

MASTER'S HANDBOOK 2019-2020

GRADUATE STUDIES AND RESEARCH

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ABOUT THE MASTER'S HANDBOOK

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

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

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

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

DEADLINE DATES

All graduate school deadline dates are available online at: <http://graduateschool.ufl.edu/graduate-school-calendar/>

CHECKLIST FOR MASTER'S THESES

This checklist is an essential guide to help the student through the thesis process and can be found online at: <http://graduateschool.ufl.edu/about-us/offices/editorial/thesis-and-dissertation/>

THE UNIVERSITY CALENDAR

The calendar is published online in the Graduate Catalog at: <http://gradcatalog.ufl.edu/>

THE UNIVERSITY GRADUATE STUDENT CATALOG AND HANDBOOK

The Graduate Catalog is available online at: <http://graduateschool.ufl.edu/academics/graduatecatalog> and the UF Graduate Student Handbook is available at: <http://graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf>

In addition to providing the university calendar, the catalog is the University's official record of graduate policies, critical dates, deadlines, course descriptions and faculty members for master's degree and doctoral degree students.



DEGREE PLAN

The degree plans for each specialty are available in the Graduate Division in Weimer Hall.

Other than the core courses, in some cases it may be possible to substitute other courses for those listed on the degree plan. Check with your adviser to determine whether specific courses may be acceptable in lieu of listed courses.

GRADUATE SCHOOL LIST SERVE

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

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

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

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

GRADUATE SCHOOL EDITORIAL OFFICE

The Editorial Office (106 Grinter Hall) oversees the thesis/dissertation process, offering help and guidance to ensure the students' theses and dissertations meet UF's high standards and are ready for electronic submission and digital archiving. Staff members answer questions about format and reference systems; tables, figures and equations; and copyright and documentation issues. It also provides referrals to editors and formatters for hire. Staff members do not examine or critique content, scholarship, research methods or writing style, which is the responsibility of the student and his/her supervisory committee. For more detailed information, please see: <http://graduateschool.ufl.edu/about-us/offices/editorial/>

FORMS

Forms required by this college are available 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 prerequisite for admittance to graduate studies in the college.

Self-plagiarism: Self-plagiarism is defined as an author's re-use of portions of his or her own earlier work without citing the original content. So, for instance, it would be considered self-plagiarism if you copied the literature review you wrote for one paper and re-used it in another related paper without substantial alteration. Obviously, when you're writing multiple papers on a similar topic, you're likely to cite many of the same articles more than once. However, to avoid self-plagiarism, you should write each new literature review independently so that you're not repeating the same sentences in more than one paper. Of course, direct quotes from other authors' works may be used in multiple papers, so long as they are cited properly in each paper. And you may make reference to your own work in a subsequent paper – simply cite that earlier paper, just as you would cite a paper written by another scholar.

Many students find the concept of self-plagiarism confusing because, after all, if you wrote the original paper, how can it be “stealing” to re-use your own words? The problem is that when readers pick up a new paper by a scholar whose previous work they have read, they expect all of the material to be new. They don't expect to see “recycled” material. Certainly a journal editor who agrees to publish your article expects that he or she would not be able to find identical or nearly identical material in articles you've had published earlier. Self-plagiarism, therefore, can damage your reputation as a scholar.

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

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

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

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

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

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

BEHAVIORAL EXPECTATIONS

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

GRADUATE STUDY IN THE COLLEGE

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

DEGREE PROGRAMS AND SPECIALTIES

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

The College's doctoral degree program is described in detail in a separate handbook and online at <https://www.jou.ufl.edu/graduate/phd/>

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

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

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

ACADEMIC ADVISERS

The graduate coordinator usually serves as the initial academic adviser and is the first place to go for assistance. Students in the PhD preparation track may

select a new adviser once research and specialty interests have been clarified. The adviser must be a member of this College's graduate faculty.

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

FORMS

Forms required by this college are available online at <https://www.iou.ufl.edu/graduate/resources/> or in the Division of Graduate Studies and Research office.

MASTER'S PROGRAM POLICY

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

Pro Master's students:

<https://www.iou.ufl.edu/graduate/graduate-pro-masters/degree-plan/>

Ph.D. Preparation students:

<https://www.iou.ufl.edu/graduate/research-and-theory/degree-plans/>

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

GENERAL REQUIREMENTS

The Graduate School requires a minimum of 30 credits for a master's degree. The total excludes statistics and any undergraduate articulation requirements. Depending on the student's career goal and the specialization followed, the total number of credits

required in a degree plan may be as many as 39 (or more if the student does not have required background or a bachelor's degree in the specialty).

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

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

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

MASS COMMUNICATION BACKGROUND

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

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

STATISTICS REQUIREMENT

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

UNDERGRADUATE COURSES

No undergraduate courses may be taken for credit on the degree plan. However, if students wish to take a 3000- or 4000-level course for graduate credit, they must secure the approvals of their adviser and the instructor of the course. Please be advised that faculty members are not obligated to accept the student's



request to take the class at the graduate level and may refuse the request. If the student's advisor and the course instructor agree with the request, the course must be taken as a graduate-level independent study course (MMC 6905). The student will not be registered in the undergraduate course number. Using the MMC 6905 Independent Study Form, the student must contract with the course professor for extra work to take the course to graduate level. Proposals for independent study, taken as Individual Work, must show evidence that the expectations will go beyond that expected for any similar courses at the undergraduate level. The course instructor **MUST** be a graduate faculty member. A list of all current Graduate Faculty members is included at the end of this handbook. Any exceptions must be approved by the Associate Dean of Graduate Studies and Research.

COURSE DISTRIBUTION REQUIREMENTS

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

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

DEPARTMENTALLY CONTROLLED CLASSROOM COURSES

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

NON-CLASSROOM COURSES—INDEPENDENT STUDIES

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

If a student wants to be registered for a non-classroom course, the form, available in the Graduate Division as well as on the College of Journalism and Communications, Graduate Studies, web page at <https://www.jou.ufl.edu/graduate/research-and-theory/graduate-forms-guidelines/> and an attachment describing the proposed work and method of evaluation, must be approved by the supervising professor, adviser, and Associate Dean for Graduate Studies and Research. After receiving the appropriate approvals, the student will submit the form to 2014 Weimer Hall, Division of Graduate Studies and Research, for registration prior to the registration deadline. Proposals for Individual Work (MMC 6905) must include:

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

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

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

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.

Supervised Teaching (COM 6940), proposals must include:

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

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

- ◆ the student is there for class observation and does not have to attend every lecture,
- ◆ the instructor should provide tutoring in grading techniques with no actual grading

responsibilities for the student, as well as discuss the process with the student.

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



The student should discuss the required information with the person supervising the course and present the completed form and accompanying details (typed) for the supervisor's approval. Forms are available in the Division of Graduate Studies and Research office or online at <https://www.jou.ufl.edu/graduate/research-and-theory/graduate-forms-guidelines/>.

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.**

PRO MASTER'S PRACTICUM (MMC6905)

Practicums within the College of Journalism and Communications Pro Master's program are hands-on experiences that allow students to both observe and participate in the performance of skills that contribute to their career preparation.

Students will observe, learn and perform tasks under the supervision of program professors, on-site staff and advanced-level graduate students.

Students will be allowed to enroll in an area of specialization based on career interests, prior experience, levels of technical skills and practicum availability. Placement decisions will be based on student interest, student discussions with their academic advisor, and interviews with the supervisors of the practicums. Several options are listed here but others will be considered and are encouraged, both within and outside the College of Journalism and Communications.

Practicum Options:

Innovation News Center - The INC is home to the College's news, weather and sports operations. Students can work as reporters, photographers, anchors, editors and producers to create content for the College's many distribution channels, including WUFT-TV, WUFT-FM 89.1, ESPN 850 WRUF, Country 103.7 the Gator, WRUF-TV6, wuft.org and other affiliated websites.

ESPN Experience – This option is for students focused on developing or enhancing multi-platform sports reporting skills. ESPN 98.1/850 serves 13 counties with seven hours of locally-hosted sports talk shows as well as regular coverage of Gator sports. WUFT-TV Sports allows students to produce and anchor sports updates and/or the sports segment for the WUFT-TV evening newscast.

GatorVision – GatorVision is the video production arm of the University Athletic Association, providing interested students the opportunity to be a part of in-house video board productions as well as SEC Network productions for many of the home Gator sporting events. From cameras to graphics, audio, and much more, this experience will prepare students for a career in live-event sports production.

