DOCTORAL HANDBOOK
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Professor and Senior Associate Dean
Debbie Treise, Ph.D.
Graduate Studies and Research

Program Assistants
Jody Hedge
Graduate Student Records

Kim Holloway
Assistantships and Fellowships

Sarah G. Lee
Admissions

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

TABLE OF CONTENTS

INTRODUCTION 1

GENERAL INFORMATION 1

- Deadline Dates 1
- Checklist for Dissertation 2
- The University Calendar 2
- The University Graduate Student Catalog and Handbook/Planner 2
- Graduate School List Serve 2
- Graduate School Editorial Office 2
- Forms 2
- Academic Honesty 2
- Behavioral Expectations 3

PURPOSE OF THE DOCTORAL PROGRAM 3

DEGREE REQUIREMENTS 3

- Curriculum 3
  - Approaches and Emphases 3
  - Distribution Requirements and Transfer of Credits Information 4
    - Core Courses 5
    - Specialization Courses 5
    - Methodological Courses 6
    - Supporting Courses 6
    - Dissertation Research 6
    - Advanced-level Courses 6
    - Languages 6
    - Teaching 6
- Degree Plan 6
- Prospectus/Proposal 7
- Supervisory Committee 7

……
Annual Evaluation 7
……
Academic Progress 8
……..
Unsatisfactory Progress 8
…….
Computing the GPA 8
……..
Grades of Incomplete or Unsatisfactory 8
……
Incomplete-Grade Contract 9
……
Probation 9
…….
Suspension 9
……..
Miscellaneous Petitions 9
Dropping or Adding Courses 10
…….
Minimum Registration 10
……..
Registration Preparation 10
…….
Registration Process 10
……
Summer Registration in MMC 11
7979/7980…….
Non-Classroom Courses—Independent Studies 11
…….
Residency 12
……
Committee Examination Policy Change 12
……
Qualifying Examination 12
……
Dissertation 13
……..
Final Oral Examination 13
…….
Participation in Graduation Ceremonies 13
…….

FINANCIAL AID 13
……
Assistantships and Fellowships 13
…….
Teaching and Research Experience 14
……
Tuition Waivers …….. 14
Loans 14
……
Travel Grants 14
……..
Work Limitations for Graduate Students 15
……
Communication Within the College 15
……

GRADUATE FACULTY 16
……..

Appendix A Forms and Procedures for Annual Evaluation of Doctoral Students …….. i
Appendix B Avoiding Plagiarism ii
…….
Appendix C Academic Integrity in Graduate Studies/the Penalties for Plagiarism ……. iii
Appendix D Doctoral Degree Plan iv
…….
Appendix E Incomplete Grade Contract v
……
Appendix F Qualifying Exam Preparation and Study Guide vi
Appendix G Highlights in the History of the College vii
…….

INTRODUCTION

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

- The College of Journalism and Communications, proud of its award-winning student body and faculty, boasts the variety made possible by one of the largest enrollments in the country. More than 200 students engage in graduate and advanced studies, joining more than 2,800 undergraduates. More than 50 faculty members in the college teach, conduct research, and provide service.
- The University of Florida, with 20 colleges and schools on a single campus, ranks as one of the nation's most comprehensive research institutions. External funding for research support totals more than a quarter of a billion dollars per year, placing the university among the top 10 public institutions. The university enrolls some 48,000 students, including over 7,000 graduate students. They come to the university from every state in the union and more than 100 foreign countries.
- Supporting programs have great strength in law, history, psychology, political science, economics, and area studies, among others. The Latin American Studies Center and African Studies Center rank among the best in the nation.
- Gainesville offers excellent theatre, dance, art, and music. Yet it remains small enough at a population of 124,000 to provide a suitable environment for concentrated study. Graduates of the public schools rank high on national tests. For recreation, the sandy beaches of the Atlantic may be reached in an hour-and-a-half drive, while the top-rated fishing and seafood of the Gulf Coast lie only an hour west. The major theme parks and metropolitan areas of Orlando and Tampa are only two hours away.
- As one of the fastest-growing states in the nation, Florida offers unmatched opportunities. The state has emerged as a high-technology center, with communications as a leading field. Florida has 10 state-supported universities, 28 community colleges, and more than three dozen private institutions of higher education.

GENERAL INFORMATION

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

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

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

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

DEADLINE DATES

All graduate school deadline dates are available online http://graduateschool.ufl.edu/graduation/deadlines

CHECKLIST FOR DISSERTATION

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

THE UNIVERSITY CALENDAR

The calendar is published online in the Graduate Catalog http://gradcatalog.ufl.edu/ and http://www.registrar.ufl.edu/

THE UNIVERSITY GRADUATE STUDENT CATALOG AND HANDBOOK/PLANNER

The Graduate Catalog and Handbook/Planner are available by clicking on the appropriate link at http://gradschool.ufl.edu/students/introduction.html In addition to providing the university calendar, the catalog is the University's official record of graduate policies, critical dates, deadlines, course descriptions and faculty members for master's degree and doctoral degree students. The planner is intended to assist students by providing helpful information and reference material in a useful format and includes an online daily planner complete with deadline dates.

GRADUATE SCHOOL LIST SERVE

The Graduate School maintains a list serve for all UF graduate students and will communicate only through your GatorLink email account. Please use your GatorLink email as your primary email source for the university and this college. From a memo sent via the Graduate Student List Serve on January 6, 2009:

The UF Graduate Student Listserv is a service of the UF Graduate School to keep students informed of academic, research and financial opportunities, as well as important deadlines and critical dates for graduate students.

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

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

GRADUATE SCHOOL EDITORIAL OFFICE

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

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.

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

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

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

Any violation of the 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."
http://www.dso.ufl.edu/studentguide/studentconductcode.php

PURPOSE OF DOCTORAL PROGRAM

The Ph.D. degree is a research degree. The Florida program is designed to develop knowledge, attitudes and skills so graduates can make important contributions to understanding mass communication. Faculty members help students lay the foundation for a lifetime of significant, creative work.
The doctoral program prepares students for a variety of opportunities in mass communication. Graduates are expected to teach at colleges and universities; conduct research for organizations in advertising, journalism, public relations, telecommunication, and other mass communication fields; do consulting; and conduct research and contribute to policy in government and private organizations. Doctoral students in the College of Journalism and Communications gain valuable experience in both teaching and research. Assistantships help prepare students for academic and other research positions. Students in the program have consistently been among the nation's leaders in winning top-paper awards at national and regional scholarly meetings.

DEGREE REQUIREMENTS

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

CURRICULUM

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

Approaches and Emphases

The program is built around the following concentrations:

Media Law
Public Relations
Advertising
New Technology and Policy
International and Cross-Cultural Communication
Media Economics and Policy
Science/Health Communication
Mass Communication

Distribution Requirements and Transfer of Credits

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

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

Credit requirements may be met through a combination of master's and doctoral study. The Graduate School of the university requires, for the doctoral degree, a minimum of 90 semester credits beyond the bachelor's (or the equivalent of the U.S. bachelor's). No more than 30 hours of a master's degree from another institution will be transferred to a doctoral program. The College of JM/COM requires that the Master's degree be awarded by a U.S. institution or an international institution in which English is the first language. These credits must reflect current or recent knowledge in the field or a supporting studies field. These courses also must have been completed recently enough so that material remains timely. In any case, the courses must have been completed within the seven years immediately prior to approval of the degree plan. The block of 30 credits must be approved by your academic advisor and transferred into the program using the appropriate paperwork. Pending approval by the Graduate Faculty, no credits beyond the 30 credits of the Master's degree will be accepted into the 90 total required credits. All sixty credits beyond the Master's will be completed at UF. The **Transfer of Credit** form is available in the Graduate Division and at http://www.jou.ufl.edu/grad/forms/ .

