Part II, Standard 2. Curriculum and Instruction

During the visit, the unit must make the following documents accessible to the team:

• a complete set of syllabi for all courses, both undergraduate and graduate, offered by the unit during the current term, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence or distance education).

• transcripts of students who earned bachelor's degrees in each of the unit's sequences in the most recent academic year, in the following amounts: fewer than 25 graduates from the sequence, all transcripts; 26 – 100 graduates from the sequence, at least 25 transcripts; 101 or more graduates from the sequence, 25 percent of all transcripts (These may be copies of the official transcripts and do not have to carry the official university seal. Team members may want to review additional student records during the visit.)

• transcripts of the first fifteen graduate students on an alphabetical list of those who received master's degrees during the year preceding the visit. (These may be copies of the official transcripts and do not have to carry the official university seal. Team members may want to review additional student records during the visit.)

Executive summary (optional).

The College of Journalism and Communications offers four bachelor of science degrees through its four academic departments (in advertising, journalism, public relations, and telecommunication) and two master's degrees—one in advertising and one in mass communication (with several professional specializations) through its Division of Graduate Studies. Each department's faculty has designed one or more curricula to meet the specific needs of its affiliated profession or industry. For example, the Department of Telecommunication offers four specializations: management, news, production, and as of summer B 2011, Media and Society. All bachelor's degrees require 124 semester credit hours. The College's programs consistently are ranked among the top programs in their fields nationally. (Templates, or advising sheets, outlining each major's curriculum are presented in Appendix 2. A and

http://www.jou.ufl.edu/academic/adv/adv_dp.pdf
http://www.jou.ufl.edu/academic/jou/jm_dp.pdf
http://www.jou.ufl.edu/academic/pr/pur_dp.pdf
http://www.jou.ufl.edu/academic/telecom/curriculum.asp

Although the College's undergraduate curriculum follows its department structure, the curricula do not restrict students to academic silos that prohibit them from taking classes to meet individual interests and needs. A substantial level of crossover exists in the form of common courses and recommended elective courses in departments other than the home department. For example, almost all undergraduate students take MMC 4200 Law of Mass Communication. (The exceptions are students in the Department of Telecommunication's management and production specializations, who take a course on broadcast regulation.). All majors except those in telecommunication take MMC 2100 Writing for Mass Communication. Telecommunication majors take RTV 2100 Writing for Electronic Media. Advertising and public relations majors commonly take the other major's principles course.

The College also offers two master's degrees: Master of Advertising and Master of Arts in Mass Communication (MAMC). The latter has seven specializations. Templates outlining the curricula of the Master of Advertising degree and the various MAMC specializations, including

The College is in full compliance with ACEJMC's 80/65 rule. In the two academic years preceding the accreditation visit, 2009-2010 and 2010-2011, 100 percent of the graduating majors completed 80 or more semester hours outside of the College, and 100 percent had 65 or more semester hours in the liberal arts and sciences (see Part I, General Information, Item 19).

This section first reviews the College's undergraduate programs, addressing the 13 prescribed items. It then reviews the College's professional master's programs.

A complete set of syllabi for all undergraduate and graduate courses offered by the College during spring 2011, summer 2011, and fall 2011 will be available in the site team's workroom. Copies of transcripts of 25 percent of the students who earned bachelor's degrees in each of the College's four majors in 2010-11 will be available in the Office of Undergraduate Affairs and Enrollment Management.

Please respond to each of the following instructions:

1. Discuss any testing of language competence required of students entering or graduating from the program.

The University of Florida has two kinds of requirements related to English language competence (the College does not have a separate requirement). First, students must take an achievement test adopted by the State Board of Education that measures selected communication and mathematics skills. This College-Level Academic Skills Requirement or CLASR includes four subtests: essay, English language skills, reading, and mathematics. The mathematics, reading, and English language skills subtests are multiple-choice. The essay requires written composition on one of two provided topics. Students must either pass the CLASR or be exempted. They are exempted by earning a 2.5 GPA in their college-level English and/or math courses. About 95 percent of native UF students are exempt. Completing CLASR is required for award of an associate of arts certificate from a Florida public community college or university or receipt of a baccalaureate degree from a Florida public university. Second, Florida statute requires that all university students complete courses that involve substantial writing. The courses must require a combined, minimum total of 24,000 words. Certain courses at UF are specifically designated to meet this "Gordon Rule" requirement. Writing in these courses is evaluated on effectiveness, organization, clarity and coherence, as well as grammar, punctuation, and use of standard written English. Students must earn a grade of C or higher in courses taken to fulfill Gordon Rule requirements. AP and IB credit may count toward fulfilling the requirement.

Students in the College also have foreign language requirements. All students must successfully complete two sequential courses of one foreign language at the secondary level (high school), or eight to 10 semester hours at the postsecondary level or document an equivalent level of proficiency for admission to the university. This requirement also is satisfied if a student demonstrates proficiency or completing college-level credits in a single foreign language. Students who elect the foreign language option may meet the requirement by successfully completing the second or third beginning-level course in one foreign language. This is not a credit-hour requirement, but a proficiency requirement. The requirement may be met by earning a grade of C or better or a grade of S. A grade of C- will not meet the requirement.
Students who previously have studied French, German, Latin, or Spanish and wish to enroll in the same language at UF must demonstrate placement. Such students can register for the SAT II placement exam for the appropriate language (unless the student has AP or IB scores for that subject). The exam either places the student into the correct course in the sequence or out of the requirement. In either case, students do not receive college credit for performance on the placement exam. Students also may provide a letter of proficiency from the department that offers the foreign language to the Office for Undergraduate Affairs, Weimer Hall, Room 1000.

Finally, students may be exempted from the foreign language requirement by satisfying the College’s quantitative option. The quantitative option is met when a student successfully completes eight credits of any combination of accounting, statistics, or computer courses. This option is only for students who have completed two years of foreign language in high school or have otherwise met the University requirement.

UF, also following State of Florida statutes, requires all students to complete writing and math requirements. To graduate, students must complete courses that involve substantial writing. The courses must require a combined, minimum total of 24,000 words. Certain courses at UF are specifically designated to meet this "Gordon Rule" requirement. Writing in these courses must be evaluated on effectiveness, organization, clarity and coherence, as well as grammar, punctuation, and use of standard written English. Students must earn a grade of C or higher in courses taken to fulfill Gordon Rule requirements. AP and IB credit may count toward fulfilling the requirement. (For math, students must complete six credits in mathematics, at or above the level of college algebra. This must include three credits in mathematics, plus an additional three credits in mathematics, statistics, computer science, or specially designated courses in logic.)

2. Describe the unit’s curricular efforts to develop in its majors the professional values and competencies established by ACEJMC.

Department of Advertising

In addition to MMC 2100, MMC 4200, and a statistics course, the required core of the advertising curriculum consists of the following courses:

- MAR 3023-Principles of Marketing
- ADV 3008-Principles of Advertising
- ADV 3001-Advertising Strategy
- ADV 3203-Introduction to Advertising Design and Graphics
- ADV 3500-Advertising Research
- ADV 4101-Copywriting and Visualization
- ADV 4300-Media Planning
- ADV 4800-Advertising Campaigns

A comparison of the curriculum to other advertising programs in the United States shows that UF’s program offers and requires of its students a breadth of courses unmatched by most advertising programs.

Regarding ACEJMC values and competencies, ADV 3008 Principles of Advertising includes in its course content lectures and readings on First Amendment principles and advertising law. Likewise, MMC 2100 Writing for Mass Communication and ADV 4101 Copywriting and Visualization focus specifically on writing correctly and in forms and styles appropriate for the profession. ADV 4101 also addresses the understanding of diversity of groups in a global society through assignments targeted to diverse groups. ADV 3001
Advertising Strategy, ADV 3500 Advertising Research, and ADV 4800 Advertising Campaigns provide students the opportunity to practice writing correctly in appropriate forms and styles.

ADV 4800, the program's capstone course, addresses almost all the professional values and competencies, from research to critical thinking to ethical practice, as students are charged with preparing a written marketing communications plan and personal presentation of the plan to address the problems of "real-life" clients. Recent clients have included The Harris Corporation, Melbourne, FL; Bravo! Foods International Corporation (Slammer’s), North Palm Beach, FL; Shane’s Rib Shack, Atlanta, GA; Planet Smoothie, Atlanta, GA; Wholly Guacamole, Ft. Worth, TX; Great Lakes Home Health Care, Jackson, MI; Heritage Brands Inc. (Orzel Vodka), Fort Lauderdale, FL; Apollidon Learning, Oldsmar, FL; Sewanee – The University of the South, Sewanee, TN; Costa Del Mar (Sunglasses), Daytona Beach, FL; Hell’s Bay Boatwork, Inc. (Fishing boats), Titusville, FL; Marshfield Clinic, Marshfield, WI; People’s Trust Insurance, Boca Raton, FL; Pecan Park Flea & Farmers Market, Jacksonville, FL; Field Controls, LLC, Kinston, NC; Marshfield Visitors and Convention Bureau, Marshfield, WI; and the Deland Airport, Deland, FL. The geographical and category diversity of clients provide students an excellent opportunity to enhance their professional values and competencies. Further, the fact that several of the clients are “repeat” customers, e.g., Apollidon Learning, Marshfield Clinic, and Marshfield Visitors and Convention Bureau, demonstrates the professional quality of work produced by students. Examples of students' campaign presentations can be seen at http://www.jou.ufl.edu/academic/adv/campaignpres/.

