thesis master’s students must take the final term's minimum credits in MMC 6971—Thesis Research. Project students must take the final term’s minimum credits in either 6973—Project in Lieu of Thesis—or in another course that counts toward the project degree plan, depending on the student’s degree plan requirements.

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

**DEGREE REQUIREMENTS**

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

**PROSPECTUS/PROPOSAL**

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

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

All master’s students are required to have a supervisory committee. Graduate School policy requires that a supervisory committee be appointed before the completion of two terms or 12 credits, whichever comes later. Supervisory committees will NOT be formed in the term of graduation.

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

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

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

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

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

Faculty members appointed to the supervisory committee must hold appointment to the university’s graduate faculty or a special exception must be granted by the dean of the Graduate School. See page 18 for a list of all current Graduate Faculty members. The College requires a minimum of three members on all supervisory committees. The chair and at least one other member must hold graduate faculty appointments in the College. Committees must have at least one faculty member from the student’s specialty. If the student declares a minor, a graduate faculty member from the minor department must be appointed. If a proposed member is not on the graduate faculty or is not a tenure-line faculty member, the proposed chair of the committee must attach to the supervisory committee form, a brief explanation of the "special" member’s area of expertise along with a copy of the proposed member’s vita—if it is his/her first committee. The student should submit the form and attachments to 2014 Weimer Hall. Special members MAY NOT serve as chair or co-chair.

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

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

COMMITTEE EXAMINATION POLICY

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.

THE THESIS

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

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

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

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

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

THE EDITORIAL OFFICE OF THE GRADUATE SCHOOL

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

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

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

Master's students planning a project will be required to conduct background research and compile a literature review and provide a thorough description of the methods to be employed to complete the project. All members of the supervisory committee must approve the literature review and methods before work may commence. Students may select the project option only if they possess the prerequisite technical skills to complete the project. The project may be designed to teach students basic production or graphics skills.

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

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

Project-in-lieu-of-thesis students do not submit a copy of their project to the Graduate School; however, they will be required to submit a copy of their projects to Weimer 2014.

FINAL ORAL EXAMINATION

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

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

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

♣ providing a copy of the thesis in final typed form to each member of the committee for inspection at least a week before the examination,
♣ arranging the time and place of the exam to fit the schedules of committee members, contact Jody in 2014 to reserve a room,
♣ having a copy of the final exam report form and signature page at the exam for committee members to sign, see Jody in 2014 Weimer for those forms, and
♣ delivering the signed final exam report form to 2014 Weimer, Division of Graduate Studies and Research immediately following the defense.

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

♣ providing a copy of the project in final form to each member of the committee for inspection at least a week before the examination,
♣ arranging the time and place of the exam to fit the schedules of committee members, contact Jody in 2014 to reserve a room,
♣ having the final exam report form available at the exam for committee members to sign, see Jody in 2014 Weimer for those forms, and
♣ delivering the signed final exam report form to 2014 Weimer, Division of Graduate
Studies and Research immediately following the defense

A common format for the oral examination runs as follows:

♦ Visitors are welcomed and introduced to committee members and the examinee.
♦ The committee chair explains that students will be requested to leave during discussion of the candidate and that only official members of the committee may vote, though visiting faculty are welcome to sign the examination form.
♦ The candidate presents a brief synopsis of the thesis or project and describes how the work might have been conducted differently, given the experience of having completed it.
♦ The candidate is questioned by committee members and others.
♦ The candidate is excused and the committee votes on the exam result.
♦ The student is informed of the exam result.
♦ As appropriate, signatures are obtained on the thesis signature page and the final exam report form and returned to Jody in Weimer 2014.

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

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

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

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

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

- CV/Resume.
- Summary form.
- Three (3) Letters of Recommendation.
- Updated Transcripts.
- GRE Scores. Please refer to the admissions section of the Graduate Division website for current requirements.
- Samples (optional).
- Application for Assistantships and Fellowships (optional).
- Supplemental Application Form online at the following link.