The faculty recognizes that departures from credits listed in the various categories may be required in individual cases. The distribution requirements provide a general model for planning a program that combines the necessary depth for original contributions to understanding mass communication with the breadth that will enhance the student's personal life and professional activities. Departures from the model must be approved by the student's supervisory committee and the Senior Associate Dean for Graduate Studies and Research. **A doctoral student cannot receive credit toward his/her degree for an undergraduate class. Doctoral students are required to take any undergraduate courses needed for their program of study as an audit or for credit that does not count in the total required credits for the Ph.D.** Undergraduate courses may not be taken as MMC 6905. Formal appeals to this policy must be made in writing to the Graduate Committee.

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

Core Courses

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

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

Specialization Courses

Specialization Courses consist most commonly of the College of Journalism and Communications' specialized content courses and research seminars in the student's area of interest. Students, in consultation with their advisors and committee members, will determine the specialization courses appropriate to each individual degree plan.

In addition, all students are strongly encouraged to take **MMC 6400--Mass Communication Theory** if they have not completed an equivalent course in the recent past. The course emphasizes social science theoretical conceptualizations of mass communication.

Specific course numbers, titles, and credits for some of the possible specialization courses offered by the College are listed online at http://www.jou.ufl.edu/grad/courses.asp . As the program develops, additional fixed-subject courses will be added to supplement or replace the rotating-topics courses. Prerequisites for all courses are described in the Graduate Catalog http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=881

Methodological Courses

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

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

Supporting Courses

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

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

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

Dissertation Research

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

Advanced-Level Courses

Advanced level courses are those that require the completion of a scholarly paper of academic conference quality that advances knowledge in the field. Students must complete at least five advanced-level courses. No more than two of these courses may be taken as independent study. These hours may not include 7979/7980 course hours. The Graduate Committee and the Senior Associate Dean for Graduate Studies and Research determine which courses in the College of Journalism and Communications qualify as advanced-level courses prior to each semester, based on faculty syllabi. A list of advanced-level offerings within the college is available in the Graduate Division each semester. Courses outside the College may also be considered advanced-level, based on course syllabi, with approval of the student's committee chair.

Languages

Students emphasizing international communication may need to demonstrate proficiency in at least one, and possibly two, languages other than English. Other students may be required by their supervisory committees to demonstrate a reading knowledge of at least one foreign language, depending on their research interests.

Teaching

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

Degree Plan

A program of study, the heart of the degree plan, is determined individually for each student under the guidance and with the approval of a supervisory committee chaired by the student's academic adviser. Graduate coordinators and course instructors from supporting departments are consulted during development of the degree plan. Specific goals of the student are considered in developing the program. Students' degree plans must be approved by the advisor prior to pre-registration for your second semester of coursework. The final degree plan, signed by all members of the supervisory committee from the college, should be submitted to the Senior Associate Dean for Graduate Studies and Research in the College of Journalism and Communications by the end of the

second term of study. Degree plans can be found on the College website.

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

Prospectus/Proposal

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

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

Supervisory Committee

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

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

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

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

The UF Graduate Council has changed the policy for all examinations involving a graduate student's thesis, project, or dissertation supervisory committee. Effective Spring 2009, only the student and the chair or co-chair are required to be in the same physical location. All other committee members, including the external, can participate via advanced communication technology.

Annual Evaluation

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

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

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

Academic Progress

Unsatisfactory Progress

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

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

Computing the GPA

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

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

Grades of Incomplete or Unsatisfactory

Grades of I (incomplete) must be removed by the date stated on the Incomplete Grade Contract (see below) or the deadline stated in The University Calendar–whichever comes first. If a grade of I has not been changed to an A-E letter grade by the end of the term following the one in which the grade was assigned, the grade will be computed as an E when calculating the grade point average unless further action is taken, and will be treated as an E grade for suspension purposes.

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

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

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

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

The Graduate Committee and Graduate Faculty approved a policy regarding the number of incompletes a student may have *in their academic career*. A doctoral student will be allowed a maximum of 3 incompletes in his/her academic career and 3 “U” grades over the academic career.

Incomplete-Grade Contract

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

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

Probation

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

Any doctoral student who earns a GPA less than 3.0 and/or receives one grade below B- will be placed on probation, with the exception of courses taken from the Levin College of Law. For these courses, any student receiving one grade below C in any course from the Levin College of Law will be placed on probation.

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

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

If the plan or GPA requirement is not satisfied, they will be suspended for one term. If a student satisfies the probation plan but the situation arises in future terms, the student will not be granted another probation term, he will be suspended.

Suspension

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

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

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

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

If the suspension is due to a below 3.0 GPA, the student will have one semester to bring the GPA to a 3.0 or higher before further actions are taken. Please note a student that does not register for two consecutive semesters must apply for re-admission to the program and acceptance is not guaranteed. **Any violation of the academic honesty guidelines is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded. For more information, see the Appendix of this handbook.**

Miscellaneous Petitions

Students may petition to receive exemption from a core course, to continue in attendance after failing to meet criteria spelled out in a conditional admission or probation status, or to deviate from any other rules or regulations regarding graduate

study. The petition form (available in the Graduate Division) will be placed in the student's academic file as a written record of action. The chair of the supervisory committee or, if the committee has not yet been named, the academic adviser, typically must act on the petition before it is reviewed.

Any time the student receives permission to deviate from usual policy governing the Doctoral'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.

Dropping or Adding Courses

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

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

Students who find it necessary to drop a course after drop/add should visit the Graduate Division to obtain a Course Schedule Change Request form. The form requires signatures of the student, academic adviser and Senior Associate Dean. To add a class, the student must also have the signature of the instructor of the course to be added. After completion of the form, the student should return it to the Graduate Division and the process will be completed. 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. Tuition and fees will not be refunded for courses dropped after the Drop/Add deadline.

Minimum Registration

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

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

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

Registration Preparation

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

Registration Process

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

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

Before beginning the registration process, please go to "Schedule of Courses" on the *right* side of the ISIS page.

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

Summer Registration in MMC 7979/7980

All students wishing to defend their dissertation during the summer semester must meet certain criteria. Students must:

- Have an agreement signed by every committee member that stipulates if and when he/she will be available during the summer for your committee meetings, defense, reading, etc. It is advised that students secure from each committee member what he or she is willing and able to do over the summer semester.
- Submit a reasonable timeline as part of this agreement for all steps of the approval process (i.e., submissions to chair, committee, revisions, submissions to Graduate School, etc.) when you register for dissertation hours. Students will not be allowed to register for dissertation hours without the signed agreement and timeline.

Non-classroom Courses—Independent Studies

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

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

Proposals for Individual Work (MMC 6905) must include:

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

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

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

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

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

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

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

- the student is there for class observation and does not have to attend every lecture,
- the instructor should provide tutoring in grading techniques with no actual grading responsibilities for the student, as well as discuss the process with the student.

- the student is not required to spend more than 3 hours per credit per week.
- unlike TAs, this should be more of a learning experience to help the student, not to provide assistance to faculty members.
- the student is allowed to present up to 10% of lectures.
- TAs may not receive credit for the class to which they are assigned.

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

Residency

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

Committee Examination Policy Change

The UF Graduate Council has changed the policy for all examinations involving a graduate student's supervisory (thesis, project, or dissertation) committee. Effective Spring 2009, only the student and the chair or co-chair are required to be in the same physical location. All other committee members can participate via advanced communication technology.