(It is recommended that students interested in the ESPN Experience first enroll in the graduate version of RTV 3593 – Multimedia Sports Reporting. This can be arranged through your graduate advisor and the course instructor. It is recommended that students interested in GatorVision opportunities should consider enrolling in the graduate level version of RTV 4929C – Sports Production. This can be arranged through your graduate advisor and the course instructor.)

The Agency – The Agency is a team of seasoned advertising professionals and hand-selected students with a passion for ideas that resonate with millennials. The Agency develops inspired campaigns to build brand loyalty among millennials who will \$10 trillion in their lifetimes. The Agency works with a wide range of clients including Proctor & Gamble, Florida Citrus, Infinite Energy and the Southern Sudan Healthcare Organization. The Agency pillars include media connectors, creative, digital websites and apps, strategy and research, account catalysts and agency administration. For more information, visit <http://theagency.jou.ufl.edu/>

Hatch – Hatch is a content and product incubator with a mission of conceptualizing and launching projects that help define the future of media and information. Hatch's educational mission is to offer applied experience for students in product development work groups. This incubator focuses on the story as the primary ingredient of experimentation. Staff and students work with internal and external partners and clients as they explore immersive video content, custom storytelling tools and narrative content.

STEM Translational Communication Center - The mission of the STEM Translational Communication Center (STCC) is to improve human health and well-being by making scientific research more accessible, understandable, and usable. Properly translated and communicated to various audiences, basic research in science, technology, engineering, and medicine (STEM) can lead to enhanced individual, family, group, and policy-level decision-making. The STCC fosters partnerships among university researchers, community members and industry. The messages, techniques and strategies resulting from these collaborations can foster improved science and health literacy. The STCC offers multiple opportunities for portfolio development professional students, such as visual design, social media, videography, and event planning that advance and enhance the STCC mission.

Public Interest Communication - Public Interest Communications is an emerging field, and those who practice or study it are continuously applying new insights and techniques to make their work more effective. The field borrows elements from its sister fields of public relations, advertising, journalism and marketing, but is informed by sociology, psychology, political science and neuroscience. Public Interest Communications is using communications to drive

social change. Students interested in Public Interest Communications can take courses to enhance their knowledge and skills and/or work with the PIC team to advance its mission.

Media Properties Revenue Division – The College's Division of Media Properties includes a Revenue Division responsible for sales and underwriting for several broadcast properties. It takes teamwork, effective outreach and excellent communication skills to engage these diverse audiences. Students can assist with social media communication and other strategic communication strategies to advance the work of this team.

Media Services – The College's Division of Media Properties also includes a Media Services Division that works with clients on video and studio projects, storytelling, and live events. Students can assist with various phases of the planning and production process.

METL – The Media Effects & Technology Lab is an interdisciplinary laboratory where faculty and students design, develop and disseminate the effects of media content and technologies to improve the human spirit and condition. From 360-degree video to virtual reality, the team explores the possibilities for new technologies and information processing.

OTHER – Other options inside or outside of the College of Journalism and Communications are encouraged, based on the student's area of academic focus and or career goals. Students are encouraged to search for other options for consideration. Placement approval will be based on student interest, student discussions with their academic advisor, and interviews with the supervisors of the practicums.

THE INTERNSHIP

The field supervisor, the chair of the student's supervisory committee, and the Associate Dean for Graduate Studies and Research must approve the internship. The field supervisor is the individual to whom the student will report during the internship. The chair of the student's supervisory committee will act as the academic adviser and instructor for the internship. The appropriate internship form (available in the Graduate Division and online at <https://www.iou.ufl.edu/wp-content/uploads/2012/06/MMC-6949-2015-INTERNSHIP-updated.pdf>) must be completed, signed by

the student, field supervisor, and instructor, and submitted to 2014 Weimer, Division of Graduate Studies and Research, before the deadline for registration so the student can be officially registered.

INTERNSHIP REPORT GUIDELINES

From Student

Students must submit both a mid-semester and final report

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

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

From Employer

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

General requirements

- **100 hours** must be worked for each one credit hour taken
- Mid-semester reports are due at the end of the eighth week of the semester during Fall, Spring and Summer C; and at the end of the third week of the semester during Summer A or B
- Final reports (employer/supervisor and student's) are due on the last day of class in the semester during which internship credit will be given
- Copies of mid-semester and both final reports must be given to the academic supervisor, chair of the student's committee and the Graduate Division
- To be eligible for an internship, students must have completed two semesters of relevant coursework and/or have relevant professional experience

- All internships must be approved by graduate coordinator or assigned faculty member **before** applying
- No retroactive credit will be awarded for internships
- Internships are S/U and will not count toward the electives on all degree plans. Please check your specific plan.

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

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

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

REGISTRATION PREPARATION

To enable your registration, it is required that you go to Student Self Service <https://student.ufl.edu/> and complete the Registration Preparation requirement and update your emergency contact information **every term** prior to your registration start time. You will have a "registration preparation hold" until it is completed.

REGISTRATION PROCESS

Students are responsible for their own registration with the exception of some departmentally controlled courses and independent studies (discussed above). **TO COMPLETE THE REGISTRATION PREPARATION: NAVIGATION**

1. Go to the web address one.uf.edu
2. Click LOG IN
3. Click Log in with GatorLink
4. Enter GatorLink Username and Password
5. Click the LOG IN button

PROCESS

1. Click Prevent Adding Classes
2. Click Registration Hold (Registrar)
3. Click the Complete Acknowledgement for Fall (Spring or Summer)
4. Click the GO TO REG PREP button
5. Scroll down and click the Continue button
6. Click the REVIEW MY DEGREE AUDIT link
7. Review Degree Audit (it will open in a new window or tab)
8. Close the Browser
9. Click the Continue button
10. Read and acknowledge all statements but click the checkbox next to I ACCEPT
11. Once all statements have been read and the I ACCEPT check boxes have been checked, the CONTINUE button will appear blue
12. Click the CONTINUE button
13. At this point, Registration Prep is complete, and the student will see their assigned registration appointment time.

TO REGISTER FOR CLASSES:

NAVIGATION

1. Go to the web address one.uf.edu
2. Click LOG IN
3. Click Log in with GatorLink
4. Enter GatorLink Username and Password
5. Click the LOG IN button

PROCESS

1. Click REGISTER/VIEW SCHEDULE
 2. Click + Add Course
 3. Click FILTERS
 4. Enter the following filters displayed:
CHOOSE:
Program—**Campus/Web/Special Program**
Program Level—**Graduate**
Department—**Mass Communication**
- Then click on the SEARCH options to view all courses. Only students in the distance program will be allowed to register in the online courses.
5. Click SEARCH
 6. Classes with the specified criteria will display. Click the desired course to see the available offerings. Click the + Add Class next to the desired offering

7. Click the Continue button
8. Click the Add button
9. The course has now been added to the student's schedule. Click the View Schedule button
10. The student's schedule displays

SUMMER REGISTRATION IN MMC 6971/6973

All students planning to defend their thesis/project 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 committee meetings, defense, reading, etc.
- 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 thesis/project hours. Students will not be allowed to register for thesis/project hours without the signed agreement and timeline.

MINOR OR SUPPORTING FIELDS

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

MINOR

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

MINOR IN MASS COMMUNICATION FOR STUDENTS OUTSIDE THIS COLLEGE

Students from outside this College who are pursuing a minor in Mass Communication must have a professor from the College of JM/COM as a member of their supervisory committee. The student must take four (4) Mass Communication courses. The minor professor can

determine the four courses but a minimum of six (6) credits must be non-methodological and should be theoretical or substantive in Mass Communication.

SUPPORTING FIELD

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

GRADUATE CERTIFICATES

The College's online distance program offers four online certificates. See the website for more information.

<http://onlinemasters.jou.ufl.edu/graduate-certificate/>

Other certificates available include:

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

TIME LIMIT

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

READMISSION

Graduate students who do not enroll at UF for two consecutive terms, including any summer term, must apply for readmission. **Readmission is not guaranteed** and is subject to the availability of space in the program. If applying to a different program, a new application will be required. It is strongly advised that students who wish to take a leave of absence for two or more consecutive terms obtain prior written approval from their department.

Readmission applications are available online at:

<http://www.admissions.ufl.edu/pdf/gradreadmission.pdf>.

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

TRANSFER OF COURSES

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

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

The Graduate School computes courses transferred in from UF graduate work in the GPA. Courses transferred

into the program from another institution are credited to total hours but are excluded from GPA computation.