Student competitions are also an important venue for instilling and assessing professional values and competencies, and advertising students have performed well in recent competitions, including a 2009 Bronze Telly award. An important regional venue for advertising competition is the Advertising Federation of Gainesville, and North Florida, in which UF's advertising majors compete each year. For example, in 2009-2010, advertising majors won 47 Addy Awards, including Student Best of Show. In addition, in the professional division, students’ “Feed Your Growl” campaign with Fox/Sun Sports won four Gold Addy awards, including Best of Show in the professional division. This work also won a Silver Addy award in the 4th District (State of Florida and the Caribbean) professional Addy competition.

The Department of Advertising incorporates professional experience from internships into its required professional electives. Students are allowed to count one to three credit hours for internships (ADV 4940) as part of their required professional electives. Supervisors of all internships are asked to complete an evaluation form on student performance and preparation, which includes measurements of the ACEJMC values and competencies (Appendix 2.C).

In addition to internships, the department uses guest speakers and visiting professionals to help students develop professional values and competencies. Les Margulis, former International Media Director, BBDO Media Department, served as the Department of Advertising’s Fall 2008 Freedom Forum Distinguished Visiting Professor (one semester in residence). In Fall 2009, the Department of Advertising hosted Harvey Hoffenberg, founder and President of Propulsion, LLC and former Managing Partner and Chief Creative Officer of Bozell Worldwide, in directing a class on creativity and brand building. Through this classroom experience and his guest lectures in other classes, students were exposed to the person credited with Pepsi’s “Choice of a New Generation” campaign, which included the Cannes Grand Prix award-winning “Archaeology” and the “Now You See It, Now You Don’t” campaign for Diet Pepsi, “Essence of Shaving” for Gillette, “You Are Tomorrow, You Are The Navy,” “The 1 and only Cheerios.” for General Mills, “Makin’ it Great” for Pizza Hut, and “Hey, it’s your money”
for Great Western Bank, among many others. The department also worked with Zimmerman Advertising, Fort Lauderdale, in teaching a campaign class. Under the direction of Mitch Hershey, executive vice president, Nissan Division, Zimmerman Advertising, advertising professionals from Fort Lauderdale and New York, visited students throughout the semester to “coach” students through the development of a campaign to introduce Nissan’s Cube. In summer 2008, the Department of Advertising became the first advertising department in the United States to be selected to participate in the Fox Sports “Creative University” program. Creative University is a program that FOX’s regional sports networks developed to bring a “practical element to learning whereby journalism and communications students produce marketing campaigns for the network and their partners.” A further description of this program can be found by visiting http://www.fsncreativeuniversity.com/. Since fall 2008, the Department of Advertising has assigned the Fox challenge to all sections of ADV 4101 Copy and Visualization, allowing students to be briefed by Fox/Sun Sports and submit creative solutions. These creative concepts are reviewed by Fox and the department selects students who, in an advanced class, execute the selected concepts and participate in the actual production of the materials, e.g., TV commercials. The final campaign then is used by the local Fox unit. Examples of students’ finished work can be seen at the FSN Creative University site. In fall 2010, Cliff Marks, president, National CineMedia, updated our faculty and students with his “Changing Media Landscape” presentation.

The department’s professional Advisory Council holds a "Meet the Pros" evening once each semester at which students have the opportunity to meet with professionals in a social setting. The following day, students have the opportunity to continue their discussions with professionals in small groups and in one-on-one sessions. In addition, individual faculty periodically invite professionals to speak to students in their classes on a subject of their expertise. More recently, the Advisory Council has held a session for all advertising majors in which current examples of “great ideas” in marketing communications are presented. These presentations focus on the marketing/communications challenge and the creative/media solutions to the challenge. With two Advisory Council meetings a year and two--three “great ideas” presentations, students have the opportunity to build strong professional values and competencies.

**Department of Journalism**

The department’s mission is to teach the art and craft of journalism and to foster an appreciation for accuracy, fairness, truth, and diversity. All journalism majors must take the following core courses:

- JOU 1100-Introduction to Journalism (1 credit)
- MMC 2604-Mass Media and You (3 credits)
- JOU 3220C-Visual Journalism (3 credits)
- JOU 2005-Writing Mechanics for Journalists (1 credit)
- JOU 3109C-Multimedia Writing (3 credits)
- JOU 3101-Reporting (3 credits)
- JOU 3346L-Multimedia Reporting (1 credit)
- JOU 3110-Applied Fact Finding (3 credits)
- JOU 4201-Newspaper Editing (3 credits)
- JOU 4700-Problems and Ethics of Journalism in Society (3 credits)
MMC 4200-Law of Mass Communication (3 credits)
JOU Capstone course (3 credits): Various options are available

During their junior year, students are advised to select a capstone course for their final semester and to work toward that course by meeting prerequisites. The capstone courses are designed to provide students in-depth preparation in their chosen area of interest: JOU 4111 Advanced Reporting or JOU 4123 Investigative Reporting (Reporting), JOU 4202 Advanced Editing and Design (Editing), JOU 4445C Applied Magazine Publishing or JOU 4311 Advanced Magazine Writing (Magazines), JOU 4412 Advanced Design (Design), JOU 4502 Journalism Studies (Journalism Studies), JOU 4605 Advanced Photojournalism 2 (Photojournalism), and JOU 4946 Applied Online Journalism (Online Media).

Students are taught to understand and apply First Amendment principles and the law appropriate to professional practice in every journalism course, including the one-credit introductory course, JOU 1100 Introduction to Journalism, that provides an overview of the journalism industry including basic First Amendment principles, with brief outlines of key cases in libel, privacy, and obscenity. Similarly, students confront First Amendment issues in all of the core courses just listed, such as JOU 3101 Reporting and JOU 3109C Multimedia Writing. First Amendment issues also are a key part of other courses, such as JOU 4004 History of Journalism. By the time students get to MMC 4200 Law of Mass Communication (usually taken during the last semester in residence), they have a good basic understanding of communication law and are ready for more in-depth instruction in that area.

The introductory course also provides students with a basic understanding of the history and role of professionals and institutions in shaping communications. History is addressed specifically in the journalism history course (JOU 4004) and in MMC 2265 Technology and Change in Communication. It plays a large role in the two core courses on ethics (JOU 4700) and law (MMC 4200).

A foundation to understand the diversity of groups in a global society in relationship to communications is laid, again, in JOU 1100 and is a focus of JOU 4700 Problems and Ethics of Journalism in Society and JOU 4004 History of Journalism. Issues concerning diversity are stressed in most of the core courses and especially in JOU 3101 Reporting, JOU 3109C Multimedia Writing, and JOU 4201 Newspaper Editing.

Visual journalism courses help students understand concepts and theories and their application in the presentation of images and information. There are two basic photojournalism courses that deal with these principles: JOU 3601 Photographic Journalism (for those interested in a photojournalism career) and PGY 3610 Survey of Photojournalism (for those desiring visual literacy). The basics of publication design are taught in JOU 3411 Design. These courses are designed to help students understand nonverbal storytelling. Other photojournalism and design courses enhance this understanding in the department's majors.

Obviously, the core course on ethics (JOU 4700) deals specifically with helping students learn how to work ethically in pursuit of truth, accuracy, fairness, and diversity. Yet those competencies are part of all journalism courses, perhaps most especially in the introduction (JOU 1100), reporting (JOU 3101), and multimedia writing (JOU 3109C) courses, and the other core courses. It is not an exaggeration to say that truth, accuracy, fairness, and diversity are parts of every course in the curriculum.

Students learn to think critically, creatively, and independently as they learn the art and science of journalism. Few courses teach critical thinking as well as the core courses in JOU
3101 Reporting and JOU 3109C Multimedia Writing. Advanced storytelling courses, such as JOU 4301 Literary Journalism, JOU 4308 Magazine and Feature Writing, JOU 4311 Advanced Magazine Writing, JOU 4604 Advanced Photographic Journalism 1 and JOU 4605 Advanced Photographic Journalism 2 also allow students the latitude for individual and creative expression. In the same manner—and in the same courses—students become competent in conducting research and evaluating information by appropriate journalistic methods. JOU 3110 Applied Fact Finding, a required core course, deals specifically with research and evaluation.