Qualifying Examination

At the conclusion of courses in the Ph.D. program, each student must pass a comprehensive qualifying examination. The examination covers mass communication, both the field as broadly conceived and the specific approach followed by the student. It also covers the supporting studies. The written part of the examination is followed by orals. In addition to passing the Qualifying Exam, the student must have the dissertation proposal approved before being admitted to Candidacy. The supervisory committee has the responsibility at this time of deciding whether the student is qualified to continue work toward the Ph.D. degree.

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

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

Upon passing the qualifying examination, the student is admitted to candidacy for the doctorate. Between the

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

A full description of the policies governing the Qualifying Examination is on the Graduate Studies web site listed under "Guidelines and Policies," as well as in the wall files in the Graduate Division.

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

Dissertation

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

Final Oral Examination

In the final oral examination, the supervisory committee assesses the dissertation for originality and contribution to knowledge. As detailed above, only the student and the chair or co-chair are required to be in the same physical location. All other committee members can participate via advanced communication technology. When necessary, there may be one graduate faculty substitute, but not for the chair or the external member. The examination is open to the public. All work for the doctorate must be completed within five calendar years after the qualifying examination, or this examination must be repeated.

Participation in Graduation Ceremonies

A doctoral student may not participate in the graduation ceremony in a semester prior to the completion of the dissertation. Only after the student has successfully defended the dissertation in the oral portion of the examination process is the student eligible to participate in the College and University graduation ceremonies and to be "hooded" by a member of the student's supervisory committee as a part of the formal process for conferring the doctoral degree.

FINANCIAL AID

Many students admitted to the doctoral program have a good chance to receive three years of financial aid. Annual renewal of aid is contingent upon favorable term-by-term evaluation of performance of assigned duties and responsibilities, the needs of the college's departments, and availability of funds. Good academic standing is required. Likelihood of support is enhanced by the size of the college's endowment, which now ranks among the very largest for journalism and mass communication programs. Student aid often takes the form of an assistantship with accompanying tuition waiver.

Students may compete for many types of financial aid, among them fellowships, loans, and grants for research and travel. Additional funding sources may be available for applicants with particular qualifications. Applicants should stay in contact with the Graduate Division of the College and also with the University of Florida Graduate School and Office of Financial Aid, to check for new financial aid programs

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

Assistantships and Fellowships

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

Graduate students that are funded in part or in whole by the College, are limited to working a combined full time equivalency (FTE) of .50 FTE or 20 hours a week during the Fall and Spring semesters for all jobs on

campus. During the summer, this limitation increases to 1.0 FTE. For students funded by the College, funding will not continue after the second year of Master's studies or the third year of Ph.D. studies, except for the Graduate School Fellowship program. These limitations are to assist our graduate students in their academic success and to allow them to focus on their graduate studies. Exceptions to these limitations will only be granted in the most extreme situations. Exemption petitions, in essay form, must be submitted to the Graduate Committee, or College Administration if Graduate Committee is not actively meeting.

The University of Florida Office of Research and Graduate Programs funds highly qualified applicants. The amounts of the fellowships vary according to the nature of the award. The Graduate School also awards research assistantships for Grinter Fellowships, named after a former dean of the Graduate School, which pay up to $4,000 a year for as many as three years. The College of Journalism and Communications uses the Grinter Fellowships to supplement doctoral teaching and research assistantship stipends.
Many doctoral students also receive either Grinter or other types of fellowships including those listed below:

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

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

Teaching and Research Experience

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

Faculty and staff make every effort to assist students in locating summer funding. Summer support cannot be guaranteed, however, because of budget limitations. Students are urged to gain additional experience during summers in the fields in which they will teach or work.

The college also offers Joseph L. Brechner Freedom of Information Graduate Assistantships. Brechner assistants conduct research in legal issues and edit the newsletter of the Brechner Center, housed in the college.

Tuition Waivers

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

Loans

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

Travel Grants

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

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

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

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

Also, you must:

- submit a Grant Award Request Form to the Graduate Division at least 30 days before the travel dates.
- submit a copy of your acceptance letter/ email with your Travel Grant Award Request Form.
- submit all original itemized receipts. Reimbursement will be made for things such as lodging, airfare, and ***your own meals*.**
- include the **original** air fare receipt and/or rental car invoice and your hotel bill, even if neither of these is being used as the basis for reimbursement. Evidence of extravagant expenditure will nullify this award.
- turn in receipts by the dates posted each semester.
- submit a copy of the conference program. Copy should include cover page and schedule of the conference. Please highlight or 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. Hopefully, these guidelines will enable us to support the broadest range of student work possible during the present budget limitations.

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

WORK LIMITATIONS FOR GRADUATE STUDENTS

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

COMMUNICATION WITHIN THE COLLEGE

The Graduate Studies Web Page is located within the College's Web site and provides information including:

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

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

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

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

GRADUATE FACULTY

Many of the college's Graduate Faculty members are listed below, along with the undergraduate departments in which they hold appointment. Selected publications are given to illustrate research approaches. Students must conduct dissertation research within the boundaries set by faculty expertise. For more information please see the Graduate Faculty website at: http://www.jou.ufl.edu/grad/gradfac.asp

Babanikos, James. Telecommunication. Babanikos specializes in encoding practices of video and film production, media writing, and documentary theory and practice. He has been working as a writer/director in video and film since 1984. He has received production grants from the Independent Television Service, the National Educational Telecommunication Association, the Florida Arts Council, as well as the National Film Board of Canada. His works include *A Second Chance* (2004, 75:00, DVCPro 50, drama), *Catherine's Story* (1999, 81:00, 16mm, drama); *The Science Directorate* (1999, 6:00, Betacam, corporate); *Color My World: The Arts in Medicine* (1998, 57:30, Betacam, documentary); *C.P. Cavafy: From Ithaca to Tarpon Springs* (1996, 29:50, Betacam, documentary); *The Death of a Bachelor* (1995, 25:00, 16mm film, drama); and *Goodbye, Socrates* (1992, 37:00, 16mm film, drama). Dr. Babanikos' work has been screened in a number of international venues, and his projects have won a number of awards in various production competitions. Dr. Babanikos joined the faculty of Florida's Department of Telecommunication in 1993 and teaches courses in the production sequence.

Calvert, Clay. Journalism. Director of the Marion B. Brechner First Amendment Project. Research interests include Communications Law, First Amendment Law, Freedom of Expression, Freedom of Speech, Mass Media Law. Calvert is the Brechner Eminent Scholar in Mass Communication at the University of Florida, arriving at the University in 2009. He 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 and the judiciary, and the role and responsibilities of the press. She is an Associate Professor in the Journalism Department and teaches media law at both the undergraduate and graduate level. Chance is developing an expertise in international FOI issues, and has traveled to Brazil, Jamaica, Peru and Chile to work with journalists and government officials in these emerging democracies and promote the principals of freedom of information This past summer, she taught a special course, "Media and the Courts," for judges from around the country at the National Judicial College, in the University of Nevada's Judicial Studies Program. Chance graduated with honors from the University of Florida's College of Law in 1990 and was named to the Order of the Coif. She practiced media law with the law firm of Holland & Knight in Tampa, Florida. There she handled litigation concerning access to public records and judicial proceedings, reporter subpoenas and Florida's Government in the Sunshine Law. Chance also served as an Assistant General Counsel at the University of Florida. Chance has published in numerous academic and professional journals and newspapers, including *Journalism & Mass Communication Educator*, *Communication Law and Policy*, *Journal of Broadcasting & Electronic Media*, *Arkansas Law Review, Journal of Law and Public Policy, Quill* and *Editor & Publisher*. She has authored several chapters in *Communications and the Law*, a widely used textbook, and the *Reporters' Handbook*. She's also contributor to the *Oxford*

Companion to American Law. She is on the editorial board of the *Communication Law and Policy* journal and the advisory board of UF's College of Law's *Journal of Law and Public Policy.*