UNSATISFACTORY PROGRESS

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

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

COMPUTING THE GPA

The Graduate School computes two GPAs for all students, overall and major. For students with a minor, the Graduate School also computes a minor GPA. The major GPA includes only graduate courses in the College. In computing the overall GPA, the Graduate School counts all courses at the 5000 level or above and 3000/4000 level outside the major taken while the student has been classified as a 7, 8, or 9. Students may repeat courses in which they earn failing grades. The grade points from both the first and second attempts will be included in the computation of the GPA, but the student will receive credits only for the second attempt. When computing the GPA, the Graduate School does

not round up fractions. Thus, a 2.99 GPA fails to meet the 3.0 requirement.

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

GRADES OF INCOMPLETE, UNSATISFACTORY, OR NG

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

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

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

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

Courses in which students receive grades of U or NG do not meet the Graduate Council's standard of satisfactory

performance. Accordingly, such grades either must be changed or the Graduate School must approve a petition setting forth the reasons why the student should be allowed to graduate with the U grade on the record.

Master's students may have a maximum of two incompletes (including "no grades") and two unsatisfactory grades for their entire academic program

INCOMPLETE GRADE CONTRACT

The Incomplete Grade Contract should be used in every instance of assigning an incomplete grade. The procedure is described in detail on the form which is available in the Graduate Division in Weimer Hall as well as on the College of Journalism and Communications, Graduate Studies and Research, web page at <https://www.iou.ufl.edu/current-students/masters/general/formsandguidelines/>. A copy is included in the appendix of this handbook. The form should be completed and filed with the Graduate Division before the end of the semester in which the incomplete grade is given. Please be aware that I grades are reserved for extraordinary circumstances and a majority of the course work must be completed. If the student has not completed the majority of course requirements, it is advisable that they officially drop the course. Unfortunately, this action will result in the loss of tuition dollars paid if the drop occurs after the drop/add period established in UF registration policy. If the student is on a graduate assistantship, dropping credits during the semester may result in the termination of the assistantship.

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

PROBATION

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

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

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

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

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



SUSPENSION

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

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

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

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

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

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

CONDITIONAL ADMISSION

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

DROPPING OR ADDING COURSES

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

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

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

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

Remember: Students are TUITION and FEE LIABLE for all courses on their schedule at the end of the Drop/Add period. Fees will not be refunded for courses dropped after the Drop/Add deadline. You cannot switch out one class for another. You would be financially responsible for both classes.

MISCELLANEOUS PETITIONS

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

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

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

MINIMUM REGISTRATION

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

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

DEGREE REQUIREMENTS

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

PROSPECTUS/PROPOSAL

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

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



APPOINTMENT OF SUPERVISORY COMMITTEE

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

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

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

The supervisory committee both helps the student and examines the quality of the student's work. Committee members should be chosen with a view to their expertise and qualifications. The student should consult with the committee chair and committee members about academic problems in general, the thesis/project process and the oral final defense of the thesis or

project. Although candidates for the master's degree must be approved at various levels, the committee's decision is considered crucial.

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

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

Pro Master's students will be assigned a committee and will complete a capstone project in the last semester.

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

Upon request by supervisory committee chairs, the Division of Graduate Studies and Research will dissolve

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

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

COMMITTEE EXAMINATION POLICY

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. Exceptions to this rule may be granted on approval of a written petition to the Graduate Committee.

THE THESIS

Students in a thesis sequence must receive the grade of S in MMC 6971—Research for Master's Thesis—for the number of credits required by their degree plan. No fixed number of credits must be taken in any one term (except during the term of graduation as noted in discussion of minimum registration above). Students must satisfy their supervisory committee chairs that they have made enough progress to warrant a grade of

S each time they register. To register for MMC 6971, the student must have selected the chair of the supervisory committee. The appropriate individual work form must be completed, signed by the student and committee chair, and submitted to 2014 Weimer, Division of Graduate Studies and Research, before the deadline for registration so the student can be officially registered.

No matter how many thesis credits students take, they must prepare theses acceptable to their supervisory committee, the College Dean, and the Graduate Dean. The *Graduate Student Handbook* defines a thesis as stated below. The definition must be followed. *Each thesis or dissertation candidate must prepare and present a body of work that must be of publishable quality and must be in a form suitable for publication, using the Graduate School's format requirements. The department is responsible for quality and scholarship. Graduate Council requires the Graduate School Editorial Office, as agents of the Dean of the Graduate School, to briefly review theses and dissertations for acceptable format, and to make recommendations as needed.*

Thesis: Every thesis should have a thesis statement, which tells the reader what the writer has investigated. It gives the writer's point of view and indicates what focus the paper will take. According to the Prentice Hall Handbook for Writers, a well-formed thesis statement has four main characteristics:

- *Unity: The thesis states a single controlling idea. The idea may be complex and have several parts, but it should be one idea.*
- *Focus: The thesis should be restricted and specific enough for the reader to gain a clear idea of the subject and the direction.*
- *Structure: If the thesis is sufficiently focused, it will provide a basis for decisions about which information to include and which to exclude from the paper.*
- *Interest: The thesis should sharpen the reader's interest in the subject. In some fields, a thesis statement may be known as the problem statement, research question, or statement of purpose. The common thread running through all of these variations is the notion of the advancement in knowledge that the document is attempting to convey. A project report cannot become a thesis by using Graduate School format. There must be*

some version of a thesis statement and the appropriate scholarly investigation relative to that thesis statement.

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

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

ETD (Electronic Thesis and Dissertation)—students are required to submit their thesis or dissertation **electronically**. This is part of a national electronic thesis and dissertation (ETD) initiative which will make University of Florida graduate research available on the World Wide Web.

THE EDITORIAL OFFICE OF THE GRADUATE SCHOOL

The Editorial Office (106 Grinter Hall) oversees the thesis/dissertation process, offering help and guidance to ensure the students' theses and dissertations meet UF's high standards and are ready for electronic submission and digital archiving. Staff members answer questions about format and reference systems; tables, figures and equations; and copyright and documentation issues. It also provides referrals to editors and formatters for hire. Staff members do not examine or critique content, scholarship, research methods or writing style, which is the responsibility of

the student and his/her supervisory committee. For more detailed information, please see <http://graduateschool.ufl.edu/about-us/offices/editorial/>

THE PROJECT

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

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

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

For more information regarding guidelines to writing a project in your specialization, please consult with your supervisory committee as well as <https://www.iou.ufl.edu/graduate/research-and-theory/graduate-forms-guidelines/>

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

technology. Exceptions to this rule may be granted on approval of a written petition to the Graduate Committee.

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

FINAL ORAL EXAMINATION

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

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

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

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

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

- ◆ providing a copy of the project in *final* form to each member of the committee for inspection *at least a week* before the examination,

- ◆ arranging the time and place of the exam to fit the schedules of committee members, contact Jody in 2014 to reserve a room,
- ◆ having the final exam report form available at the exam for committee members to sign, see Jody in 2014 Weimer for those forms, and
- ◆ delivering the signed final exam report form to 2014 Weimer, Division of Graduate Studies and Research immediately following the defense

A common format for the oral examination runs as follows:

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

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

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

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

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

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

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

Forms are available at: <https://www.jou.ufl.edu/wp-content/uploads/2016/11/PhD-Application-Checklist.pdf>

ALL materials must be received by the **January 15th deadline**. The Doctoral Committee will review all

completed applications, and decisions will be made on a rolling basis. Decision letters are sent throughout the months of February and March. Decisions regarding assistantships and fellowships are made once all admissions are finalized, and only those students receiving funding are notified. Please contact the College Admissions Office, 2013 Weimer, if you have any questions.



HONORS FOR STUDENTS

Master's students are eligible for the honor of graduation with distinction, a college honor that does not show on the student's transcript. **All** master's students may compete for the College's Outstanding Master's Student award (if graduating within the specified period) and the Outstanding Graduate Student Research award. All teaching assistants are eligible to compete for the College's Julie Dodd Outstanding Graduate Student Teacher award.

GRADUATION WITH DISTINCTION

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

Commented [HJ2]: It's just Master's students, not ALL graduate students and it's the Outstanding Master's student, not "graduate student." This makes it confusing.

Commented [HJ3]: We only have three awards these days. Outstanding Master's Student, Outstanding Graduate Student Teaching Award, and Outstanding Research.

OUTSTANDING MASTER'S GRADUATE

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

Current Ph.D. students who received their master's degree in our College within this time period are eligible. All submitted materials, including GPA, publications, service, etc., must pertain only to the master's degree, not occur following the awarding of the master's degree.