And, in all courses, journalism students learn to write correctly and clearly in forms and styles appropriate for journalism, with constant attention to serving audiences. From the moment students enroll in the introductory course (JOU 1100) and during the writing intense JOU 2005 Writing Mechanics, which focuses on mastering the basics of grammar, punctuation, and spelling, through their key writing and editing courses (JOU 3101, JOU 3109C, and JOU 4201), the focus is on clear, concise, and accurate writing. By developing professional newsroom environments in all of these classes, students also learn to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness. Several assignments in the reporting, multimedia writing, and editing classes also force students to apply basic numerical and statistical concepts and to apply tools and technologies expected in the practice of journalism.

Students participate—often with tremendous success—in the William Randolph Hearst Writing and Photojournalism competitions, the Society of Professional Journalists Mark of Excellence Competition, and in various other academic and professional contests.

Visitors come to campus frequently and range all the way from the editors of nearby weeklies to Pulitzer-Prize winning journalists, noted authors, and literary luminaries such as Carl Hiaasen and Mike Connelly.

Department of Public Relations

The department's curriculum is one of the most in-depth public relations curricula in the country. It totals 36 credit hours and is balanced in terms of skills and conceptual courses. In addition to the two common college courses, Writing for Mass Communication and Law of Mass Communication, public relations majors take seven major core courses:

- PUR 3000-Principles of Public Relations
- JOU 3101-Reporting
- PUR 3500-Public Relations Research
- PUR 3801-Public Relations Strategy
- PUR 4100-Public Relations Writing
- PUR 4103-Public Relations Visual Communication
- PUR 4800-Public Relations Campaigns

Majors must take a statistics course as a prerequisite for the research course. They also are required to complete nine credit hours of professional electives, with at least one course from each of three blocks. Block 1 consists of public relations elective courses, such as Ethics and Professional Responsibility in Public Relations, International Public Relations, and Principles of Fund Raising. Block 2 consists of recommended courses offered by the College's other departments, such as Elements of Advertising, Communications on the Internet, and Introduction to Telecommunication. Block 3 features the Public Relations Internship course within a mixture of advanced courses. The block was configured to encourage students to choose the internship...
elective, which may be taken for one to three credits. A recent addition to this block was a supervised research project with faculty for students interested in pursuing graduate education.

The public relations curriculum is highly structured through the use of prerequisites. Students must take courses in a prescribed order, mastering subject content of one course before taking the next. They must earn a grade of "C" or higher in all required courses except law, which is taken in the senior year. For example, students must earn a "C" or higher in the principles course before they can take the research course, and they must earn a "C" or higher in the research course before they can take the strategy course. In this systematic way, students move through the curriculum to the capstone course, Public Relations Campaigns.

The department's curriculum closely follows recommendations of the Commission on Public Relations Education. All content areas deemed important to the education of future professionals are covered in required or elective courses. Writing is given particular emphasis, with students required to take three courses dealing exclusively with writing. Research, which arguably is the field's second most important skill, is the exclusive subject of a required course taken early in the program. Principles and theory guide content in all courses. As also recommended by the Commission, students are advised to complete their minor or outside concentration in business, although advisers are flexible to account for personal career goals.

Likewise, the public relations curriculum is designed to instill the professional values and competencies established by ACEJMC. The introductory course, PUR 3000 Public Relations Principles, provides a broad overview of the first five professional values and competencies, particularly those dealing with law, history, theories, and ethics. PUR 3500 Public Relations Research specifically targets the values and competencies of being able to conduct research and evaluate information by appropriate methods and to apply basic numerical and statistical concepts. Required skills courses, such as JOU 3101 Reporting and PUR 4100 Public Relations Writing, address the need to train students to write correctly and clearly in forms and styles appropriate for public relations, its publics, and the purposes it serves. The capstone course, PUR 4800 Public Relations Campaigns, ensures that students are able to apply tools and technologies appropriate for public relations. All required courses instill the values and competencies of helping students to think critically, creatively, and independently and to critically evaluate their own and others' work.

Like Advertising, the Department of Public Relations asks supervisors of all internships to complete an evaluation form that measures students' awareness and understanding of the ACEJMC values and competencies (seen in Appendix 2.C). The supervisors also are required to submit a letter evaluating the student's performance at the end of the internship.

Finally, it should be mentioned that the department officially offers a specialization in Technical Communications. However, very few students are enrolled.

**Department of Telecommunication**

Telecommunication majors select from one of four sequences, also known as tracks: Management, News, Production, and as of summer B 2011, Media and Society. To keep pace with industry needs, the department has assessed and revised its curricula since the last accreditation review. Significant changes in the News sequence, and smaller changes in the Management sequence took effect in 2005. With the experience of several classes completing the sequences, News faculty have been discussing modifications. The department’s production faculty undertook a major re-examination of that curriculum several years ago, but that effort was halted when several production faculty left and could not be replaced due to budget constraints.
Constraints. However, it was out of those discussions that the Media and Society track was proposed. And, the department has begun discussing curriculum changes that would increase the number of department and college courses students would take.

Regardless of sequence, all students in telecommunication complete a common core of courses:

- RTV 2100-Writing for Electronic Media
- RTV 3007-Introduction to Telecommunication
- RTV 3405-Television and American Society
- RTV 4700-Telecommunication Law and Regulation (management and production students) or MMC 4200-Law of Mass Communication (news students)
- RTV 4931-Ethics and Problems in Telecommunication. RTV 2100 and RTV 3007 are prerequisites to all courses except RTV 3405, and students must earn a "C" or better in each of those two courses.

Telecommunication majors also may choose from elective courses--RTV 3411 Race, Gender, Class and Media and MMC 4302 World Communication Systems.

Students in News, Production, and Management complete 15-18 hours of specialized, hands-on courses in their specialty. Students in the News track are required to work a number of hours per week in the newsrooms of the Division of Multimedia Properties. Students in the Management track complete a research course and a capstone experience in which they work with data and analytical software provided by the two leading companies in the field, The Nielsen Company and Arbitron, Inc. Students in the Production track volunteer in the Division of Multimedia Properties, the Athletic Association’s GatorVision, and for other periodic activities on campus.

The new Media and Society track is designed to produce students especially cognizant of the role of the electronic media in a global environment.

Several international opportunities are available to telecommunication students, including study-abroad programs offered through the University International Center, and, for the last several years, a summer study abroad-program which includes telecommunication faculty members teaching telecommunication courses. In addition, several faculty members in the department were born outside of the United States, including Greece and Taiwan, exposing students to a diversity of national viewpoints. And, in 2009-2010, and again in 2010-2011, the department hosted Fulbright scholars: a specialist in online journalism from Croatia and a media law scholar from South Korea.

The department's undergraduate curriculum addresses the ACEJMC professional values and competencies in three ways:

- Dedicated Courses Required of Some or All Students. As an example, all telecommunication majors are required to take a course in either Mass Communication Law or Telecommunication Regulation. All are required to take Writing for Electronic Media and courses in writing within specializations, such as Advanced Writing for Electronic Media (production students). All students are required to take a course in Telecommunication Ethics. Application of tools and technologies varies depending on a student's specialization. Students in the production specialization complete three courses that include camera operation, live or post-production editing, lighting, sound, etc. News students learn to operate cameras, do non-linear editing, and use electronic news systems for storage and retrieval of scripts. Students in management use data processing,
proprietary systems provided by commercial audience research firms, and presentation software to prepare analyses and reports.

- **Topics Within Required or Elective Courses.** Many of the values and competencies are addressed as part of courses with more varied or different content. For example, the history and role of professionals and institutions in shaping communications are addressed in Introduction to Telecommunication, TV and American Society, Telecommunication Programming, and Problems and Ethics in Telecommunication (all but Programming are required courses for all majors; Programming is required for management and production majors). Critical, creative, and independent thinking is integral to Advanced Writing for Electronic Media, Fundamentals of Production, Electronic Field Production, Advanced Production, Electronic News 1, Electronic News 2, Investigative Reporting, Producing the News, and Ethics and Problems in Telecommunication. An understanding of the diversity of groups in a global society is addressed in required courses such as Introduction to Telecommunication, TV and American Society, Producing the News, Audience Analysis, Ethics and Problems in Telecommunication, Radio News 2, and Television News 2.

- **Elective Courses, Dedicated or Part of a Greater Whole.** Two examples are Race, Class, Gender and Media, and World Communication Systems, which are electives for students in the Management and Media and Society tracks. Interactive News prepares students to think and write critically, to apply tools and technologies, and to understand concepts and apply theories in the use and presentation of images and information.