Chan-Olmsted, Sylvia. Telecommunication. Chan-Olmsted works in the area of digital/mobile media consumer and strategic management in emerging media industries. Her current research involves the development and marketing of mobile media content, cross-platform media audience behavior, and social/mobile media branding, especially in the context of young adults. She also teaches classes in media management, audience/consumer analytics, and brand management. Sylvia is the author of the book, Competitive Strategy for Media Firms and co-editor of two books, Media Management and Economics Handbook and Global Media Economics. Her book won the prestigious Most Significant Contribution to Media Management and Economics Award from the U.S. Association for Education in Journalism and Mass Communication. She has published over 60 refereed articles in the Journal of Broadcasting and Electronic Media, Journalism & Mass Communication Quarterly, Telecommunications Policy, New Media and Society, Journal of Media Economics, International Journal on Media Management, and others. In addition, Chan-Olmsted has received grants from Nielsen/Arbitron, National Association of Broadcasters, the Cable Center, the Center for International Business Education and Research, and the U.S. State Department. Recipient of over 20 national and international research awards, Sylvia holds the Research Foundation Professorship and the Al and Effie Flanagan Professorship at the University of Florida.

Cleary, Johanna. Telecommunication. Prior to earning her doctorate from the University of North Carolina at Chapel Hill in 2004, Cleary was a news director, reporter/producer and marketing director for Alabama Public Television. Her teaching interests include ethics and the role of mass communication in society, arts journalism and broadcast and political reporting. Her research has focused in newsroom management issues, entertainment coverage and broadcast journalism history. Publications include "From the Classroom to the Newsroom: Professional Development in Broadcast Journalism" *Journalism and Mass Communication Educator,* (forthcoming); "The Parity Paradox: Reader Response to Minority Newsroom Staffing," *Mass Communication and Society;* "Creating 'America's Storyteller': The Early Radio Career of Charles Kuralt," *Journal of Radio Studies;* and "Shaping Mexican Journalists: The Role of University and On-the-Job Training," *Journalism and Mass Communication Educator*, Summer 2003. She is also a co-author of *The Best of Pulitzer Prize News Writing,* an anthology issued by Publishing Horizons, Inc., Columbus, Ohio.

Coffey, Amy Jo. Telecommunication. Coffey's research interests include media management, audience economics, and language, with an emphasis on foreign language programming within the United States. Her research interests stem in part from her professional news background, which included positions with CNN in Atlanta, as well as reporting, anchoring, assignment editing, and production positions in television and radio in Ohio, Tennessee, and Georgia. Dr. Coffey teaches courses in audience analysis, telecommunication programming, innovation and entrepreneurship, and telecommunications 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.

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

Duke Cornell, Lisa. Advertising. Dr. Duke-Cornell's gender work has addressed the links between identity, meaning making, and text as a consumption object. Recently, her research has focused on how the creative product is conceived, developed, and communicates. In 2012-2013, she was co-investigator on a $3.7 million grant from the Centers for Medicare and Medicaid Services and the Texas Health and Human Services Commission. The grant supported work on how to

communicate wellness information to audiences with health and access issues.

She is co-author of the 2009 book, Launch! Advertising and Marketing in Real Time. Flat World Publications. In addition to being contributing author to Moriarty, S. and Mitchell, N. (2009), Advertising Principles and Practice, Prentice Hall, book chapters include Labre, M. and Duke, L. (2006). "Between Feminine Empowerment and Subjugation: Sexualizing the Violent Female Hero in the Buffy Vampire Slayer Game." In Critical Readings: Violence and the Media, Weaver, C. K. and Carter, C., eds. Maidenhead and New York: Open University Press; Duke, L. (2004). "Just because it's a White magazine...doesn't make it a bad magazine": African American Readers and 'Mainstream' Teen Magazines." In The Meanings of Dress, Damhorst, M. L., Miller K. A., and Michelman, S. O., eds. New York, New York: Fairchild Publications; Duke, L. and Sisson, M. (2004). Reading in Black and White: Girls, Race and the Mediated Feminine Ideal. In Ethnic Media in America: Images, Audiences and Transforming Forces, Meiss, G. T. and Tait, A., eds. Dubuque, Iowa: Kendall/Hunt Publishing.

Duke-Cornell's refereed publications include Sutherland, J., Duke, L., and Abernethy, A. (2004). "A Model of Marketing Information Flow: What Creatives Obtain and Want to Know from Clients." Journal of Advertising, 33:4; Labre, M. and L. Duke (2004), "'Nothing Like a Brisk Walk and a Spot of Demon Slaughter to Make a Girl's Night': The Construction of the Female Hero in the Buffy Video Game," Journal of Communication Inquiry, 28:2; Goodman, R., Duke, L., and Sutherland, J. (2002). "Olympic Athletes in Advertising: Gendered Concepts of Valor?" Journalism and Mass Communication Quarterly, 79:2; Duke, L. (2002). "Get Real!: Cultural Relevance and Resistance to the Mediated Feminine Ideal," Psychology and Marketing, 19:2.

Ferguson, Mary Ann. Public Relations. "Direct Response Advertising: The Contributions of Price, Information, Artwork, and Individual Differences to Purchase Consideration of a Personal Computer*," Journal of Direct Marketing*, **6** (1992), 32-39 (with M. F. Weigold & S. Flusser). "Communicating with Environmental and Health Risk Takers: An Individual Differences Perspective," *Health Education Quarterly*, 18, (1991), 303-318 (with J. M. Valenti). "Communicating with Risk Takers: A Public Relations Perspective," *Public Relations Research Annual*, 3, (1991), 195-224 (with J. M. Valenti & G. Melwani). "Using Persuasion Models to Identify Givers*," Public Relations Review*, 12, (1986), 43-50 (with L. Doner & L. Carson).

Freeman, John. Journalism. John Freeman has headed the photojournalism program at the University of Florida since joining the faculty in 1991. His research interest focuses on successful photojournalists and has been published in *Visual Communications Quarterly* and *News Photographer* magazine. His professional experience includes six years as a staff photographer at *The Wichita Eagle* in Kansas and college internships at *The Arizona Republic* and *Palm Beach Post.* Freeman is also active in the National Press Photographers Association and was named NPPA Educator of the Year in 2001. He is a two-time winner of the College of Journalism 's Teacher of the Year award. 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 health communications, visual communications, and gender, race, and media. Publications include, "Flabless is Fabulous: How Latina and Anglo Women Read, Negotiate, and Incorporate the Excessively Thin, Mediated Body Ideal Into their Everyday Experience," *"Sculpting the Female Breast: How College Women Negotiate the Media's Ideal Breast Image," and "Olympic Athletes and Heroism in Advertising: Gendered Concepts of Valor?"* all in *Journalism and Mass Communication Quarterly*. Dr. Goodman has worked as a sports reporter, advertising graphic designer and a freelance graphic designer. She has been recognized and received top paper awards for her research.

Hon, Linda. Public Relations. 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 and Elizabeth L. Toth), 2001, Guilford, and author of several book chapters. Refereed journal publications include: Eyun-Jung Ki & Linda Hon. "Causal Linkages Among Relationship Quality Perception, Attitude, and Behavior Intention in a Membership Organization. *Corporate Communications. An International Journal, 17(2),* 187-208, 2012. Eyun-Jung Ki & Linda Hon. "Causal Linkages Among Relationship Cultivation Strategies and Relationship Quality Outcomes." *International Journal of Strategic Communication*, *3(4)*, 242-263, 2009. Eyun-Jung Ki & Linda Hon. "A Measure of Relationship Cultivation Strategies." *Journal of Public Relations Research, 21(1)*, 1-24, 2009. Eyun-Jung Ki & Linda Hon.