OUTSTANDING STUDENT RESEARCH

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

THE JULIE DODD OUTSTANDING GRADUATE STUDENT TEACHER AWARD

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

GRADUATE STUDENT TRAVEL AWARDS AND ASSISTANCE

Travel grants are awarded by the College for resident students whose research papers are accepted for presentation at refereed sessions of mass communication scholarly conferences. These funds are available for use on a fiscal year basis, July 1 to June 30, each year, and student allocations of travel funding are based on the fiscal year in which a conference falls. Travel grants will be awarded only as graduate division

funds are available, and funding is not guaranteed—funds are limited.

The Graduate Division also provide additional travel support on a competitive basis after the annual \$500/\$150 travel awards have been utilized. Factors considered include but are not limited to: if it is a major communication conference, awards that the paper and/or author received, and number of author's papers accepted to the conference. The awards follow the fiscal year in which a conference falls and will be awarded only as funds are available but is not guaranteed. Please see the Graduate Division for more information.

Forms and specific requirements and rules are available in the wall files located in the Graduate Division.

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

- Both master's and Ph.D. students will be eligible equally for conference funding. Students must be registered and in residence as full-time graduate students in the college at the time the paper is presented.
- One student on an accepted paper will be funded as long as funds are available.
- In the case of a multi-authored paper, the student authors must decide which author will request college funding to attend the conference. In the case that the authors disagree about who should be funded, authors may appeal to the Graduate Committee.
- The same parameters for funding remains: **\$500** per fiscal year to support travel to a national or international conference, **\$150** per fiscal year to support travel to a regional (or second national or international) conference.

Also, the student must:

- submit to the Graduate Division a Grant Award Request Form at least 30 days before the travel dates.
- submit a copy of the acceptance letter/ email with the Travel Grant Award Request Form.

Commented [HJ4]: This is worded badly. I'll reword it. And include the part about current PHD students who graduated in that time frame are eligible.

- submit all original itemized receipts. Reimbursement will be made for things such as lodging, airfare, and **your own meals**.
- include the **original** air fare receipt and/or rental car invoice and your hotel bill, even if neither of these is being used as the basis for reimbursement. Evidence of extravagant expenditure will nullify this award.
- turn in receipts within 30 days of return.
- submit a copy of the complete conference program.
- follow University of Florida's travel procedures and policies.

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

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.



WORK LIMITATIONS FOR GRADUATE STUDENTS

Funding is not guaranteed and is not likely for most Master's students. In the cases where graduate students are funded in part or in whole by the College,

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

COMMUNICATION WITHIN THE COLLEGE

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

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

Please check the following site on a regular basis: <https://www.jou.ufl.edu/current-students/masters/>

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

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

Postal Address should be kept current in the Registrar's database. The UF Identity Registry is the sole source of your contact information at the University of Florida. Make sure the information it is up to date by logging on to the myUFL portal <https://my.ufl.edu/ps/signon.html> with your GatorLink username and password. Navigate

to My Account > Update My Directory Profile in the myUFL portal. Updating of information does not occur through the emergency contact updates or through your program coordinator.



GRADUATE FACULTY

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

For more information, please see the Graduate Faculty website at:

<https://www.jou.ufl.edu/home/about/faculty-staff-directory/graduate-faculty/>

Alpert, Jordan. Advertising. Alpert is an Assistant Professor in the Advertising Department. Previously, he completed his postdoctoral training in Cancer Prevention & Control in the National Cancer Institute R25 program at the Virginia Commonwealth University School of Medicine. His research focuses on how technology impacts communication between patients and providers. He is also interested in how health information is disseminated using social media. Dr. Alpert also spent nine years in the communication industry, working as a media planner and account manager for marketing and advertising firms.

Babanikos, James. Telecommunication. Babanikos specializes in encoding practices of video and film production, media writing, documentary theory and practice, and directing fictional programs. He has been working as a writer/director in video and film since 1984 and has received production grants from the Independent Television Service, the National

Educational Telecommunication Association, the Florida Arts Council, as well as the National Film Board of Canada. Some of his favorite works include *Fred Turns Fifty* (2016, 20:00, drama/comedy); *Pillow Talk* (2015, 12:00, drama); *Coming Home* (2013; 25:00, drama), *Somewhere Beyond* (2009, 45:00, drama), *A Second Chance* (2004, 75:00, drama), *Catherine's Story* (1999, 81:00, drama); *The Science Directorate* (1999, 6:00, corporate); *Color My World: The Arts in Medicine* (1998, 57:30, documentary); *C.P. Cavafy: From Ithaca to Tarpon Springs* (1996, 29:50, documentary); *The Death of a Bachelor* (1995, 25:00, drama); and *Goodbye, Socrates* (1992, 37:00, drama). Dr. Babanikos' work has been screened in a number of international venues, and his projects have won numerous awards in various production competitions. Dr. Babanikos joined the faculty of Florida's Department of Telecommunication in 1993 and teaches courses in the production sequence.

Bylund, Carma. Public Relations. An Associate Professor with international expertise in provider-patient communication and relationships. She has worked for the past 13 years in medical settings- first at Columbia University, followed by Memorial Sloan Kettering Cancer Center and Weill Cornell Medical College, and most recently at Hamad Medical Corporation in Doha, Qatar. Dr. Bylund is the author of 89 peer-reviewed publications and has been principal or co-investigator on several NIH grants in the U.S. The majority of her teaching and research focuses on developing, implementing, and assessing interventions to improve patient and provider communication. She is co-editor of two Oxford texts on healthcare communication.

Calvert, Clay. Journalism. Calvert is the Brechner Eminent Scholar in Mass Communication and he directs the Marion B. Brechner First Amendment Project. His research interests include communications law, First Amendment law, freedom of the press, freedom of speech and media law. He has authored or co-authored more than 135 law journal articles. 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). His op-ed columns have appeared in *Fortune*, *Newsweek*, *New Republic* and *Time*. He received his J.D. with Great Distinction and Order of the Coif in 1991 from the University of the Pacific's McGeorge School of Law and then earned a Ph.D. 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. Sylvia Chan-Olmsted is the Director of Media Consumer Research at the University of Florida. As a professor, she also teaches brand management, consumer and audience analytics, and media management at both graduate and undergraduate level. Her research expertise includes digital/mobile media consumption, branding, and strategic management in emerging media/communications industries. Her current studies involve audience engagement

conceptualization/measurement, development and marketing of mobile media content, cross-platform audience behavior, branded content, and branding via social/mobile media, especially in the context of young adult consumers.

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

Dr. Chan-Olmsted is the author of the book, *Competitive Strategy for Media Firms* and co-editor of three books, *Media Branding Handbook*, *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 Marketing Communications*, *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.

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

released in July 2011. Her research has been awarded division top paper by Association for Education in Journalism and Mass Communication (AEJMC).

Coche, Roxane. Telecommunication. Coche is a sports journalist turned university professor. Born and raised in France, she worked as a freelance sports reporter and producer in Paris for three years, collaborating with several TV networks. Her research interests revolve around social justice in the sports world, with a main focus on gender issues in the sports media industry. After getting her Ph.D. from the School of Media and Journalism at the University of North Carolina, she has lived and taught at Tecnológico de Monterrey in Guadalajara (Mexico), at the University of North Georgia Dahlonega, and most recently at the University of Memphis.

Coffey, Amy Jo. Telecommunication. Dr. Coffey is director of the online MAMC program in Audience Analytics. Her research in media management and economics includes specializations in audience valuation, behavior, and measurement, with additional focus on ethnic and non-English speaking audiences in the United States. Coffey teaches courses in audience analysis, innovation and entrepreneurship, media management, and telecommunication programming. Her 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. Dr. Coffey is also affiliated with the UF Center for Latin American Studies. She received her Ph.D. from the University of Georgia. Coffey's professional news background included positions with CNN in Atlanta, as well as reporting, anchoring, assignment editing, and production in television and radio in Ohio, Tennessee, and Georgia.

DiStaso, Marcia. Public Relations. DiStaso's research interests are digital media in public relations, financial communication (how financial institutions communicate), and investor relations (how companies communicate about finances). She has a co-edited book on ethical social media and is currently finalizing a book on investor relations along with multiple journal

publications, refereed white papers, book chapters and professional manuscripts and blogs.