3. Describe the ability of students to plan individualized programs of study to meet their special interests and needs.

All students in the Department of Advertising complete a common core of courses. They have the opportunity to plan individualized programs of study through the College's outside concentration requirement (12 hours of concentrated coursework outside the College) and professional electives (four courses/12 credit hours). Within UF’s Responsibility Centered Management budget model, it is now much easier for students to pursue a second major outside the College or an official University minor (15 hours or more specified by the department). A large number of advertising majors prepare themselves for the "business world" by completing a minor in business administration, which fulfills their outside concentration requirement, and by completing related professional electives (e.g., public relations, advertising sales, international advertising, and advertising internship). With approval, advertising majors may construct an individualized study for their outside concentration. This allows students to mix approved classes from different departments in order to maximize their learning experience. For example, students interested in design may take design courses from packaging, theatre, and/or other areas offering relevant courses.

Although all students in the Department of Journalism complete a common core of courses, students may select from a number of elective and “capstone” experiences. The implementation of the new curriculum, that began summer B 2011, makes clear the options that are available and increases significantly the choices of capstone experience. Journalism students also may select any “outside concentration” or minor outside of the College. Students also may seek out individual faculty members to supervise Individual Work (Independent Study) projects. Finally, students are encouraged to complete one or more internships, at sites of the student’s choosing.
The Department of Public Relations follows a structured core curriculum without tracks or specializations (except for one in Technical Communications with few students enrolled). However, majors individualize their programs to some extent by choosing at least one major elective. International public relations is an increasingly popular choice and one that typically fills two sections per term. The department also permanently added an elective on fund raising since the last accreditation visit and consistently offers a professional elective in ethics and professional responsibility. A new elective on public interest communications is being offered in fall 2011 for the first time. Students also are encouraged to individualize their program through selection of internships and outside concentrations/minors.

All students in the Department of Telecommunication must complete a common core of courses, but may select a specialization (entrance to the News track is limited to 75 per year). Within each specialization there are varying opportunities. Students in News, Production, and Media and Society may choose any outside concentration or minor outside of the College; students in the Management track must use Business as an outside concentration. Within the News sequence students may choose from a Reporting specialization or a Producing specialization. Within the Reporting specialization students choose two of three possible advanced courses. In the Producing specialization students may complete two Advanced experiences, which may be different types (for example, serving as a field producer for one experience, and a line producer in the second). There are also several “Special News Projects” available under the supervision of news faculty, in which students may work in areas such as meteorology or sports. In the Production sequence students may choose from several Advanced Workshop selections, and may complete more than one, with different instructors or a different focus. In 2011, sections of advanced production focused on dramatic production, post-production techniques, and sports production. Students also may seek out individual faculty members to supervise Individual Work (Independent Study) projects. Finally, students are encouraged to complete one or more internships, at sites of the student’s choosing. The department also offers a combined Bachelor’s/Master’s program for students in the Management track.

4. Describe the unit’s involvement in service courses to non-majors.

The Department of Advertising’s primary service to non-majors is through ADV 3000 Principles of Advertising and ADV 3500 Advertising Research, which non-majors take as part of the College’s Mass Communication minor. Among the students who completed ADV 3000 for fall 2010--spring 2011, 55 percent (347) were majors from outside of the College. Twenty-eight percent were advertising majors.

The Department of Journalism offers several courses available to all non-majors. These include:

• MMC 1702 Rock ‘n’ Roll and American Society, which is also an elective in the Mass Communication minor
• MMC 2604 Mass Media and You, which is also a requirement of the Mass Communication minor
• MMC 4302 World Communication Systems (in recent years this course often has been taught by faculty members from the Department of Telecommunication).
• JOU 4004 History of Journalism, is also an elective in the Mass Communication minor
The department also has offered several Special Topics courses open to non-majors. In recent semesters these have included “Sports and Society” and “Social Networks.”

The Department of Public Relations’ primary contribution of service courses to non-majors is the introductory Principles of Public Relations (PUR 3000 course) where the majority of students are from outside the program. Non-majors also often take PUR 3500 Public Relations Research, which along with the Principles of Public Relations course, is part of the Mass Communication minor offered by the College.

Within the Department of Telecommunication, RTV 3405 TV and American Society fulfills a general education credit for students outside of the College. It is also a required course in the Mass Communication minor. It typically enrolls about 1,000 students per year, about half of whom are from outside majors. RTV 3007 Introduction to Telecommunication is open to any student at UF. It typically has an annual enrollment of more than 700, about half of whom are not telecommunication majors. And, in recent years the department has offered several special topics courses that have been advertised to the entire UF community. These include Media Sales and Entrepreneurial Journalism. RTV 3411 Race, Gender, Class, and Media is a web-based course available to students in any major and located anywhere.

5. Describe the teaching of ethics, law, history and theory of journalism and mass communications. If these subjects are taught as separate courses, describe instructors’ qualifications. If these subjects are included in skills or other courses, tell how the faculty regularly evaluates the effectiveness of the teaching of these subjects.

Department of Advertising

ADV 4931 Ethics and Problems in Advertising is a professional elective, taught by experienced, full-time faculty and typically offered fall and spring semesters. To be able to staff and eventually require the ethics course, the Department of Advertising is developing an online ethics course. Dr. Mike Weigold, co-author of Contemporary Advertising, who also has published in the ethics area, began the initial efforts in summer 2010. Wan Seop Jung, a senior-level doctoral student, assisted Weigold in this effort. On a test basis ADV 4931 was offered under Weigold’s supervision in fall 2010. In spring 2011 the doctoral student taught the class live. And, in spring 2011 Dr. John Sutherland, department chair, and the doctoral student continued the development of the class working with on-campus instructional designers under the Provost’s Summer Distance Learning Initiative. The Department offered the class online summer 2011 with five students enrolled. History and theory specifically are taught in MAR 3023 Principles of Marketing and ADV 3000 Elements of Advertising. Theory/theoretical concepts relevant to specific areas of advertising are taught within specific courses and across courses. ADV 3001 Advertising Strategy teaches the theoretical process of campaign development and assessment as well as target audience specification and preparing creative briefs. ADV 3500 Research teaches research process and analysis from secondary to qualitative to quantitative methods, including use of online survey tools. ADV 3203 Design and Graphics and ADV 4101 Copywriting and Visualization teach concepts related to effective message creation and preparation. ADV 4800 Advertising Campaigns provides the students the opportunity to put into practice the concepts learned in pre-requisite classes. Assessment of students’ knowledge and ability to practice relevant concepts and theories is achieved through client evaluations of students’ campaign books, presentations, and question and answer sessions after the campaign presentation.
Department of Journalism

All journalism students are required to take JOU 4700 Ethics in their senior year. The course is most often taught by Dr. Kim Walsh-Childers or Dr. Norman Lewis. Walsh-Childers, who is a former health reporter and a leading health communication scholar, has taught the course for many years. At the graduate level, she also teaches MMC 6660 Mass Communication and Society, which typically addresses ethical issues as well. Lewis, a former editor at the Washington Post, and a recipient of the UF Teacher of the Year award, has taught the course since coming to UF four years ago. His research agenda includes scholarship about ethics and plagiarism in journalism. All students are required to take MMC 4200 Law of Mass Communication in their senior year. An outstanding contingent of faculty rotates teaching the course: Dr. Laurence Alexander holds a law degree as well as a Ph.D. and has been recognized for his teaching and legal scholarship by the university community as well as the wider journalism and mass communications academic community. Dr. Clay Calvert, who also holds a J.D. and Ph.D., is the Brechner Eminent Scholar in Mass Communications and a well-known media law scholar. Professor Sandra Chance holds a law degree and formerly worked for one of the leading media law firms in Florida, Holland and Knight. She is the Director of the Brechner Center for Freedom of Information. JOU 4004 History of Journalism is regularly taught by Dr. Bernell Tripp who has national reputation for her historical scholarship. Theory of journalism and mass communications is addressed in several courses, including MMC 2604 Mass Media and You and MMC 2265 Technology, Change and Communications. Mass Media and You previously was taught by the former department chair, Dr. William McKeen, a well-known journalism historian and critic. Technology, Change, and Communications also has been taught by Professor Mindy McAdams, Knight Chair in Journalism Technologies and the Democratic Process. In some recent terms McAdams supervised a doctoral student who taught the course.