"Reliability and Validity of Organization-Public Relationship Measurement and Linkages among Relationship Indicators in a Membership Organization," *Journalism and Mass Communication Quarterly, 84(3)*, 419-438, 2007. Eyun-Jung Ki and & Linda Hon, "Testing the Linkages Among the Organization-Public Relationship and Attitude and Behavioral Intentions," *Journal of Public Relations Research, 19(1)*, 1-24, 2007. Eyun-Jung Ki and Linda Hon, "Relationship Maintenance Strategies on Fortune 500 Company Web sites," *Journal of Communication Management*, Vol. 10, No. 2, 27-43, 2006. Linda Hon, "The Mosaic of Public Relations Evaluation," *Brazilian Journal of Organizational Communication and Public Relations*, Vol. 2, No. 2, 96-115, 2005. Samsup Jo, Linda Hon, and Brigitta Brunner, "Organization-Public Relationships: Measurement Validation in a University Setting," *Journal of Communication Management,* Vol. 19, No. 1, 14-27, 2004. Linda Hon, Kathy Fitzpatrick, and Peg Hall, "Public Relations Graduate Education: A Study in Master's Curriculum Revision," *Journalism and Mass Communication Educator,* Vol. 52, No. 2, 126-142, 2004. Linda Hon and Brigitta Brunner, "Measuring Public Relationships Among Students and Administrators at the University of Florida," *Journal of Communication Management,* Vol. 6, No. 3, 227-238, 2002. Youjin Choi and Linda Hon, "The Influence of Sex Composition in Powerful Positions on Public Relations Practitioners' Gender-related Perceptions," *Journal of Public Relations Research,* Vol. 14, No. 3, 229-263, 2002. Yungwook Kim and Linda Hon, "Public Relations In Korea: Applying Theories and Exploring Opportunities," *Journal of Asian Pacific Communication*, Vol. 11, No. 2, 2001. Linda Hon and Brigitta Brunner, "Diversity Issues and Public Relations," *Journal of Public Relations Research*, Vol. 12, No. 4, 2000, pp. 309-340. Larissa Grunig, Elizabeth Toth, and Linda Hon, "Feminist Values in Public Relations," *Journal of Public Relations Research,* Vol. 12, No. 1, 2000, pp. 49-68. Linda Hon, Michael Weigold, and Sandra Chance, "The Meaning of Diversity Among the Professoriate," *Journalism and Mass Communication Educator,* Vol. 54, No. 10, 1999, pp. 51-67. Yungwook Kim and Linda Hon, "Craft and Professional Models of Public Relations and Their Relationship to Job Satisfaction among Korean Public Relations Practitioners," *Journal of Public Relations Research,* Vol. 10, No. 3, 1998, pp. 155-176. Linda Hon, "Goals, Objectives, and Evaluation: Demonstrating Effectiveness in Public Relations," *Journal of Public Relations Research,* Vol. 10, No. 2, 1998, pp. 103-136. Tom Kelleher, Michelle Henley, Debra Gennarelli, and Linda Hon, "Communication on the World Wide Web: Designing an Effective Homepage," *Journal of Applied Communications*, Vol. 81, No. 2, 1997, pp. 29-42. Linda Hon, "'To Redeem the Soul of America': Public Relations and the Civil Rights Movement," *Journal of Public Relations Research,* Vol. 9, No. 3, 1997, pp. 163--212. Linda Hon, "'What Have You Done for Me Lately?': Exploring Effectiveness in Public Relations," *Journal of Public Relations Research*, Vol. 9, No. 1, 1997, pp. 1-30. Linda Hon, "Toward a Feminist Theory of Public Relations," *Journal of Public Relations Research*, Vol. 7, No. 1, 1995, pp. 27-88. Linda Hon, "J. Grunig's Asymmetrical and Symmetrical Models of Public Relations: Contrasting Features and Ethical Dimensions," *IEEE Transactions on Professional Communication,* Vol. 32, No. 2, 1989, pp. 86-93. Linda Childers, "Credibility of Public Relations at the Nuclear Regulatory Commission," *Public Relations Research Annual*, Vol. 1, No. 1, 1989, pp. 97-114.

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.

Kelly, Kathleen S. Public Relations. Specializes in fund raising, public relations theory, and nonprofit management. Publications include *Effective Fund-Raising Management*, 1998 (Lawrence Erlbaum Associates); *Fund Raising and Public Relations: A Critical Analysis*, 1991 (Lawrence Erlbaum Associates); "Teaching Fund Raising," *Learning to Teach: What You Need to Know to Develop a Successful Career as a Public Relations Educator* (3rd ed., L. M. Sallot & B. J. DeSanto, Eds.), 2003; "The State of Fund-Raising Theory and Research," *New Strategies for Educational Fund Raising* (M. J. Worth, Ed.), 2002; "ROPES: A Model of the Fund-Raising Process," *The Nonprofit Handbook: Fund raising* (3rd ed., J. M. Greenfield, Ed.), 2001a; "Stewardship: The Fifth Step in the Public Relations Process," *Handbook of Public Relations* (R. L. Heath, Ed.), 2001b; "From Motivation to Mutual Understanding: Shifting the Domain of Donor Research," *Major Issues Facing Fund Raising* (D. F. Burlingame, Ed.), 1997; "Public Relations Expertise and Organizational Effectiveness: A Study of U.S. Hospitals" (with C. G. Gordon), *Journal of Public Relations Research, 11*(2), 1999; "Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising," *Journalism & Mass Communication Quarterly, 72*(1), 1995.

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

Lee, Moon (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.

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 newswork 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 The New School for Social Research, New York, 1993. B.A. in journalism from Penn State University, 1981. Professional journalism experience includes *The Washington Post* (1993–95) and *Time* magazine (1988–93).

Molleda, Juan-Carlos. Public Relations. His research interests are in global corporate public relations management, including coordination and control mechanisms and transnational crises; public relations practices, regulations, professionalism, and social roles in Latin America; multi-sector partnerships creation and maintenance; and the interplay between the construct of authenticity and strategic communication practices. He has introduced to the international academic community the concept and theory of cross-national conflict shifting (*Journalism Studies*, *Public Relations Review*), the Latin American School of Public Relations ("*Journalism Studies"*), as well as the social roles of public relations in Brazil ("*Journal of Public Relations Research"*) and Colombia (PRSA Educators Academy and *Anagramas*, a peer-reviewed publication from Universidad de Medellin, Colombia). Public relations classes taught include: Principles, campaigns, research, international perspective, and project in lieu of thesis. Other classes taught internationally: Public diplomacy and strategic communication, strategic communication management, corporate identity and branding, and strategic communications and the French culture. He has a national and international record of conference papers, lectures, and publications. He currently acts as member of the board of trustees of the Institute for Public Relations and a founding member of its Commission on Global Public Relations Research. Also, he acts as Latin American liaison of the Public Relations Society of America's Certification in Education for Public Relations.

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

Morton, Cynthia. Advertising. Morton's teaching interests are in advertising management, research, and strategic planning. Her current research interests are in source credibility and message effects, social communication, issue advertising, and product placement. Her work has been published in *Journal of Current Issues and Research in Advertising*, *Journal of Promotion Management*, *Journal of Nonprofit and Public Sector Marketing*, *Proceedings of the American Academy of Advertising*, and *The Annals of the American Academy of Political and Social Science*. She has presented papers at conferences sponsored by the American Academy of Advertising, the American Marketing Association, and the Association for Education in Journalism and Mass Communication. In 2002, she was awarded the

American Academy of Advertising's Research Fellowship Competition Award with collaborator and colleague Dr. Jorge Villegas. Morton has four years of professional experience in advertising and three years of experience in the not-for-profit sector. She holds degrees from The University of Georgia (A.B.J., M.B.A.) and from the University of Texas at Austin (Ph.D.).