She is Director of the Institute for Public Relations Digital Media Research Center, co-chair of the Commission on Public Relations Education, a Senior Research Fellow of the Arthur W. Page Center. She serves on the Editorial Review Board of *Journal of Public Relations Research*, *Public Relations Journal*, *IPR PR Journal*, and *Communication Research Reports* and is a member of the Advisory Committee of the International Public Relations Research Conference. She won professional public relations awards including Silver Anvil, Hermes Creative Awards, and a Communitas Award. She is a past recipient of the Ketchum Excellence in Public Relations Research Award and was recognized as both a Promising Professor and an Emerging Scholar by the Association for Education in Journalism and Mass Communication. Prior to entering academia, she worked in the global investment industry. She also has worked in agency, corporate, nonprofit, and university public relations.

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).

Fernandes, Juliana. Advertising. Fernandes' research interests focus on the use and effects of negative information in persuasive communication messages and how social and traditional media are used as a strategic tool during political campaigns. She has published academic articles in top advertising and mass communication journals including the *Journal of Advertising*, *International Journal of Advertising*, *Journal of Current Issues & Research in Advertising*, *Mass Communication & Society*, *Journal of Public Relations Research*, *American Behavioral Scientist*, *American Journal of Media Psychology*, and the *Journal of Social Media in Society*. She also has several book chapters in edited collections.

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Fisher, Carla L. Advertising. Carla L. Fisher is an Assistant Professor, an Affiliate Member of the STEM Translational Communication Center and UF Health Cancer Center, and Affiliate Faculty in the Center for Arts in Medicine. She has pre-doc and post-doc training with the NIA and NIH/NCI and has received federal, private, and local funding. Using a life-span, developmental lens she examines the importance of family communication to health in the family environment and clinical setting, focusing on coping and health-promotion behavior. She conducts narrative-focused mixed-method research with multi-method qualitative designs and has collaborated with various practitioners at leading cancer centers (e.g., Mayo; Sloan-Kettering). Her work has been published in journals like *Patient Education & Counseling*, *Health Communication*, & *Psycho-Oncology*. She has served as a government expert for USAID, the Office of Women's Health (OWH), and the Military Primary Care Research Network. Fisher is internationally recognized for her research on mother-daughter breast cancer coping and prevention (www.motherdaughterbreastcancer.com) and includes the first translational research book in this area: *Coping Together, Side by Side: Enriching Mother-Daughter Communication across the Breast Cancer Journey*. Her current projects include 1) African American mother/daughter breast cancer communication; 2) environmental breast cancer risk messages, including cultural tailoring issues and dissemination via social media; 3) provider-patient interaction and acupuncture treatment engagement military family medicine; and 4) family communication and type 2 diabetes coping and risk management.

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. Between 2015 - 2017, Prof. Freeman served as a member of the National Screening Committee for Fulbright Awards coordinated through the National Geographic Magazine Storytelling Fellowships.

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

Grant, Rachel. Journalism. Grant's academic research looks at media studies of race, gender and class and she has conducted extensive research with social movements, social justice, and Black feminism. She has been published in peer-reviewed journals such as American Journalism and Media History, Celebrity Studies and Southwest Education Council for Journalism and Mass Communication Journal. Rachel has worked professionally as a news reporter for local daily newspapers and statewide magazines and has worked in corporate advertising as a digital copywriter.

Hmielowski, Jay. Public Relations. Hmielowski's research interests include environmental, science, and political communication. He is interested in understanding why different messages are effective or ineffective at changing people's attitudes and beliefs associated with various environmental, science, and political issues. He is also interested in how people's attitudes and beliefs affect their information seeking behaviors. Hmielowski has over 40 publications in a range of outlets that includes top-tier communication journals such as the Journal of Communication, Communication Research, Communication Monographs, and Journalism and Mass Communication Quarterly. He is currently the Head of the Mass Communication & Society Division of the

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[Association for Education in Journalism and Mass Communication and serves on the editorial board of four academic journals.](#)

Hon, Linda. Public Relations. Current research interest is digital activism. 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 including Linda Hon (2017). Digital Social Advocacy and Public Communication. In B. Brunner (Ed.), *Ethics, CSR, Public Communication and Civic Professionalism*. New York, NY: Routledge, pp. 194-205. Examples of refereed journal publications include: Linda Hon. "Social Media Framing within the Million Hoodies Movement for Justice." *Public Relations Review*, 42(1), 9-19, 2016. Linda Hon. "Digital Social Advocacy in the Justice for Trayvon Campaign." *Journal of Public Relations Research*, 27(4), 299-321, 2015. 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.

Hutchens, Miyah. Public Relations. Hutchens is a political communication scholar with a focus on how exposure to a range of perspectives influences democratic outcomes. Much of her recent work has focused on online contexts.

Johnson, Benjamin. Advertising. Benjamin's research is focused on why and how people select and share messages in new media settings, especially as it relates to psychological processes such as impression management, social comparison, and self-regulation. He earned his PhD from the School of Communication at The Ohio State University. Most recently, he was an assistant professor of Communication Science at Vrije

Universiteit Amsterdam in the Netherlands. He was a member of the media psychology group at VU Amsterdam, where he taught master and bachelor courses and supervised a large number of thesis projects. Dr. Johnson is an author of over two dozen peer-reviewed publications in high-profile communication journals such as *Journal of Communication*, *Communication Research*, *Human Communication Research*, *Media Psychology*, and *Journal of Computer-Mediated Communication*.

Kalyanaraman, Sriram. Journalism. Kalyanaraman's primary research focuses on the psychology of new technologies, particularly as they inform persuasion and attitude change in online environments. He also studies information processing of persuasive health messages, and social and marketing effects of sexual and violent content. He is an expert on the psychology of technology. Publications and conference papers include: Wojdyski, B., & Kalyanaraman, S. (in press). The three dimensions of Website navigability: Explication and effects. *Journal of the American Society for Information Science and Technology*. Lyons, E. J., Tate, D. F., Ward, D. S., Ribisl, K., Bowling, J. B., & Kalyanaraman, S. (2014). Engagement, enjoyment, and energy expenditure during active video game play. *Health Psychology*, 33(2), 174-181. Turner-McGrievy, G., Kalyanaraman, S., & Campbell, M. (2013). Delivering health information via podcast or Web: Media effects on psychosocial and physiological responses. *Health Communication*, 28(2), 101-109. Li, C., & Kalyanaraman, S. (2013). "I, me, mine" or "Us, we, ours?" The influence of cultural psychology on Web-based customization. *Media Psychology*. 16(3), 272-294.

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

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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 numerous journals including *Journal of Communication*, *Journal of Computer-Mediated Communication*, *Journal of Public Relations Research*, and *Journal of Mass Media Ethics*. His first book, *Public Relations Online: Lasting Concepts for Changing Media*, released by SAGE in 2006, was the first scholarly textbook in public relations to focus on the implications of social media technologies for theory and practice. In January 2017, Oxford University Press published his second book, *Public Relations*, an introductory textbook that covers fundamental student learning outcomes with organic integration of practical ethics and digital, social, and mobile technologies.

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

Dr. Kiousis has had articles published in several leading journals, including *Communication Research*, *Journal of Communication*, the *Harvard International Journal of Press/Politics*, *Mass Communication & Society*, *Public Relations Review*, *Communication Yearbook*, *Communication Education*, the *International Journal of Public Opinion Research*, the *International Communication Gazette*, *Public Relations Journal*, *Journal of Public Relations Research*, *Journalism Studies*, *Journal of Media and Religion*, *Journal of Political Marketing*, *Journalism and Mass Communication Quarterly*, the *Southwestern Mass Communication Journal*, *Journal of Communication Management*, and *New Media & Society*. He also serves on numerous editorial boards and has presented papers to the International Communication Association, the Association for Education in Journalism and Mass Communication, the National Communication Association, the World Association for Public Opinion Research, the American Association for Public Opinion Research, the Southwest Education Council for

Journalism and Mass Communication, and the Public Relations Society of America. He co-edited a book with Jesper Stromback (Mid-Sweden University) titled "Political Public Relations: Principles and Applications" (Routledge) <http://www.routledge.com/books/details/9780415873819/>, as well as co-wrote a book with Max McCombs (University of Texas), Lance Holbert (The Ohio State University), and Wayne Wanta (University of Florida) titled "The News and Public Opinion: Media Effects on Civic Life" (Polity) <http://www.polity.co.uk/book.asp?ref=9780745645186>. Dr. Kiousis' teaching areas include public relations campaigns, public relations strategy, public relations writing, persuasion theory and research, public relations management, and mass communication theory. He has professional experience in public relations, marketing, online journalism, and media production. He is a member of the graduate faculty and has his APR credential from the Public Relations Society of America (PRSA).