Department of Public Relations

The department offers a professional elective in ethics, PUR 4203 Ethics and Professional Responsibility in Public Relations. The course is taught both fall and spring semesters by Dr. Mary Ann Ferguson, who is a leading scholar in corporate social responsibility, as well as qualified graduate students. History of public relations is covered in the introductory course, PUR 3000 Principles of Public Relations. Theories of mass communication and public relations are introduced in the principles course and reinforced and expanded upon in all subsequent courses. For example, PUR 3801 Public Relations Strategy draws heavily on theory. Ethics and law similarly are covered in all courses to varying degrees. In addition to course examinations, teaching effectiveness of these subjects is evaluated through the capstone course, PUR 4800 Public Relations Campaigns, in which students must demonstrate cumulative knowledge gained through past courses.

Department of Telecommunication

All telecommunication students are required to take RTV 4931 Ethics and Problems in Telecommunication. This course was previously restricted to seniors, but after several high profile incidents (including one on the UF campus), the faculty voted to encourage students to take the course earlier in their program. The faculty members who most regularly teach this course are Dr. Michael Leslie and Dr. Johanna Cleary. Leslie has taught this course for more than 10 years and brings innovative and provocative approaches to the course. Cleary, who was
a professional broadcast journalist for many years, has taught the course for several years and infuses the class with her industry expertise.

All Telecommunication News students must complete MMC 4200 Law of Mass Communication. That course is under the aegis of the Department of Journalism, and the description of instructors for that course is elsewhere. Students in Telecommunication Production and Telecommunication Management must complete RTV 4700 Telecommunication Regulation. Students in Media and Society must complete either MMC 4200 or RTV 4700 and may take both courses to fulfill required and elective needs. For several years RTV 4700 was taught by a faculty member with a research focus in that area. His departure from UF coincided with significant budget cuts, and the Department has been unable to hire a replacement. The course was taught for two years by a doctoral student who holds a law degree and specialized in media law in his graduate program. A student with a similar profile taught the course in spring and fall 2011. Theory is covered in the required course, RTV 3405 Television and American Society. For the last several years the course has been taught by doctoral students, under the direct supervision of Dr. Lynda Kaid. Kaid, who passed away spring 2011, was an internationally-renowned scholar of political communication. Through a system of mentoring, the graduate students assigned to this course spend a year observing and assisting, before being assigned to teach the course on a regular basis. They typically have spent two years teaching the course. History of the Telecommunication industry is a component of RTV 3007 Introduction to Telecommunication. Because the department has not been able to hire a replacement for the former course instructor, and assignment of other faculty has not been possible because of department needs, for the last several years one section of the course has been taught by an adjunct who received his Ph.D. from the College and one section by doctoral students.

6. Tell how the unit ensures that the objectives of courses with multiple sections are achieved in all sections.

Department of Advertising

To ensure that instructional objectives of courses with multiple sections are achieved in all sections, the chair reviews syllabi of the different sections, monitoring texts for each course and content of lectures. In addition, the chair reviews student projects among sections of the same course (for example, ADV 4101 Copywriting and Visualization and ADV 4800 Advertising Campaigns). Consistency in learning ACEJMC values and competencies across multiple sections of the campaigns course is monitored by results of an assessment questionnaire completed by campaign clients.

Mentoring among faculty is an important strategy in ensuring instructional objectives are achieved in all sections. Faculty with experience teaching a particular course serve as mentors for faculty members or doctoral students preparing to teach the course for the first time. Faculty share course syllabi, materials, and advice. The department has developed substantial packages of material for all courses with multiple sections. In addition, the department mentors doctoral students to prepare them to teach and to ensure consistency across course sections. Before doctoral students are allowed to have sole responsibility for a section of a course, the department requires that they serve as a teaching assistant for one semester to a full-time faculty member teaching the course. Their assignment in this role includes attending lectures; preparing and delivering lectures; assisting in examination preparation; grading, including use of the university's examination scoring services; and assisting in office hours.
Department of Journalism
Most courses with multiple sections have a faculty member who coordinates or supervises the course. He or she may hold periodic meetings with the instructors. Faculty members also may share teaching materials, lecture notes, etc., and periodically lecture in other sections of the course. In the past several years the department faculty have been engaged in a major examination and restructuring of the curriculum. This is being followed by an examination of existing courses, their content, and role in the overall curriculum.

Department of Public Relations
All required courses in the public relations major have multiple sections. Four methods are used to ensure that instructional objectives of each department course are achieved in all sections.

First, the department chair regularly reviews syllabi, checking to see that course content is consistent with objectives. Informal feedback from students helps determine desired consistency across sections. Second, faculty informally discuss "best practices" for particular courses and mentor faculty who are teaching a course for the first time. They commonly share syllabi, exams, and lecture notes. As a result, sections of the same course often require the same textbook and projects. Third, doctoral students (except in rare circumstances) must serve as teaching assistants in a course under a full-time faculty member for a semester before they are allowed to teach in the program. This helps prepare students for their teaching assignments and provides consistency in achieving instructional objectives. Fourth, the department's one lecture-lab course with multiple lab sections, PUR 4103 Public Relations Visual Communication, is closely coordinated by the full-time faculty member who serves as the course's instructor of record. The faculty member develops the course syllabus and exams, teaches the lecture portion of the course (and, normally, one lab), and meets frequently with lab instructors.

Department of Telecommunication
Most courses with multiple sections have a faculty member who coordinates or supervises the course. He or she may hold periodic meetings with the instructors. Faculty members also may share teaching materials, lecture notes, etc., and periodically lecture in other sections of the course. However, in the case of at least one course, RTV 4929c, each section is specifically designed to offer different experiences to students (for example, sports production or corporate communication).

7. List achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc.

2010--2011
Cory Armstrong, Faculty Enhancement Opportunity Grant, 2011.
Cory Armstrong, 2011 Provost Summer Distance Learning Initiative, UF GRANT, to create online RTV 3411, Race, Gender and Class in Media course. ($4,000 stipend + $12,000 Instructional Design).
Johanna Cleary, College International Educator of the Year (Junior Faculty).
Amy Jo Coffey, Finalist and Poster Presentation, “Great Ideas for Teachers (GIFT),” National Award Competition, for telecommunication programming assignment, “The Cross-Platform Pitch.”
Debbie Treise, College International Educator of the Year (Senior Faculty).
Lynda Lee Kaid, UF Outstanding Doctoral Advisor/Mentor Award.
Cynthia Morton, 2011 Provost Summer Distance Learning Initiative, UF GRANT, to create online ADV 4400, International and Cross-Cultural Advertising course. ($4,000 stipend + $12,000 Instructional Design).
Adjunct Kelli Munn, 2011 Provost Summer Distance Learning Initiative, UF GRANT, to create online PUR 3000, Principles of Public Relations course. ($4,000 stipend + $12,000 Instructional Design).
Former doctoral student Matt Ragas (Adviser, Dr. Spiro Kiousis), 2011 AEJMC Best Dissertation Award.
Judy Robinson, David Adams Journalism Educator of the Year, Scholastic Journalism Division, AEJMC.
Sutherland, John and Jung, Wan Seop, 2011 Provost Summer Distance Learning Initiative, UF GRANT, to create online ADV 4931, Ethics and Problems in Advertising course. ($4,000 stipend + $12,000 Instructional Design).
Tim Sorel, College Teacher of the Year.

2009—2010

Kevin Bowers (Graduate Student), College Outstanding Graduate Student Teacher
Amy Jo Coffey, Outstanding Faculty Recognition, 2009 Fall Convocation, College of Liberal Arts and Sciences.
Amy Jo Coffey, attended a pre-convention workshop, “Teaching Financial Management,” sponsored by the Media Management and Economics Division. As Teaching Chair of the Media Management and Economics Division, submitted, had accepted, and moderated two teaching panels: “Journalists and Numbers: They Can Mix” and “Sherman’s Best: Teaching Tips from the Barry Sherman Teaching Award Recipients,” AEJMC.
Julie Dodd, 2010, Elected by the AEJMC Scholastic Journalism Division membership to present the Honors Lecture at the annual convention in Denver, CO.
Norman Lewis, UF Teacher of the Year.
Lynda Lee Kaid, Selected by the College as International Educator of the Year (Senior Faculty).

2008—2009

Cory Armstrong, UF Jack Wessel Excellence Award for Assistant Professors.
Giselle Auger (doctoral student, Adviser, Dr. Kathleen Kelly), 2009 Emerging Scholar Award by the Association for Research on Nonprofit Organizations and Voluntary Action. The award included a grant of $600 to support attendance at the 38th Annual ARNOVA Conference in Cleveland, OH.


Sylvia Chan-Olmsted, College International Educator of the Year (Senior Faculty).

Moonhee Cho (doctoral student, Adviser, Dr. Kathleen Kelly, 2009 Best Master’s Thesis Award, sponsored by the Institute for Public Relations and Northwestern Mutual. This is the seventh time that a student from UF has won this prestigious award (see the list of recipients since 1981 at http://www.instituteforpr.org/awards/masters_past_winners). UF and the University of Maryland lead all other universities in the number of award recipients with seven each.