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

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

Rodgers, Ronald. Journalism. Rodgers is a former Peace Corps Volunteer in South Korea where he taught at a middle school and an education research center, while also participating in a traveling English-teaching theater from 1978-1980. He followed that experience with more than 20 years of experience in the newspaper business in Japan and South Korea, and in California, Oregon, Washington, Arizona, and Alaska as a reporter, editorial writer, copy editor, slot editor, assigning editor and page designer. Rodgers teaches courses in Ethics and Basic and Advanced Editing and graduate seminars in Mass Media and Society and Journalism as Literature. He is the Journalism Department's Graduate Coordinator, the Book Review Editor for *Journalism and Mass Communication Quarterly*, and he was named a 2012-2015 UF Research Foundation Professor. His research agenda is driven by his professional experience and focuses on journalism and media history. He is especially interested in the formation of normative standards, and, concomitantly, the historical and contemporary agents of influence on media content and their effect on democracy and the marketplace of ideas – much of which has resonance today in the current digital disruption of journalism's norms. Rodgers has presented two dozen papers at national and international conferences. He is currently revising for publication in *Journalism History* a paper titled "A Strange Absence of News': The Titanic, the Times, checkbook journalism, and the inquiry into the public's right to know." His other publications include: (2013) "'One of the most crying needs of the present time': The call for a Christian daily newspaper." *American Journalism 30* (3), 394-413. (2011) "The Social Gospel and the news." *Journalism & Communication Monographs 13* (2), 69-134. (2010) "The press, pulpit and public opinion: The clergy's conferral of power and the concomitant call for a journalism of advocacy in an age of reform." *Journal of Media and Religion 9* (1), 1-18. (2010) "The press and public relations through the lens of the periodicals, 1890-1930." *Public Relations Review 36*, 50-55. (2009) "'Goodness isn't news': The Sheldon Edition and the national conversation defining journalism's responsibility to society." *Journalism History 34*, (4) 204-215. (2008) "OhmyNews and its citizen journalists as avatars of a post-modern marketplace of ideas." *Journal of Global Mass Communication 1* (3/4), 271-292. (2008) "Collier's criticism of the newspaper press during the Norman Hapgood years, 1902-1913." *American Journalism 25* (4), 7-36. (2007) "Journalism is dead, long live journalism: Exploring new ways of making meaning in the realm of the connected computer." *Explorations in*

Media Ecology 6 (2), 97-113. (2007) "The problems of journalism: An annotated bibliography of press criticism in *Editor & Publisher*, 1901-1923." *Media History Monographs 9* (2), 1-40. (2007) "'Journalism is a loose-jointed thing': A content analysis of Editor & Publisher's discussion of journalistic conduct prior to the Canons of Journalism, 1901-1922." *Journal of Mass Media Ethics 22* (1), 66-82. (2004) "From a boon to a threat: Print media coverage of Project Chariot, 1958-1962." *Journalism History 30* (1), 11–19.

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.

Spiker, Ted. Journalism. Creative activities: Writing for national consumer magazines. Specializes in health, fitness, narrative and essays. Author of one book (publication October 2014), co-author of more than a dozen books, including *New York Times* best-selling series *YOU: The Owner's Manual*. Work has also appeared in *Outside*; *Fortune*; *O, The Oprah Magazine; Men's Health, Women's Health; Esquire.com; Best Life; Reader's Digest; Runner's World; Prevention; St. Petersburg Times; Writer's Digest; The Philadelphia Inquirer Sunday Magazine* and more. Former articles editor for *Men's Health* magazine. Also interested in research about the magazine industry with special emphasis on the effects and trends in magazine covers. Scholarly paper about the images portrayed in 9/11 magazine covers appeared in the *Journal of Magazine and New Media Research* (Spring 2003); forthcoming book chapter on magazine-cover research Courses taught include Magazine & Feature Writing, Advanced Magazine & Feature Writing, Applied Magazines, Magazine Management, Journalism as Literature, Sports Media & Society, 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 Aeronautic 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.*

Walsh-Childers, Kim. Journalism. Specializes in health communication, particularly news coverage of health issues. Publications include *Sexual Teens, Sexual Media*, 2002 (Edited with Jane Brown & Jeanne Steele.); "Effects of Media on Personal and Public Health" (with Jane Brown), *Media Effects: Advances in Theory and Research (* J. Bryant and D. Zillman, Eds), 2002; "Mass Media and Health Issues" (with Debbie Treise), *History of the Mass Media in the United States: An Encyclopedia (* Margaret Blanchard, Ed.), 1998; "Victims and Villains: The Framing of Health Care System Issues in Daily Newspaper Stories" (with C. Lepre & J. Chance), *Newspaper Research Journal,* in press; Walsh-Childers, K., Edwards, H., & Grobmyer, S. (2011). Covering women's greatest health fear: Breast cancer information in consumer magazines. *Health Communication*, *26*:3, 1-12. Walsh-Childers, K.; Lewis, N.P. & Neely, J. (2011). Listeners, not leeches: What Virginia Tech survivors needed from journalists. *Journal of Mass Media Ethics*. *26*, 191-205. Walsh-Childers, K., Edwards, H., & Grobmyer, S. (2012). *Essence, Ebony* & *O*: Breast cancer coverage in black magazines. *Howard Journal of Communication*, *23*:2, 136-156. Kang, H., & Walsh-Childers, K. (2012). Sun-care product advertising in parenting magazines: What information does it provide about sun protection? *Health Communication*, DOI:10.1080/10410236.2012.712878. Walsh-Childers, K., & Braddock, J. (2013). Competing with the conventional wisdom: Newspaper framing of medical overtreatment. *Health Communication*, *29*(2):157-172. Michael Stellefson, PhD; Beth Chaney, PhD; Adam E Barry, PhD; Enmanuel Chavarria; Bethany Tennant; Kim Walsh-Childers, PhD; P.S Srira3, MD; Justin Zagora

(2013). Web 2.0 Chronic Disease Self-management for Older Adults: A Systematic Review. Journal of Medical Internet Research, 15:2, 1-15; Merten, J. W., Walsh-Childers, K., Rodman, L., Young, M. E., & Birchwood, N. (2013). Rural Breast Cancer Patients and Survivor's Perspectives using Online Health Resources. *Journal of Women's Health, Issues & Care 2*(6). DOI: 10.4172/2325-9795.1000124.

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

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

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

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

APPENDIX A

Forms and Procedures for Annual Evaluation of Doctoral Students

Annual Evaluation of Doctoral Students
College of Journalism and Communications
University of Florida

INFORMATION REQUESTED FROM STUDENTS

Each year the College of Journalism and Communications evaluates the progress of all doctoral students. A copy of the form used for this evaluation is on the next page. In order to facilitate this process, please provide your advisor with the following information. You may use these instructions as a format to fill in the categories.

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

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

   Please address specifically in your statement the following:

   (1) formation of a committee, including outside/external member; list names.
   Has the paperwork been submitted to the Graduate Division?

   (2) timeline for preparation or completion of qualifying exams, including oral defense of exam.

   (3) work on identifying dissertation topic and completing prospectus.

   (4) current GPA, any incompletes? If so, plans for completing.

3. Research. Using a standard citation format, such as APA or Chicago. Please list:

   (1) papers you have submitted to conferences in the past year.
   (2) papers you have presented to conferences in the past year.
   (3) publications submitted to scholarly or professional journals.
   (4) status of those publications .
   (5) creative activities submitted.
   (6) creative activities that were juried or presented.

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

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

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

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

8. Degree Plan: Please include your degree plan.

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

NOTE: this is the form your advisor will complete and submit, following receipt of the information you provide.