Krieger, Janice. Advertising. Janice L. Krieger is Professor in the Advertising Department and Health Outcomes & Policy. She serves as founding director of the STEM Translational Communication Center in the College of Journalism and Communications, co-director of the Recruitment Center in the UF Clinical and Translational Sciences Institute, and co-leader of the Population Sciences program in the UF Cancer Institute. Dr. Krieger's research program focuses on translational communication in health and risk decision-making contexts, such as clinical trials, substance use prevention, and the HPV vaccine. Her research is funded by the National Institutes of Health and appears in a number of peer-reviewed journals including *Human Communication Research*, *Journal of Health Communication*, *Health Communication*, *Prevention Science*, and the *Journal of Community Psychology*. Dr. Krieger's research has been recognized by a number of prestigious organizations, including the International Communication Association, the National Communication Association, and the Association for Education in Journalism and Mass Communication. Her work has been featured in a number of popular press outlets addressing a wide variety of readers (e.g., TIME magazine, MSNBC) and serves as the basis for clinic and school-based interventions.

Lee, Moon. Public Relations. (Ph.D., 2001, University of Florida) is an associate professor in the Department of Public Relations at the University of Florida. She was

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

Lee, Yu-Hao. Telecommunication. Yu-Hao Lee's research focuses on the media psychology and application of digital games. Specifically, decision making and information processing in interactive environments. He is also studying the effects of social media campaign and activism using experimental methods. He received his doctorate in Media & Information Studies from Michigan State University. His research interest stems in part from his professional experience as a journalist covering political, education, and environmental news. Where he is constantly seeking new ways to communicate complex stories to diverse audiences. His research is also guided by his passion of digital games as a medium that motivate and engage users in dynamic interactive experiences. He has been involved in several design-based research projects exploring and examining persuasive communication in various contexts. Including a serious game to teach intelligence analysts about cognitive biases, a game to

improve high-school students' information literacy skills, and a wiki platform for microbial risk assessment experts to communicate and collaborate. He has received external grants from the National Science Foundation (NSF), Online New Association (ONA), and CTSI to support his research. His work has been published in journals such as *Cyberpsychology, Behavior, and Social Networking*, *Psychological Science*, *Computers in Human Behavior*, and *ACM CHI*. His research has been awarded division top paper by International Communication Association (ICA) and AEJMC.

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

Lewis, Norman, Journalism. His research focuses on journalism culture, especially plagiarism and data journalism. 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. At the undergraduate level, he developed three data classes, including a core class in numeracy. 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 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 newsworld 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).

McNealy, Jasmine. Telecommunication. McNealy studies information, communication, and technology with a view toward influencing policy by focusing on privacy, communities, and culture. She has been published in both social science and legal journals including the *First Amendment Law Review*, *Newspaper Research Journal*, *Digital Journalism*, and *Communication Law & Policy*, among others. McNealy has presented her research at conferences such as AEJMC, ICA, AOIR and in front of the Federal Trade Commission. Her graduate teaching includes classes such as Technology Policy and Communicating Privacy. She holds a PhD in Mass Communication with an emphasis in Media Law, and a J.D. from the University of Florida, and a Bachelor of Science in both [Journalism](#) and Afro-American studies from the University of Wisconsin. She welcomes inquiries from students interested in policy, culture, technology and media, interdisciplinary study or those just wanting to chat.

Men, Linjuan (Rita). Public Relations. Dr. Men's research interests include internal communication, leadership communication, public engagement, measurement and evaluation, relationship/reputation management, and social media public relations. She has published over 30 articles in leading refereed journals including *Journal of Public Relations Research*, *Communication Research*, *Management Communication Quarterly*, *Public*

Relations Review, *Journalism and Mass Communication Quarterly*, *New Media and Society*, *Journal of Communication Management*, *International Journal of Strategic Communication*, *Public Relations Journal*, *Journal of Marketing Communications*, among others, and as book chapters in edited books by top scholars, including *the Handbook of Communication and Corporate Reputation* and *The IABC Handbook of Organizational Communication*. Her lead-authored book titled *Excellence in Internal Communication Management* was recently published by Business Expert Press. She serves on the editorial board of the *Journal of Public Relations Research*, *Public Relations Journal*, *Communication Research Report*, and has served as a reviewer of many journals and conferences. Men received 16 top paper and research awards from national and international communication and public relations associations.

She is the 2010 recipient of the Ketchum Excellence in Public Relations Research Award from the Institute for Public Relations, the 2013 - 2014 and 2017-2018 Arthur W. Page Legacy Scholar, the 2016 recipient of the College's Faculty Research Award, the 2016 recipient of the PRIDE Outstanding Journal Article Award for Outstanding Innovation, Development, and Educational Achievement in Public Relations from the National Communication Association, and a 2017-2022 Plank Scholar of the Plank Center for Leadership in Public Relations. Accredited in public relations and as a Page Up member of the Arthur W. Page Society, Men's professional experience includes corporate communication, marketing, and public relations research. She has worked internationally with Alibaba Group, Inc., Ketchum, Inc., and provided communication consultancy for multiple multinational corporations and non-profit organizations. She is the advisory board member and former co-organizer of the International Public Relations Research Conference. She also serves as the Chief Research Editor for the Institute for Public Relations' Organizational Communication Research Center. Men earned her Ph.D. in Communication from the University of Miami in 2012, and holds an M.Phil in Communication from Hong Kong Baptist University, Hong Kong, and a B.A. in International Communication from Zhejiang University, China.

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*, *Journal of Advertising, Psychology and Marketing*, *Applied Cognitive Psychology*, *Journal of Marketing Communications*, *Journal of Current Issues and Research in Advertising*, *Journal of Targeting, Measurement and Analysis for Marketing*, *Journal of Educational Technology*, *International Journal of Instructional Media*, and in *The Proceedings of the American Academy of Advertising* and *The Association for Consumer Research, Advances in Consumer Research, Fit for the Global Future*, and *The Electronic Election*, among others. In addition, recent book chapters include: Morris, J.D. (2012). 'Theories of Emotions and Affect in Marketing Communications.' In *Advertising Theory*, Eds Rodgers S., Thorson, E. Routledge, New York. Pgs. 85-119. Stewart, D. W., Morris, J.D. and Grover, A. (2006) (2012) Emotions in Advertising. In *Handbook of Advertising*, Edited by Tim Ambler and Gerard Tellis, (Thousand Oaks, CA: Sage

Dr. Morris developed a model, called AdSAM, for analyzing emotional response to marketing communications. AdSAM® utilizes a non-verbal, visual technique to accurately tap into the core of the human emotional responses.

AdSAM® is based on the dimensional Theory of Emotion, which states that every emotion is a combination of three dimensions: Appeal, Engagement & Empowerment. The measure utilizes graphics characters, called the Attitude Self-Assessment Manikin, to depict these dimensions.

AdSAM® has been used worldwide in proprietary and academic marketing communications research and has been validated over the past 24 years.

AdSAM® has been shown to be highly predictive of behavior and has several advantages over other emotional response measures:

- Captures more accurate responses undiluted by rationalization
- Minimizes discussion biases in qualitative research
- Minimizes language biases
- Captures the complexity of emotions in a way that is simple for participants
- Is not constrained to finite selections, as with semantic differentials
- Effectively used with children and adults
- Effectively used cross-culturally
- Easy to administer
- Can be effectively and efficiently incorporated into both qualitative and quantitative research

The process includes 165 emotion adjectives and terms, that are produced and used to define specific feelings in a research project.

Morton Padovano, Cynthia. Advertising. Morton's teaching interests are in advertising management, research, and strategic planning. Her current research interests are in source credibility and message effects, social communication, issue advertising, and product placement. Her work has been published in *Journal of Current Issues and Research in Advertising*, *Journal of Promotion Management*, *Journal of Nonprofit and Public Sector Marketing*, *Proceedings of the American Academy of Advertising*, and *The Annals of the American Academy of Political and Social Science*. She has presented papers at conferences sponsored by the American Academy of Advertising, the American Marketing Association, and the Association for Education in Journalism and Mass Communication. In 2002, she was awarded the American Academy of Advertising's Research Fellowship Competition Award with collaborator and colleague Dr. Jorge Villegas. Morton has four years of professional experience in advertising and three years of experience in the not-for-profit sector. She holds degrees from The University of Georgia (A.B.J., M.B.A.) and from the University of Texas at Austin (Ph.D.).