Lauren Hertel, Provost’s Distance Learning Initiative Grant to develop online version of RTV 3280, Interactive and Online News.

Renee Martin-Kratzer, College Teacher of the Year

Juan-Carlos Molleda, College and UF International Educator of the Year (Junior Faculty) 2007--2008

Cory Armstrong, Course Enhancement Grant, Bob Graham Center for Public Leadership University of Florida, $1,500.


Mike Foley, UF Teacher of the Year.

John Freeman, Anderson Scholar Faculty Honoree, designated as outstanding faculty by a student award winner.

John Freeman, College International Educator of the Year


Michael Weigold, College International Educator of the Year


2006—2007

Juan-Carlos Molleda, College Teacher of the Year

2005—2006

John Kaplan, College and UF International Educator of the Year.
John Kaplan, UF Distinguished International Educator.

8. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

The College and UF have a long tradition of encouraging teaching effectiveness through recognition programs. Each year, the College's Teaching Committee solicits nominations for the College Teacher/Adviser of the Year Award. In conjunction with the award, recipients are recognized by the University as a Teacher/Adviser of the Year. The University provides a $2,000 bonus to all those honored by each college. College recipients since the last accreditation review are as follows (All were recognized as Teacher of the Year):

- 2006-2007: Juan-Carlos Molleda (PUR)
- 2007-2008: Mike Foley (JOU)
- 2008-2009: Renee Martin-Kratzer (JOU)
- 2009-2010: Norman Lewis (JOU)
- 2010-2011: Tim Sorel (TEL)

The College also supports teaching effectiveness through opportunities for faculty to refresh and enhance their professional expertise. All faculty requests to the dean to take part in workshops to enhance teaching and/or professional development have been granted and funded entirely or in part by the College in the last five years. For example, Gainesville's proximity to the Poynter Institute for Media Studies in St. Petersburg also means that faculty participate in that institution's fine programs. In February 2011, the College funded seven faculty members—Ann Christiano, Lisa Duke Cornell, John Freeman, Bridget Grogan, Michael Leslie, Kim Walsh-
Childers, and Lu Zheng to attend a week-long workshop on multimedia at Poynter. Similarly, the College funded Cory Armstrong in spring 2011 to attend the Investigative Reporters and Editors Computer Assisted Reporting conference in Raleigh, NC, to support her teaching emphases in Fact Finding, Investigative Reporting, and the proposed professional master’s course, News and Numbers. Cynthia Morton was funded to attend the summer 2011 HERS Institute, a nationally recognized female faculty development program, which includes an intensive 12-day program that prepares female faculty and administrators for institutional leadership roles.

Faculty wishing to engage in professional development may apply for financial support from department funds. Three—advertising, journalism, and public relations—of the four departments have endowed funds specifically designated for "professional advancement." These funds are the result of the College's fund-raising initiatives since the late 1990s. These funds are not solely for support of teaching-related opportunities. But, professional development in many forms may benefit teaching as well as provide personal enrichment and knowledge for the individual faculty member.

Based on student evaluations or other forms of feedback, department chairs occasionally address teaching concerns with individual faculty members, recommending workshops or other activities that would be helpful. For example, to enhance knowledge and expertise in digital and digital agency structure, all the members of the Department of Advertising faculty completed a field trip to MindComet Corporation, a digital agency in Altamonte Springs, FL. In fall 2008, the Department of Advertising sponsored a presentation, specifically for faculty, by Rob Cherof, executive vice president, management director, BBDO Atlanta. The presentation, “Rightsizing the American Dream,” reported the results of an on-going study BBDO North America has been conducting since October 2008, charting the impact on American consumers’ mindset and behavior, specifically on shifts in perceptions about Home, Work, Self, and Health revealing fundamental changes in how people assess value and expect to achieve balance—literally the “rightsizing” of the American Dream. In fall 2010, the Department of Advertising sponsored “Changing Media Landscape,” a presentation by Cliff Marks, president, National CineMedia, New York, and “How to Present Creative,” a panel presentation by members of the Advertising Advisory Council. In summer 2011, Drs. Zheng and Sutherland visited major media planning organizations to increase knowledge and expertise in traditional and new media planning. The Department of Public Relations has funded faculty members to attend the Edelman New Media Summit held in New York City on multiple occasions to support development and expertise in digital and online communication, including Drs. Mary Ann Ferguson, Kathleen Kelly, and Spiro Kiousis.

9. Describe the importance of teaching in promotion and tenure decisions.

Teaching is a primary responsibility of the journalism and communications faculty at UF. Effectiveness in teaching is weighted heavily in promotion and tenure decisions, as well as in decisions on merit pay raises. According to university and college standards, teaching is one of two areas in which faculty must achieve a record of "distinction" in order to qualify for tenure or promotion (the second area is normally scholarship). Student evaluation of teaching and courses is an integral part of educational assessment by the College. All faculty members, full-time and part-time, are required to be evaluated using standardized questions asked of students in each class every semester and summer session. In summer 2011, UF began conducting these evaluations online. The questions include the following:

UF: College of Journalism and Communications/Self-Study Report October 2011/Curriculum and Instruction
• Description of course objectives and assignments
• Communication of ideas and information
• Expression of expectations for performance in this class
• Availability to assist students in or out of class
• Respect and concern for students
• Stimulation of interest in course
• Facilitation of learning
• Enthusiasm for the subject
• Encouragement of independent, creative, and critical thinking

Results are used by instructors to improve their teaching and by administrators to mentor faculty whose scores fall below desired levels.

In the past six years, the College's faculty overall have earned a mean score of 4.0 or higher (on a 5-point scale, with 5 representing excellent) every semester on the 10 uniform items measured on student evaluations (Appendix 2.D). The consistently high rating earned by College faculty attests to their teaching effectiveness.

The College's Faculty Standards and Criteria require that tenure-accruing faculty and faculty planning to apply for promotion must be formally observed in each class they teach in the spring prior to their mid-term review and/or the year prior to applying for promotion, respectively. Classroom observations are conducted by two faculty of higher rank from the candidate's department and a faculty member of higher rank from within the College and outside the candidate's department (See Appendix 1.D and http://www.jou.ufl.edu/about/files/Classroom-Observation-Form-adopted-2008.pdf). Observers submit a written appraisal detailing specific strengths and weaknesses of the candidate's teaching style and skills. The document also provides specific recommendations for improvement.


10. Describe any special recognition that the unit gives to outstanding students. Exclude scholarships, which are summarized in Table 10, “Student Aid.”

Each year, faculty members chose at least six students as outstanding graduates in their major during the year. Awards vary by department, but their overall purpose is to recognize students for professional as well as academic excellence. The College's Division of Multimedia Properties also presents awards recognizing student achievement. All of these students are honored at the College's annual awards banquet each spring.

From their department-award winners, each department nominates students for four College-wide awards: the Dean's Cup for Scholarship, the Dean's Cup for Professional Promise, the Dean's Cup for Service, and the Ruth and Rae O. Weimer Award for all-around excellence.

Students who demonstrate superior scholarship and professional competence also may receive special recognition by the College at graduation. All students with a 3.5 GPA or higher for all upper-division classes and professional courses taught by the College automatically earn graduation with honors (cum laude). For high honors (magna cum laude), students must earn a
3.6 GPA or higher in all upper-division and professional work. To receive highest honors (summa cum laude), students must earn a 3.8 GPA or higher for all upper-division and professional work. In addition to the GPA requirements, students must submit a statement of professional competence that includes a letter of nomination by a faculty member, a listing of professional internships or relevant positions, and work samples. Students also may submit letters of support from current or previous supervisors. A student evaluation committee reviews all of the applications and makes its recommendation to the full faculty who then vote on the recommendations at a faculty meeting.

The College also supports outstanding students for various professional development opportunities. For example, every year the College helps offset some of the costs of PRSSA’s Bateman Campaign competition. And the five students chosen for the 2010-2011 Bateman team, which brought home the first prize, received College funding to travel to New York City to present their campaign to the client, Ally Financial, and the competition judges. In summer 2010, the College also supported a group of three PRSSA students who traveled to Madrid to compete--and take first place internationally--in the Solar Decathlon Europe challenge. When three students in the Department of Advertising were selected for the American Advertising Federation’s Most Promising Minority Students Award, the College funded some of their costs to New York City to receive the award. The College also has provided professional development funds to financially needy students in the Department of Journalism’s Study Abroad Program in Berlin.