Forms are available at: http://www.jou.ufl.edu/academics/ph-d-degree/how-to-apply/

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

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

GRADUATION WITH DISTINCTION

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

OUTSTANDING MASTER’S GRADUATE

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

OUTSTANDING STUDENT RESEARCH

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

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 STUDENT TRAVEL AWARDS AND ASSISTANCE

Travel grants are awarded by the College for resident students whose research papers are accepted for presentation at refereed sessions of mass communication scholarly conferences. These funds are available for use on a fiscal year basis, July 1 to June 30, each year, and student allocations of travel funding are based on the fiscal year in which a conference falls. Travel grants will be awarded only as graduate division funds are available, and funding is not guaranteed—funds are limited.

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

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

- Both Master’s and Ph.D. students will be eligible equally for conference funding. Students must be registered and in residence as full-time graduate students in the college at the time the paper is presented.
- One student on an accepted paper will be funded as long as funds are available.
- In the case of a multi-authored paper, the student authors must decide which author will
request college funding to attend the conference. In the case that the authors disagree about who should be funded, authors may appeal to the Graduate Committee.

- The same parameters for funding remains: $400 per fiscal year to support travel to a national or international conference, $150 per fiscal year to support travel to a regional (or second national or international) conference.

Also, the student must:

- submit to the Graduate Division a Grant Award Request Form at least 30 days before the travel dates.
- submit a copy of the acceptance letter/email with the Travel Grant Award Request Form.
- submit all original itemized receipts. Reimbursement will be made for things such as lodging, airfare, and your own meals.
- include the original air fare receipt and/or rental car invoice and your hotel bill, even if neither of these is being used as the basis for reimbursement. Evidence of extravagant expenditure will nullify this award.
- turn in receipts within 30 days of return.
- submit a copy of the conference program. Copy should include cover page and schedule of the conference. Please highlight or notate your presentation on the schedule.
- follow University of Florida’s travel procedures and policies.

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

WORK LIMITATIONS FOR GRADUATE STUDENTS

Funding is not guaranteed and is not likely for most Master’s students. In the cases where graduate students are funded in part or in whole by the College, they are limited to working a combined full time equivalency (FTE) of .50 FTE or 20 hours a week during the Fall and Spring semesters for all jobs on campus. During the summer, this limitation increases to 1.0 FTE. For students funded by the College, funding will not continue after the second year of Master’s studies or the third year of Ph.D. studies, except for the Graduate School Fellowship program or grant funded positions. 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 and Research 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.

Postal Address should be kept current in the Registrar’s database. The UF Identity Registry is the sole source of your contact information at the University of Florida. Make sure the information is up to date by logging on to the myUFL portal https://my.ufl.edu/ps/signon.html with your GatorLink username and password. Navigate to My Account > Update My Directory Profile in the myUFL portal. Updating of information does not occur through the emergency contact updates or through your program coordinator.

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 Television 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. Research interests include First Amendment and media law issues. She has written extensively on freedom of information issues, the media

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 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
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 Al 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](http://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.

**Hon, Linda.** Public Relations. Current research interests are digital social advocacy and public relations evaluation Co-author of *Women in Public Relations: How Gender Influences Practice* (with Larissa A. Grunig)


**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.

**Kelleher, Tom.** Advertising. Kelleher’s academic interests are social media in strategic organizational communication, diffusion and adoption of communication technology, campaigns, ethics, and teaching and learning with online media. He has published in 10 different scholarly journals including *Journal of Communication*, *Journal of Computer-Mediated Communication*, *Journal of Mass Media Ethics*, *Journalism & Mass Communication Educator*, *Journal of Public Relations Research*, and *Public Relations Review*. He served as guest editor for *Journal of Public Relations Research* for a 2010 special issue on social media.

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 of peer-reviewed journals, including *International Journal of Advertising*, *Computers in Human Behavior*, *Journal of Interactive Advertising*, *Personality and Individual Differences*, and *Journal of Promotion Management*. She teaches advertising and public relations strategy, research, and digital persuasive communication.

**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.

Communication, the National Communication Association, the World Association for Public Opinion Research, the American Association for Public Opinion Research, the Southwest Education Council for Journalism and Mass Communication, and the Public Relations Society of America. He co-edited a book with Jesper Stromback (Mid-Sweden University) titled “Political Public Relations: Principles and Applications” (Routledge) http://www.routledge.com/books/details/9780415873819/, as well as co-wrote a book with Max McCombs (University of Texas), Lance Holbert (The Ohio State University), and Wayne Wanta (University of Florida) titled “The News and Public Opinion: Media Effects on Civic Life” (Polity) http://www.polity.co.uk/book.asp?ref=9780745645186.