Ostroff, David H. Telecommunication. He specializes in International Communication, with an emphasis on technology and policy. Publications include: "Engine of Content Diversity: A Brief Chronicle of Communication Satellite Policies," in Sofie Van Bauwel, Elke Van Damme and Hans Verstraeten, eds. *Diverse Media-Werelden [Diverse Media Worlds]*, Ghent: Academia Press, 2010. "United States Media Policy" in Leen d'Haenens and Frieda Saeys, eds., *Western Broadcast Models: Structure, Conduct and Performance*, Berlin: Mouton de Gruyter 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 Journalism Studies and graduate seminars in Mass Media and Society and Journalism as Literature. He is the Journalism Department's Graduate Coordinator and a UF Research Foundation Professor from 2012 to 2015. 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 finishing a

book manuscript titled *The Mission vs. The Market: The Press, the Pulpit and the Struggle for the Soul of News*. His publications include: (2015) "A Strange Absence of News": The Titanic, the Times, checkbook journalism, and the inquiry into the public's right to know. *Journalism History* 41, (1), 31-38. (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.

Shin, Jieun. Telecommunication. Shin teaches and conducts research in digital media with a focus on social interaction, information flow, and networks and is particularly interested in how people create, share, and process information at the individual level and the resulting outcomes at the collective level. She worked as a journalist for [the Chosun Daily](#) – Korea's leading media company – for five years covering consumer, business, and technology. During that time, she also collaborated with Booz Allen Hamilton to investigate and analyze corporate strategies for imminent changes in the media industry. Based on interviews with technology scholars and influential movers as part of that project, she published a book titled "Technology and the Future" in 2008 and two book chapters

concerning the consumption of brands and the role of influentials. In 2017, she was awarded the "2017 Nafziger-White-Salwen Dissertation Award" from AEJMC. Her research has appeared in journals such as the *Journal of Communication*, *New Media & Society*, and *Mass Communication & Society*.

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

Spiker, Ted. Journalism. Creative activities: Writing for national consumer magazines. Specializes in health, fitness, narrative and essays. Author of book about science and soul of dieting and weight loss (DOWN SIZE, October 2014), co-author of about 20 books, including *New York Times* best-selling series *YOU: The Owner's Manual* with Dr. Mehmet Oz and Dr. Michael Roizen and *New York Times* best-selling *AgeProof* with Dr. Michael Roizen and Jean Chatzky. Work has also appeared in *TIME.com*; *Outside*; *Fortune*; *O*; *The Oprah Magazine*; *Men's Health*; *Women's Health*; *Esquire.com*; *Best Life*; *Reader's Digest*; *Runner's World*; *AARP The Magazine*; *Prevention*; *St. Petersburg Times*; *Writer's Digest*; *The Philadelphia Inquirer Sunday Magazine* and more. Writes "The Big Guy Blog" for *Runner's World*. 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*; book chapter on magazine-cover research in *The Routledge Handbook of Magazine Research* (2015). Courses taught include Sports Media & Society, Advanced Magazine & Feature Writing, Applied Magazines, Magazine Management, Journalism as Literature, Health and Science Writing, and others.

Strekalova, Yulia A. Mass Communications. Yulia A. Strekalova, Ph.D., M.B.A., is Research Assistant Professor and Grants Development Director in the

College of Journalism and Communications. Her research examines how health-related knowledge is shared, translated, and managed by lay consumers and healthcare professionals. She is particularly interested in the dissemination of health-related innovations and the effects of communication and information behaviors (including information seeking, avoidance, and sharing) on health decision making and behaviors. To date, Dr. Strekalova has published 18 peer-reviewed papers and book chapters, and has presented at numerous academic and professional national meetings. As a PI, she has recently completed a funded project that developed and evaluated a prototype of an interactive online application for information about clinical research. She is currently a PI on a CTSI-funded project that aims to understand stakeholder decision support needs and develop a knowledge exchange community around the topic of personalized medicine in leukemia care; and she is a co-investigator a project that assesses decision and communication support needs of clinicians, caregivers, and patients for pharmacogenomic testing in adolescent psychiatry. Dr. Strekalova also has over 10 years of research administration experience. As Grant Development Director, she facilitates collaborative proposal development, oversees the submission of research and outreach grant proposals, and teaches grant writing.

Treise, Debbie. Advertising; Graduate and Research Division. A specialist in science and health communication, Treise has received funding for her research communication from the National Aeronautics and Space Administration (NASA), Kaiser Family Foundation, NIH Clinical Translational Research Award. She is the author of several book chapters, journal articles, and conference presentations, and has given national and international invited talks on science and health communications. She has published in several journals including: the *Journal of Pharmaceutical Marketing and Management*, *Public Understanding of Science*, *Science Communication*, *Health 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, and has reviewed for NIH and NSF panels. Current research interests involve e-cigarettes, hand washing efforts to improve rates of hospital acquired infections, underserved pregnant women's nutrition.

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

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

Walsh-Childers, Kim. Journalism. Specializes in health communication, particularly news coverage of health issues. Publications include *Mass Media & Health: Examining Media Impact on Individuals and the Health Environment*, in press, Routledge; *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 Stelfelson, 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; Jung, E. H., Walsh-Childers, K., & Kim, H-S. (in press). Factors influencing the perceived credibility of diet-nutrition information web sites. *Computers in Human Behavior*. doi: 10.1016/j.chb.2015.11.044; Walsh-Childers, K., and Braddock, J. (in press) Assessing U.S. Health Journalists' Beliefs about Medical Overtreatment and the Impact of Related News Coverage, *Health Communication*; Walsh-Childers, K., Braddock, J., Rabaza, C., & Schwitzer, G. (in press). One Step Forward, One Step Back: Changes in News Coverage of Medical Interventions. *Health Communication*.

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 *Visual communication theory and research: A mass communication perspective*, (co-authored with Shahira Fahmy and Mary Bock, which was awarded the 2014 Research Excellence Award as the most outstanding book in visual communication by the National Communication Association; *The News & Public Opinion: Media Effects on Civic Life*, (co-authored with Maxwell McCombs, Lance Holbert and Spiro Kiouisis), 2011; *International Media Communication in a Global Age*, (co-edited with Guy Golan and Thomas J. Johnson), 2009; "Terrorism and Africa: A Study of Agenda-Building in the United States" (with Yusuf Kalyango), *International Journal of Public Opinion Research*, Winter 2007; "Visual Agenda-Setting After 9-11: Emotions, Image Recall and Concern with Terrorism," (with Shahira Fahmy, Sooyoung Cho and Yonghoi Song), *Visual Communication Quarterly*, Winter 2006; "Women in the Newsroom: Influences of Female Editors and Reporters on the News Agenda," (with Stephanie Craft), *Journalism & Mass Communication Quarterly*, Spring 2004; "Agenda Setting and International News: Media Influence on Public Perceptions of Foreign Nations," (with Guy Golan and Cheolhan Lee), *Journalism & Mass Communication Quarterly*, Summer 2004; "U.S. Public Concerns in the Aftermath of 9-11: A Test of Second-Level Agenda-Setting," with Stephanie Craft), *International Journal of Public Opinion Research*, Winter 2004; "Agenda-Setting and Issue Salience Online," (with Marilyn Roberts and Tzong-Hong 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.

Windels, Kasey. Advertising. Research interests include creativity in the advertising agency, gender in the agency, social influences on the creative process and digital, social, and native advertising. She has authored or co-authored 17 refereed articles since 2010, with four articles currently under review, and has presented 19 peer-reviewed papers at academic conferences, including AEJMC and the American Academy of Advertising.

Xu, Kun. Telecommunication. Xu's media effects research focuses on understanding people's social interactions with and through emerging media technologies, with emphasis on the concept of presence and the illusion of being with other social actors in a mediated environment. His research looks at how humans perceive and process information from technologies such as social robots, computer agents and virtual assistants.

Xu also has conducted research on how people use virtual and augmented reality technologies to make sense of spaces and maintain social relationships. His work on smartphones focuses on how people share locations to participate in public discussion.

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APPENDIX A

AVOIDING PLAGIARISM

Avoiding Plagiarism

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

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

Self-plagiarism is defined as an author's re-use of portions of his or her own earlier work without citing the original content. So, for instance, it would be considered self-plagiarism if you copied the literature review you wrote for one paper and re-used it in another related paper without substantial alteration. Obviously, when you're writing multiple papers on a similar topic, you're likely to cite many of the same articles more than once. However, to avoid selfplagiarism, you should write each new literature review independently so that you're not repeating the same sentences in more than one paper. Of course, direct quotes from other authors' works may be used in multiple papers, so long as they are cited properly in each paper. And you may make reference to your own work in a subsequent paper – simply cite that earlier paper, just as you would cite a paper written by another scholar.