11. Attach a copy of the unit’s internship policy.

Appendix 2.F and

http://www.jou.ufl.edu/academic/adv/Internship-Policies-and-Procedures-Packet.doc
http://www.jou.ufl.edu/academic/jou/internships/default.asp
http://www.jou.ufl.edu/academic/pr/internships.asp
http://www.jou.ufl.edu/academic/telecom/internships/

12. Describe the methods used to select internship sites; to supervise internship and work experience programs; to evaluate and grade students’ performance in these programs; and to award credit for internships or work experiences. Provide copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences.

Internships are not required for any of the College's majors; however, all students are encouraged to acquire as much professional experience as possible before graduation. Various units within the College assist students in gaining internships and work experiences.

The Knight Division for Scholarships, Career Services and Multicultural Affairs sponsors a Job and Internship Fair each fall and spring. The Division coordinates individual visits to the College by media organizations, advertising and public relations firms, and businesses seeking interns and employees. It regularly sends e-mail and Facebook announcements to College majors and faculty informing them of immediate internship and job openings. The Division lists internship and jobs on its website, which are accessible only to the College's students, faculty, and alumni. Internship listings are updated weekly. Employers can register with the Knight Division to post internship and job notices directly to the site.
The four academic departments also maintain listings of internship opportunities. The listings are qualified by department chairs as to their value as an educational experience. The listings are available to students seeking either for-credit or non-credit internships. Generally, the departments—either the department chair or his/her designee—coordinate, supervise, and evaluate internships for academic credit. Non-credit internships are handled by students and sponsoring organizations, although informal feedback from students may result in removing the sponsoring organization from internship listings.

In each department, the chair is responsible for approving internship sites and supervising internships for academic credit. For approval, the site must provide supervision and training from individuals with substantial professional experience. Responsibilities and duties must provide relevant experience to the student. Students' personal evaluations of their internship, including description of actual duties and responsibilities, are used to identify internship sites that do not meet department standards.

Each department has an internship course, all numbered 4940 (for example, ADV 4940 and JOU 4940). Credit for the course varies from one to three credits. Students must work 100 hours for each credit they earn. The maximum credits they can earn for internships are three. Registration in the internship course is departmentally controlled. Students are required to submit completed applications including a description of their responsibilities along with an agreement or letter signed by the internship supervisor. After the application is approved, the department enrolls the student in its internship course. Applications that do not meet internship standards are denied.

Internship sites are identified in three ways: contacts from organizations seeking interns, faculty contact with organizations soliciting participation in an internship program, and students who utilize their own resources to locate internships.

Students are required to submit weekly or monthly reports and a final report describing their activities. At the conclusion of the internship, the organizational supervisor submits a letter or form of evaluation to the department. All of the departments include an evaluation of interns based on ACEJMC values and competencies in supervisors' final reports (Appendix 2.C). Grading for the internship course is S/U, Satisfactory or Unsatisfactory. Department chairs assign the grade after reviewing each student's reports and evaluations.

In the Department of Telecommunication, students may not earn internship credits at the Division of Multimedia Properties, but if appropriate may earn internship credit at other University operations, such as GatorVision, News and Public Affairs, and the Institute of Food and Agricultural Sciences. Where internship sites are not otherwise known, research is conducted, which may include personal contact to determine the nature of the site, the experience, and supervision the student will receive. Students may earn up to three credits for an internship and a minimum of 100 hours of work per term must be performed for each credit. Grades are S/U. Students doing internships must complete a monthly and final written report as well as receive a satisfactory evaluation from their supervisor. The department sends the evaluation forms to the supervisor to help ensure the integrity of the process.

In the Division of Graduate Studies, internship policies and procedures for the master’s degree plans that allow academic credit for internships are similar to those for the undergraduate departments. However, internships for graduate students typically are supervised by the graduate coordinator of the track or, if appropriate, the student’s academic adviser. Students enrolling for internship credit (MMC 6949) must have completed two semesters of relevant coursework and/or have two semesters of relevant professional experience.
Examples of recent internships can be seen in the tables below:

**Table 2-1 Advertising Internships Summer 2011**

<table>
<thead>
<tr>
<th>Student</th>
<th>Organization</th>
<th>Credit</th>
<th>Type</th>
<th>Location</th>
<th>Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaronson, Hannah</td>
<td>DKC Public Relations, Marketing &amp; Government Affairs</td>
<td>2</td>
<td>Agency</td>
<td>New York, NY</td>
<td>no</td>
</tr>
<tr>
<td>Barkett, Allison</td>
<td>The Alexis Agency</td>
<td>3</td>
<td>Agency</td>
<td>Vero Beach, FL</td>
<td>no</td>
</tr>
<tr>
<td>Cafiso, Christine</td>
<td>Marie Claire</td>
<td>3</td>
<td>Magazine</td>
<td>New York, NY</td>
<td>no</td>
</tr>
<tr>
<td>Cameron, Phillip-Edwards</td>
<td>Dalton Agency</td>
<td>3</td>
<td>Agency</td>
<td>Jacksonville, FL</td>
<td>no</td>
</tr>
<tr>
<td>Connolly, Ryan</td>
<td>Zimmerman Adv.</td>
<td>3</td>
<td>Agency</td>
<td>Fort Lauderdale, FL</td>
<td>no</td>
</tr>
<tr>
<td>Cooper, Andrew</td>
<td>WCJB TV-20</td>
<td>1</td>
<td>TV</td>
<td>Gainesville, FL</td>
<td>no</td>
</tr>
<tr>
<td>Curran, Michelle</td>
<td>Masco Contractor Services</td>
<td>1</td>
<td>Company</td>
<td>Daytona Beach, FL</td>
<td>yes</td>
</tr>
<tr>
<td>Desoiza, Kristine</td>
<td>Zubi Advertising</td>
<td>3</td>
<td>Agency</td>
<td>Coral Gables, FL</td>
<td>no</td>
</tr>
<tr>
<td>Dykes, Natasha</td>
<td>The Collier Companies</td>
<td>3</td>
<td>In-House Agency</td>
<td>Gainesville, FL</td>
<td>no</td>
</tr>
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<td>Garcia, Elizabeth</td>
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<td>Agency</td>
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<tr>
<td>Hughes, Shelby</td>
<td>Orlando Regional</td>
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<td>Hospital</td>
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<tr>
<td>Lyon, Melanie</td>
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<td>Agency</td>
<td>Fort Lauderdale, FL</td>
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<td>Miller, Paige</td>
<td>Arnold Worldwide</td>
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</tr>
<tr>
<td>Okonski, Nora</td>
<td>Zimmerman Adv.</td>
<td>3</td>
<td>Agency</td>
<td>Fort Lauderdale, FL</td>
<td>no</td>
</tr>
<tr>
<td>Perez, Ruth</td>
<td>BBDO</td>
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<td>Agency</td>
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<tr>
<td>Phillips, Daniella</td>
<td>Atlanta Spirit LLC</td>
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<td>no</td>
</tr>
<tr>
<td>Rattes, Miriam</td>
<td>KSL Media</td>
<td>3</td>
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**Table 2-4** Telecommunication Internships Summer 2011

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<td>Nguyen, Mai</td>
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Table 2-5 Graduate Division Internships Summer 2011

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<td>Li, Tianning</td>
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<td>3</td>
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<td>Make-A-Wish-Fndtn of America</td>
<td>3</td>
<td>Foundation</td>
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13. List and identify persons not connected with the institution who visited classes or met with students during the previous three academic years.

Two College endowments help underwrite the costs of bringing distinguished professionals and academics to campus: the Hearst Visiting Professionals Program (two to three days in residence) and The Freedom Forum Distinguished Visiting Professor Program (one semester in residence).

Freedom Forum Distinguished Visiting Professors since 2005 include:

- Del Galloway, Executive Director, Corporation for Public Broadcasting, 2006
- Les Margulis, International Media Director, BBDO Media Department/Omnicom Network, 2008
- John Marvel, Vice President/Editor-at-large, ESPN the Magazine and ESPN.com, 2006

Hearst Professionals since 2005 listed by department and then the Graduate Division or College include:

**Advertising**
Fred Senn

**Journalism**
Rick Bragg
Betty Cortina
David Finkel
David Frank
Ann Hull
The Heart Visiting Professional Fund also underwrote the costs for the Department of Journalism’s Storytellers’ Summit. The three-day workshop in May 2010 featured five Pulitzer Prize winners and several best-selling authors:

Andfreana Billups
Rick Bragg
John Capouya
Amy Cherry
Roy Clark
Lane DeGregory
David Finkel
Carlos Frias
Jeff Klinkenberg
Craig Pittman

The College's instruction also is enhanced by numerous visitors who guest lecture in classes at the invitation of instructors every semester. The following lists identify visiting guest lecturers and their then-current professional positions in each of the four departments during the previous three years. Some UF-affiliated visitors are included because the depth of talent and expertise at UF provides a particularly rich source of speakers relevant for some college majors in a market that is not a major media market.