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

Student's Name: _____

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

Please comment on student's progress on each item that is relevant to student progress at this point in the degree.

1. **Overall Progress toward the Degree:**
   a. Core **Courses Completed: Yes No**
      If no, is adequate progress being made? Yes No
   b. Specialization **Courses Completed: Yes No**
      If no, is adequate progress being made? Yes No
   c. **Methodological Courses Completed: Yes No**
      If no, is adequate progress being made? Yes No
   d. **Number of Advanced Courses completed** _____
      Is adequate progress being made? Yes No
   e. **Supporting Courses Completed: Yes No**
      If no, is adequate progress being made? Yes No
   f. **Degree Plan Completed: Yes No**
      If no, is adequate progress being made? Yes No
   g. **Committee Formed by Submitting Paperwork to Grad Division?: Yes No**
   h. **Qualifying Exam Completed:**
      If yes, date completed: _____
      If no, anticipated semester of exam _____
   i. **Dissertation Progress: Satisfactory** ____ **Unsatisfactory** ____

2. **Academic Work: Satisfactory** ____ **Unsatisfactory** ____
   GPA: _____ Incompletes? _____

3. **Research Accomplishments: Satisfactory Unsatisfactory**
   Number of conference papers submitted _____ number presented ____
   Number of articles submitted _____ number published ____
   Number of creative activities submitted _____ number presented or exhibited ____

4. **Assistantships/Fellowships/Scholarships: Satisfactory** ____ **Unsatisfactory** ____ **N/A** ____
   Courses Taught? _____ Assisted with? _____
   Research or Other Assignment: _____

5. **Skills Rubric 1: Successful completion of research studies to submit to conferences and publication:**
   ____Exceeds Expectations:
   First-year doctoral students: 1 conference paper accepted and 1 paper submitted to a refereed journal.
   Second, third and fourth year doctoral students: 1 or more first or sole authored publications accepted in refereed journals; and 1 in revise and resubmit; and 2 or more papers accepted at national conferences.
   ____Meets Expectations:
   First-year doctoral students: 1 conference paper accepted.
   Second, third and fourth year doctoral students: 1 first or co-authored publication accepted in refereed journal; and 1 in revise and resubmit, and 2 or more papers accepted at national conferences.

____Near Expectations:

First-year doctoral students: 1 conference paper submitted.

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

____Below Expectations:

First-year doctoral students: No papers submitted to a conference.

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

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

____Exceeds Expectations:

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

____Meets Expectations:

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

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

Summary Evaluation Comments:

Overall, how would you rate the progress of this doctoral student?

Excellent ____ Good ____ Average ____ Below Average ____ Unsatisfactory ____

Additional Comments:

Advisor: Name_____ Signature _____ Date _____

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

Student: Name _____ Signature _____ Date _____

APPENDIX B

Avoiding Plagiarism

Avoiding Plagiarism

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

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

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

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

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

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

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

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

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

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

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

What if I want to paraphrase what another author wrote?

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

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

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

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

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

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

What if I don't have the original article but want to cite a work I've seen mentioned in another article?
First, you should be aware that citing someone else's explanation of what a different author has said generally is not recommended. In most cases, you should seek out the original work because it's always possible that when you read the original work, you will disagree with the interpretation of that work by the author whose citation you had seen.

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

For instance, let's say that you want to use this quote from James Tiedge and colleagues concerning the third-person effect:
"In either case, most people appear to be willing to subscribe to the logical inconsistency inherent in maintaining that the mass media influence others considerably more than themselves" (Tiedge, Silverblatt, Havice & Rosenfeld, 1991, p. 152).

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

"In either case, most people appear to be willing to subscribe to the logical inconsistency inherent in maintaining

that the mass media influence others considerably more than themselves" (Tiedge, Silverblatt, Havice & Rosenfeld,

1991, p. 152, as cited in Perloff, 2002).

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

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

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

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

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

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

APPENDIX C

Academic Integrity in Graduate Studies

The Penalties for Plagiarism

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

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

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

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

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

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

THE PENALTIES FOR PLAGIARISM

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

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

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

_____

Print Name Date

_____

Signature

APPENDIX D

Doctoral Degree Plan

DEGREE PLAN FOR A PH.D. IN MASS COMMUNICATION

GRADUATE DIVISION – COLLEGE OF JOURNALISM AND COMMUNICATIONS
UNIVERSITY OF FLORIDA

GRADUATE FACULTY APPROVAL 4-04, UPDATED JANUARY 2008, **UPDATED MARCH 2012**

Your Signature: _____ Date: _____

Your Name Printed: _____ UF ID #: _____

Specialization: _____

Methodological Approach(es): _____

Supporting Studies: _____

Languages (if any): _____

Qualifying Exam: *(anticipated term)* _____

Graduation: *(anticipated term)* _____

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

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

	SIGNATURE	DATE	DEPARTMENT
Chair:	_____ *First Professor*	_____	Mass Communication
Member:	_____ *Second Professor*	_____	Mass Communication
Member:	_____ *Third Professor*	_____	Mass Communication
Member:	_____ *Outside Professor*	_____	_____
Member:	_____ *Optional Professor*	_____	_____

Approved _____

Senior Associate Dean, Division of Graduate Studies and Research *Date*

STATEMENT OF RESEARCH INTERESTS AND INTENT

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

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

Describe your goals for employment after completing your degree.

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

CURRICULUM VITAE

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

Local Residence

EDUCATION

TEACHING EXPERIENCE

MASS COMMUNICATION WORK EXPERIENCE

RECENT HONORS

BOOKS

BOOK CHAPTERS

REFEREED PUBLICATIONS

OTHER PUBLICATIONS (Conference papers and others)

CURRENT RESEARCH

PROGRAM OF STUDY

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

List individual courses under appropriate headings. For an example of how to present courses, see courses listed under Core, and dissertation research listings below. Include grades for courses already completed.
*The degree plan represents the *minimum* number of hours to fulfill the degree requirements. Your advisor may require additional course work in many cases.

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

CORE COURSES, 9 HOURS REQUIRED

COURSE	TERM & YEAR	CREDITS	GRADE	ADVANCED
MMC 6402 – Mass Communication Perspectives	1st Fall	4		**Y**
MMC 6929 – Communication Colloquium	1st Fall	2		**N**
MMC 6930 – Seminar in Mass Comm Teaching	1st Fall **or**	3		**N**
	1st Spring			
Total Credits		_____		

SPECIALIZATION COURSES, 12-20 CREDITS REQUIRED *(List courses individually.)* Essential courses in area of interest, primarily from this college.

COURSE	TERM & YEAR	CREDITS	GRADE	ADVANCED
				Y/N
				Y/N
				Y/N
				Y/N
				Y/N
				Y/N
				Y/N
Total Credits		_____		

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

COURSE	TERM & YEAR	CREDITS	GRADE	ADVANCED
Methods (inside college)		3		Y/N
Methods (inside college)		3		Y/N
				Y/N
				Y/N
				Y/N
				Y/N
				Y/N
				Y/N
				Y/N

Total Credits _____

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

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

COURSE	TERM & YEAR	CREDITS	GRADE	ADVANCED
				Y/N
				Y/N
				Y/N
				Y/N
				Y/N
				Y/N
				Y/N
				Y/N
				Y/N
				Y/N

Total Credits _____

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

COURSE	TERM & YEAR	CREDITS	GRADE	ADVANCED
MMC 7979 - Advanced Research				**N**
MMC 7979 - Advanced Research				**N**
MMC 7980 - Research for Doctoral Dissertation				**N**
MMC 7980 - Research for Doctoral Dissertation				**N**

Total Credits _____

GRAND TOTAL _____

TOTAL REQUIRED	**90 CREDITS**	**5** ADVANCED LEVEL COURSES

APPENDIX E

Incomplete Grade Contract

COLLEGE OF JOURNALISM AND COMMUNICATIONS
DIVISION OF GRADUATE STUDIES

INCOMPLETE-GRADE CONTRACT

COURSE NUMBER AND NAME: _____

SEMESTER AND YEAR OF COURSE: _____

STUDENT'S NAME: _____

STUDENT'S UFID #: _____

INSTRUCTOR'S NAME: _____

ADVISOR'S NAME: _____

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

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

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

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

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

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

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

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

YES: ____ describe:_____
NO: _____

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

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

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

SIGNATURE OF STUDENT	DATE	SIGNATURE OF ADVISOR	DATE

SIGNATURE OF INSTRUCTOR	DATE	SIGNATURE OF SE. ASSOC. DEAN FOR GRAD. STUDIES	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, Program Assistant for the College of Journalism and Communications.