Dr. Kiousis’ teaching areas include public relations campaigns, public relations strategy, public relations writing, persuasion theory and research, public relations management, and mass communication theory. He has professional experience in public relations, marketing, online journalism, and media production. He is a member of the graduate faculty and has his APR credential from the Public Relations Society of America (PRSA).

**Krieger, Janice.** Advertising. Janice L. Krieger is an Associate Professor in the Advertising Department and serves as Director of the STEM-H Translational Communication Research Program in the College of Journalism and Communications. Dr. Krieger’s research program focuses on translational communication in health and risk decision-making contexts, such as clinical trials, substance use prevention, and the HPV vaccine. Her research is funded through the National Cancer Institute as well as the National Institute on Drug Abuse and appears in a number of peer-reviewed journals including Human Communication Research, Journal of Health Communication, Health Communication, Prevention Science, and the Journal of Community Psychology. Dr. Krieger’s research has been recognized by a number of prestigious organizations, including the International Communication Association, the National Communication Association, and the Association for Education in Journalism and Mass Communication. Her work has been featured in a number of popular press outlets addressing a wide variety of readers (e.g., TIME magazine, MSNBC) and serves as the basis for clinic and school-based interventions.

**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 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.

McAdams, Melinda J. (“Mindy”). Journalism. Knight
Chair in Journalism Technologies and the Democratic
Process. Specializes in online journalism, digital
storytelling, transitions in newwork related to new
technologies, and the relationship between democratic
societies and communication systems, laws and
technologies. Her international experience includes two
Fulbright Scholar awards, in Malaysia and Indonesia, and
a Mellon Scholar-in-Residence fellowship in South Africa
(2014). Publications include Flash Journalism: How to
Create Multimedia News Packages, Elsevier/Focal Press,
2005, and “Multimedia journalism,” a chapter in Ethics
for Digital Journalists: Emerging Best Practices,
Routledge, 2013. Education: M.A. in media studies from
B.A. in journalism from Penn State University, 1981.
Professional journalism experience includes The
Washington Post (1993–95) and Time magazine (1988–
93).

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
In addition to her professional experience, 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.J., 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.

Journalism as Literature, Health and Science Writing, and others.

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.


APPENDIX A

AVOIDING PLAGIARISM
Avoiding Plagiarism

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

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

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.

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 B

ACADEMIC INTEGRITY IN GRADUATE STUDIES AND RESEARCH

THE PENALTIES FOR PLAGIARISM
ACADEMIC INTEGRITY IN GRADUATE STUDIES AND RESEARCH
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

* X
APPENDIX C

INCOMPLETE-GRADE CONTRACT
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, in the Graduate Division, by the date grades are due for the term in which the “I” grade is assigned. It is the student’s responsibility to make sure this document is filed by the deadline.
A. **RATIONALE**: EXPLAIN THE REASONS FOR THE “I” GRADE (ATTACH ADDITIONAL PAGES IF MORE SPACE IS NEEDED).

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

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

   YES: _____ describe:__________________________________________
   NO: _____

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

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

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

<table>
<thead>
<tr>
<th>Signature of Student</th>
<th>Date</th>
<th>Signature of Advisor</th>
<th>Date</th>
</tr>
</thead>
</table>

| Signature of Instructor | Date | Signature of Assoc. Dean for Grad. Studies and Research | Date |

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 in 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//08-09-13*
APPENDIX D