Many students find the concept of self-plagiarism confusing because, after all, if you wrote the original paper, how can it be “stealing” to re-use your own words? The problem is that when readers pick up a new paper by a scholar whose previous work they have read, they expect all of the material to be new. They don't expect to see “recycled” material. Certainly a journal editor who agrees to publish your article expects that he or she would not be able to find identical or nearly identical material in articles you've had published earlier. Self-plagiarism, therefore, can damage your reputation as a scholar.

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

What types of materials must I cite to avoid plagiarism?

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

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

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

“The results also show that the depiction of young models in ads for youth brands is not simply a consequence of the fact that people generally find younger models more attractive than older models. In the ads for the adult brands, such as Merit, Eve, and Carlton, few people perceived the models as less than 25 years old. Those brands are clearly targeted toward adults, usually promising lower tar and nicotine than other brands in an effort to encourage brand switching by addicted smokers,

and consequently the models they depict are also clearly adults. Some brands in this study usually regarded as adult brands, notably Lucky Strike and Parliament, did feature models who appeared to a sizable proportion of participants to be under 25, perhaps indicating an effort to reposition these brands as youth brands.”

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

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

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

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

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

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

What if I want to paraphrase what another author wrote?

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

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

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

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

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

An important note about paraphrasing:

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

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

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

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

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

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

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

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

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

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

What if there's no author to cite?

Let's say you want to use a passage from the First Amendment Center's report on its 2005 State of the First Amendment Survey. If you were going to use the following paragraph word-for-word, you'd simply enclose the passage (or the part of it you used) in quotation marks. Instead of listing the author – because there isn't one listed – you would credit the report

itself in the reference (according to APA style – other styles may differ). In this case, it's an online report, so there is no page number to list. Instead, you would list the paragraph number. In the reference list, you would provide the full citation for the report, including the URL at which the report can be found.

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

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

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

APPENDIX B

ACADEMIC INTEGRITY IN GRADUATE STUDIES AND RESEARCH

THE PENALTIES FOR PLAGIARISM

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

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

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

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

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

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

THE PENALTIES FOR PLAGIARISM

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

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

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

Print Name

Date

Signature

APPENDIX C

INCOMPLETE-GRADE CONTRACT

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

INCOMPLETE-GRADE CONTRACT

COURSE NUMBER AND NAME: _____

SEMESTER AND YEAR OF COURSE: _____

STUDENT'S NAME: _____

STUDENT'S UFID #: _____

INSTRUCTOR'S NAME: _____

ADVISOR'S NAME: _____

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

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

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

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

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

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

YES: ____ describe: _____
NO: ____

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

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

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

SIGNATURE OF STUDENT DATE SIGNATURE OF ADVISOR DATE

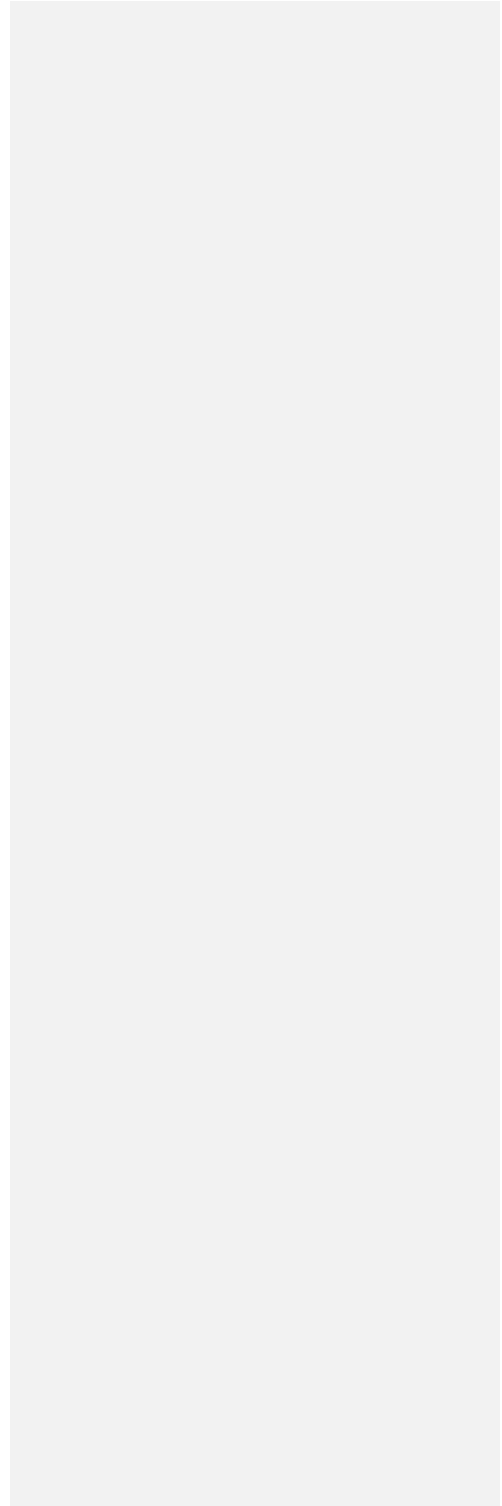
SIGNATURE OF INSTRUCTOR DATE SIGNATURE OF ASSOC. DEAN FOR GRAD. STUDIES AND RESEARCH DATE

Upon completion of the work required to remove the "I" grade, the Instructor must fill out a *Change of Grade Form* and submit it to Kim Holloway in the College of Journalism and Communications. **It is the responsibility of the student to make sure that all such paperwork is filed.**

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

APPENDIX D

HIGHLIGHTS IN THE HISTORY OF THE COLLEGE



Highlights in the College's History

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

Master's Handbook 2019 - 2020

- 1990 In May, first two doctoral degrees in mass communication conferred.
- 1994 Terry Hynes named Dean of College.
The Interactive Media Lab is established.
- 1996 Graduate programs received highest overall ratings in the nation in *U.S. News and World Report*.
- 1997 Documentary Institute joins the College of Journalism and Communications.
College offers a new degree plan in documentary production.
- 1998 Department of Advertising is certified as an Institute by the International Advertising Association. This is the first fully certified institute in the United States.
- 1999 College offers a new joint Juris Doctor/Ph.D. in mass communication.
College awards its 50th Ph.D. degree.
- 2000 "Celebration 2000" in recognition of the 75th anniversary of the beginning of a formal journalism curriculum at UF and the 50th anniversary of Rae O. Weimer's arrival at UF.
Division of Graduate Studies and Research offers a project option in addition to thesis and non-thesis options for the master's degree.
The Graduate Division was officially renamed the Division of Graduate Studies and Research.
- 2001 College offers a new degree program in Science/Health Communication.
- 2002 New addition to Weimer Hall which houses the Radio Reading Service was dedicated.
College awards its 75th Ph.D. degree
College awards its 1200th master's degree.
Master of Advertising admits first class of students
- 2003 College admits first students to 4/1 joint degree programs
- 2004 College awards its 100th Ph.D. degree
College awards first MADV degrees in spring 2004.
- 2006 John W. Wright, II named Interim Dean of the College
Linda Hon named Executive Associate Dean of the College
ACEJMC re-accredits the undergraduate and graduate masters' programs.
- 2007 John Wright named Dean of the College of Journalism and Communications
- 2008 ABC News opens bureau at Weimer Hall
College creates country's first chair in Public Interest Communications
- 2010 Michael Weigold named Associate Dean for Undergraduate Affairs and Enrollment Management
- 2011 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.
- 2012 College offers first online master's program.
Ranked 6th of 91 programs nationwide in placement of doctoral students.
- 2013 College's doctoral program named as one of UF's top 10 doctoral programs at the University.

Master's Handbook 2019 - 2020

- 2013 Diane McFarlin named Dean of the College of Journalism and Communications beginning January 2013.
Spiro Kiouis named Executive Associate Dean of the CJC in February 2013.
- 2014 STEM Translational Communication Center (STCC) opens in the College of JM/COM.
- 2015 College awards its 100th Master of Advertising degree.
College awards its 2000th Master of Arts in Mass Communication degree and 250th Doctoral degree.
- 2016 College offers first Pro master's program.