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

Any and all exceptions to this process and contract require specific written approval of the Senior Associate Dean for Graduate Studies and Research. Updated 03/11/2011 8/7/12

APPENDIX F

Qualifying Exam Preparation and Study Guide

By Joy L. Rodgers, Ph.D.

Prep, prep, prep: Your quals start now

Preparing for Qualifying Exams (The Process)

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

1. **Write prospectus.**

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

2. **Meet with committee members as a group.**

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

3. **Schedule exams and oral defense.**

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

4. **Prepare reading lists.**

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

5. **Meet with committee members individually.**

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

6. **Write dissertation proposal.**

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

7. **Study for qualifying exams.**

   Ideally, your proposal will be written and submitted to your committee for review before you begin studying for exams. However, most students multitask by writing their proposals and studying for their exams at the same time. In either case, you

should manage your time well. Think about how much time you need to write and to study. Come up with a timeline, giving yourself some cushion in case one or the other task takes longer than you anticipate.

Studying for Qualifying Exams

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

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

   Writing every day:

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

2. **Write practice questions.**

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

3. **Take study breaks.**

   Breaks are hard to do when you are studying. But taking time for you is important.

   Small breaks while studying will help allow the concepts you've learned to cohere and give your brain time to solidify connections. Good studying always includes small breaks—do the laundry, make a snack, go for a walk.

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

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

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

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

5. **Enlist others.**

   A support network of friends, family, and colleagues can help get you that final mile. Find a study partner. Recruit family members or spouses to encourage you to reach your writing goal for the day. Ask friends to quiz you or read over practice

exams. Talk to a colleague about your study process. Ask other students about their exam experiences. Studying alone can feel isolating. But including others in your study plan can help make studying easier.

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

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

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

Writing Qualifying Exams

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

1. **Take a deep breath.**

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

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

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

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

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

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

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

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

4. **Brainstorm and draft your answers**

   Before you start writing in earnest, take a few moments to walk through how you are going to answer the prompt. Jot down a thesis statement and arguments. Spend

time sketching out where your answer is going to go (an outline). This will help you stay focused when it comes time to write your response.

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

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

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

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

6. **Proofread and edit**

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

7. **A few general tips:**

   - **Keep in mind that everyone wants you to pass.**
     - You likely won't get trick questions, or prompts designed to trip you up.
     - People are rooting for you, and your exam will be full of things you can answer.
   - **Move on from questions you can't answer.**
     - You may get a question you can't answer, or don't feel prepared to.
     - Leave challenging questions for last. Answer what you know you can, then return to that one and do your best. You may be able to answer part of what is being asked.
     - Just remember not to panic.
   - **Pay attention to your time.**
     - You will have four hours for each exam.
     - Remember to cut yourself off as needed, to ensure you get everything done.
   - **Take a break.**
     - Take a short break to recharge.
     - Go to the bathroom, or scoot your chair over and doodle a dinosaur to give your brain a rest.
   - **Relax.**
     - You're awesome. You will do great!

APPENDIX G

Highlights in the History of the College

HIGHLIGHTS IN THE HISTORY OF THE COLLEGE

YEAR	SPECIAL EVENT
1906	University News, forerunner of Independent Florida Alligator, first published.
1915	Maxwell Newton Beeler joins faculty of the College of Agriculture as first part-time teacher of journalism. First class, "Agricultural Journalism," taught in Spring Semester 1916.
1925	Legislature approves appropriation for setting up Department of Journalism and hiring full-time professor.
	First full-time professor, Orland Kay "O.K." Armstrong, sets up Department of Journalism.
1927	Faculty expands to two as Elmer J. Emig arrives.
1928	First degrees in journalism conferred in June.
	WRUF-AM goes on air.
1929	Elmer J. Emig named Department head, July 1, 1929.
1947	In summer term, first master's degree conferred.
1948	Faculty expands to three when John Paul Jones, Jr., arrives.
1949	School of Journalism founded, July 1, 1949. Rae O. Weimer named Director of School.
	WRUF-FM goes on air.

YEAR	SPECIAL EVENT
1950	School of Journalism accredited, July 1, 1950.
1954	School expands to School of Journalism and Communications.
1955	School accredited in Advertising.
	School moves to Stadium Building.
1956	University's first teaching by television started in School.
1958	Board of Control designates University of Florida to have only state School of Journalism and Communications in Florida.
	WUFT-TV goes on air.
	School accredited in Radio-Television.
1959	James "Mickey" Ellenberg, Jr., becomes 500th journalism graduate at June Commencement.
1967	Board of Regents votes for School to become College.
1968	John Paul Jones, Jr., named Dean of College.
1969	100th student graduated from master's program.
1970	Communication Research Center becomes a full-time operation.
1972	College departmentalized into Advertising, Broadcasting, Journalism, and Public Relations.
1973	Independent Florida Alligator becomes independent and moves off-campus.
1976	Ralph L. Lowenstein named Dean of College.
	School accredited in Public Relations.
1980	College moves into Weimer Hall in spring quarter.
1980	College initiates "Professional Summer" program for faculty members.
1981	WUFT-FM goes on air.
1986	500th student graduated from master's program.
1989	W10BR (now WRUF) goes on the air.
1990	In May, first two doctoral degrees in mass communication conferred.

1994 Terry Hynes named Dean of College.

The Interactive Media Lab is established.

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

Documentary Institute joins the College of Journalism and Communications.

1997 College offers a new degree plan in documentary production.

1998 Department of Advertising is certified as an Institute by the International Advertising Association. This is the first fully certified institute in the United States.

1999 College offers a new degree program in sports communication and a joint Juris Doctor/Ph.D. in mass communication.

College awards its 50th Ph.D. degree.

2000 "Celebration 2000" in recognition of the 75th anniversary of the beginning of a formal journalism curriculum at UF and the 50th anniversary of Rae O. Weimer's arrival at UF.

Division of Graduate Studies offers a project option in addition to thesis and non thesis options for the Master's degree.

The Graduate Division was officially renamed the Division of Graduate Studies.

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 master's 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 Senior Associate Dean of the College

ACEJMC re-accredits the undergraduate and graduate programs.

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

2008 ABC News opens bureau at Weimer Hall

College creates country's first chair in Public Interest Communications

2010 Michael Weigold named Senior Associate Dean for Undergraduate Affairs and Enrollment Management

Center for Media Innovation + Research opens in the College.

The College of Journalism and Communications and the University Athletic Association announced a partnership that moves GatorVision, the multimedia operations unit of UAA, to Weimer Hall. The partnership will expand opportunities for professional education of students.

This is the 3rd year in a row that the College has the highest number of accepted papers at our largest conference—AEJMC.

2011 College offers first online Master's program.

Ranked 6th of 91 programs nationwide in placement of doctoral students.

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

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