HIGHLIGHTS IN THE HISTORY OF THE COLLEGE
## Highlights in the College’s History

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SPECIAL EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1906</td>
<td>University News, forerunner of Independent Florida Alligator, first published.</td>
</tr>
<tr>
<td>1925</td>
<td>Legislature approves appropriation for setting up Department of Journalism and hiring full-time professor. First full-time professor, Orland Kay &quot;O.K.&quot; Armstrong, sets up Department of Journalism.</td>
</tr>
<tr>
<td>1927</td>
<td>Faculty expands to two as Elmer J. Emig arrives.</td>
</tr>
<tr>
<td>1928</td>
<td>First degrees in journalism conferred in June. WRUF-AM goes on air.</td>
</tr>
<tr>
<td>1929</td>
<td>Elmer J. Emig named Department head, July 1, 1929.</td>
</tr>
<tr>
<td>1947</td>
<td>In summer term, first master's degree conferred.</td>
</tr>
<tr>
<td>1948</td>
<td>Faculty expands to three when John Paul Jones, Jr., arrives.</td>
</tr>
<tr>
<td>1949</td>
<td>School of Journalism founded, July 1, 1949. Rae O. Weimer named Director of School. WRUF-FM goes on air.</td>
</tr>
<tr>
<td>1950</td>
<td>School of Journalism accredited, July 1, 1950.</td>
</tr>
<tr>
<td>1954</td>
<td>School expands to School of Journalism and Communications.</td>
</tr>
<tr>
<td>1955</td>
<td>School accredited in Advertising. School moves to Stadium Building.</td>
</tr>
<tr>
<td>1956</td>
<td>University's first teaching by television started in School.</td>
</tr>
<tr>
<td>1958</td>
<td>Board of Control designates University of Florida to have only state School of Journalism and Communications in Florida. WUFT-TV goes on air. School accredited in Radio-Television.</td>
</tr>
<tr>
<td>1959</td>
<td>James &quot;Mickey&quot; Ellenberg, Jr., becomes 500th journalism graduate at June Commencement.</td>
</tr>
<tr>
<td>1967</td>
<td>Board of Regents votes for School to become College.</td>
</tr>
<tr>
<td>1968</td>
<td>John Paul Jones, Jr., named Dean of College.</td>
</tr>
<tr>
<td>1969</td>
<td>100th student graduated from master's program.</td>
</tr>
<tr>
<td>1970</td>
<td>Communication Research Center becomes a full-time operation.</td>
</tr>
<tr>
<td>1972</td>
<td>College departmentalized into Advertising, Broadcasting, Journalism, and Public Relations.</td>
</tr>
<tr>
<td>1973</td>
<td>Independent Florida Alligator becomes independent and moves off-campus.</td>
</tr>
<tr>
<td>1976</td>
<td>Ralph L. Lowenstein named Dean of College. School accredited in Public Relations.</td>
</tr>
<tr>
<td>1980</td>
<td>College moves into Weimer Hall in spring quarter.</td>
</tr>
<tr>
<td>1980</td>
<td>College initiates &quot;Professional Summer&quot; program for faculty members.</td>
</tr>
<tr>
<td>1981</td>
<td>WUFT-FM goes on air.</td>
</tr>
<tr>
<td>1986</td>
<td>500th student graduated from master's program. 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>
</tr>
<tr>
<td>1990</td>
<td>In May, first two doctoral degrees in mass communication conferred.</td>
</tr>
</tbody>
</table>
1994  Terry Hynes named Dean of College.  
The Interactive Media Lab is established.  

1996  Graduate programs received highest overall ratings in the nation in *U.S. News and World Report*.  

1997  Documentary Institute joins the College of Journalism and Communications.  
College offers a new degree plan in documentary production.  

1998  Department of Advertising is certified as an Institute by the International Advertising Association. This is the first fully certified institute in the United States.  
College offers a new joint Juris Doctor/Ph.D. in mass communication.  
College awards its 50th Ph.D. degree.  

2000  “Celebration 2000” in recognition of the 75th anniversary of the beginning of a formal journalism curriculum at UF and the 50th anniversary of Rae O. Weimer’s arrival at UF.  
The Graduate Division was officially renamed the Division of Graduate Studies and Research.  

2001  College offers a new degree program in Science/Health Communication.  

2002  New addition to Weimer Hall which houses the Radio Reading Service was dedicated.  
College awards its 75th Ph.D. degree  
College awards its 1200th Master’s degree.  
Master of Advertising admits first class of students  

2003  College admits first students to 4/1 joint degree programs  

2004  College awards its 100th Ph.D. degree  
College awards first MADV degrees in spring 2004.  

2006  John W. Wright, II named Interim Dean of the College  
Linda Hon named Executive Associate Dean of the College  
ACEJMC re-accredits the undergraduate and graduate masters’ programs.  

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

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

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

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

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 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.