Advertising

2008-2009
Ken Banks, President, KAB Marketing
Dale Bracht, Recruiter, Crispin Porter Bogusky
Cliff Courtney, Executive Vice President, Chief Strategy Officer, Zimmerman Advertising
John Everett and Ann Louise Everett, Apollidion Learning
Chris Hannan, Senior Vice President, Marketing, FOX, Regional Sports Networks
Mitch Hershey, Executive Vice President, Nissan Division, Zimmerman Advertising
Cindy Honickman, Internet Marketing Specialist, Ad Partners
Ken Lehner, Director, Creative Services and Marketing, Fox/Sun Sports
Steve Liverani, Senior Vice President, GM, Sun Sports and Entertainment
Les Margulis, former International Media Director, BBDO Media Department
Francisco Miranda, Director of Strategic Planning, Zimmerman Advertising
Heber Paulin and Evan Pitts, Marketing Managers, Alarion Bank
Daryl Rand, Founder and President of Harrison Advertising Inc.
Pat Reakes, UF Libraries
Phil Schwartz, President, Schwartz Communications, Inc.
Stuart Schwartzapel, Regional Business Strategist, Zimmerman Advertising
Jon Steel, Author, Truth, Lies and Advertising
Ian Tebbet, Director, UF Online Forensic program

2009-2010
Jonathan Adams, Senior Vice President, Global Media Director, Digitas
Benny Benafield, Consultant
Michael Benedict, President, Benedict Advertising
Rob Cherof, Executive Vice President, Chief Marketing Officer, BBDO
Thomas Gapinski, Founder/Owner, Motionbuzz.com
Norm Grey, Executive Creative Director, Co-founder, Creative Circus
Chris Hannan, Senior Vice President, Marketing, FOX, Regional Sports Networks
Harvey Hoffenberg, President, Propulsion, LLC
Nina Howard, Media Manager, Disney Destinations
Patrick Koenigstein, PIP Printers
Steve Liverani, Senior Vice President, GM, Sun Sports and Entertainment
Pat Reakes, UF Libraries
Scott Roberts, Vice President, R.J. Roberts & Co., On-line marketing
Dave Ropes, Founder at Eagle 2 LLC, Co-founder and Partner BrandSlam
Larry Shyatt, Associate Head Basketball Coach, University of Florida  
Jon Steel, Author, *Truth, Lies and Advertising*  
Robert Venusti, Director, Creative Services and Marketing, Fox/Sun Sports  
Andy Warden, Owner, Warden Promotional Company

**2010-2011**
Brett Barash, Vice President, Group Director, BBDO  
Rob Cherof, Executive Vice President, Chief Marketing Officer, BBDO  
Pat Reakes, UF Libraries  
Cliff Marks, President, National CineMedia  
Norm Grey, Executive Creative Director, Co-founder, Creative Circus  
Chris Hannan, Senior Vice President, Marketing, FOX, Regional Sports Networks  
Nina Howard, Media Manager, Disney Destinations  
Dave Ropes, Founder at Eagle 2 LLC, Co-founder and Partner BrandSlam  
Phil Schwartz, Chief Marketing Office, IntelliTy  
Robert Venusti, Director, Creative Services and Marketing, Fox/Sun Sports  
Andy Warden, Owner, Warden Promotional Company

**Journalism**

**2008-2009**
Joe Adams, Author of “Florida Public Records Handbook.”  
Summer Best, Florida Equine Publications  
Jane Bornemeier, *New York Times*  
Jon DeCarmine, Alachua County Coalition for the Homeless and Hungry  
Jon Fletcher, Staff Photographer, *Florida Times-Union*  
Carlos Frias, the *Palm Beach Post*  
Linda Hallam, former Magazine Editor for several Meredith Publications  
Kristin Harmel, Author and Magazine Writer  
Gretchen Howard, Victim-witness advocate for the Florida state attorney’s office, Eighth Judicial Circuit  
Dianna Hoyt, Shands at UF, stepmother of one of the students, Christa Hoyt, slain in 1990  
Bob Kealing, Public Affairs Reporter, WESH-TV  
Spencer Mann, Public Information Officer of the Florida Eighth Circuit Court State Attorney’s Office.  
Jeff Moriarty, Vice President for New Media, New York Times Regional MediaGroup  
Topher Sanders, *Jacksonville Times-Union*  
Matthew Solan, Freelance Writer  
Keith Woods, Poynter Institute for Media Studies

**2009-2010**
Paul Anger, Vice President and Editor, *Detroit Free Press*  
Summer Best, Florida Equine Publications  
Charles Butler, Deputy Editor, *Runner’s World* (Skype)  
Adam Campbell, Fitness Editor, *Men’s Health* (iChat)  
Roy Peter Clark, Poynter Institute (iChat)  
Kirk Ferrell, Vice President for Public Policy, National Pork Producers Council  

UF: College of Journalism and Communications/Self-Study Report October 2011/Curriculum and Instruction
Jon Fletcher, Staff Photographer, *Florida Times-Union*
Mary Ann Giordano, Editor for *The Local*, (a special community journalism project of the *New York Times*)
Kristen Bartlett Grace – Freelance Photographer, formerly with *The Naples Daily News* and UF News Services
Gretchen Howard, Victim-witness advocate, Alachua County State Attorney’s Office
Dianna Hoyt, Shands at UF
Ross Jones, Campus USA Credit Union
Dennis Kneale, CNBC business editor
Jamie McIntyre, former CNN Senior Pentagon Correspondent
Mickie McKenzie – Keep Alachua County Beautiful
Bill Mitchell, Poynter Institute
Marta Montenegro, Founder/publisher/editor, *SObefit Magazine*
Scott Montgomery, PolitiFact.org,
Andrea Moore – Card Services for Credit Unions
Peter Moore, Editor, *Men’s Health* (iChat)
Jeff Moriarty, Vice President for New Media, New York Times Regional Media Group
Mehmet Oz, Dr. Oz Show, Columbia heart surgeon* (iChat)
Jeff Plasschaert, UF Shands Performance Center
Mary Roach, Best-selling Author (Skype)
Matthew Solan, Freelance Writer
Dominick Tao, *St. Petersburg Times*
Keith Woods, Poynter Institute
Kim Wilmath, *St. Petersburg Times*

**2010-2011**
Charles Butler (videoconference), Deputy Editor, *Runner’s World*
Lillian Castro, *Gainesville Sun*
Jason Cole, Yahoo! Sports
Jon Fletcher, Staff Photographer, *Florida Times-Union*
Jeff Goodman (videoconference), *FoxSports.com*
Gretchen Howard, Director of Victim-Witness Services, Florida Office of the State Attorney, 8th Judicial Circuit
Dianna Hoyt, Stepmother of victim of Danny Rolling, serial murderer
Preston Mack, Professional Photographer
Linda McCoy Murray (videoconference), Widow of famed sports columnist Jim Murray
Sean McCrory, Managing Editor for Metro News, *Gainesville Sun*
Jeff Pearlman (videoconference), *Sports Illustrated*
Joey Sasvari, Co-founder, *Raise the Village*
Lisa Salters (videoconference), ABC/ESPN
Chip Skinner, Spokesperson, Regional Transportation System
Andy Staples, SI.com

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Public Relations

2008-2009
Christine Ahearn, Vice President of Public Relations, Lowe’s Corporation
Michael Albert, Executive Trainer, Orlando, FL
David Albritton, Corporate Relations, ITT Corporation
Angela Buonocore, Vice President and Director, Corporate Relations, ITT Corporation
Michael Cherenson, Vice President, Success Communications Group & 2009 National Chair & CEO, Public Relations Society of America (PRSA)
Gigi De Mier, Principal of De Mier & Sainz de la Maza
John Deveney, President, Deveney Communications
Craig Dezern, Vice President, Global Communications for Disney Destinations, Walt Disney Corporation
Rebecca Hart, Principal, Hart and Partners
Joe Hice, Associate Vice President, Marketing and Public Relations, University Relations, University of Florida
Frank Karel III, former Vice President of Communications, Robert Wood Johnson and Rockefeller Foundations
John Kirkpatrick III, Chairman of Kirkpatrick Properties and University of Florida Foundation Board Member
Linda McGurn, McGurn Investment & University of Florida Foundation Board Member
Doug Medlin, Associate Director of Planned Giving, University of Florida Foundation
Debbie Menoher, Director of Prospect Research, University of Florida Foundation
Mickey Nall, Managing Director, Ogilvy Public Relations
Frank Ovaitt, President & CEO, Institute for Public Relations
William Page, Principal, Mediawerks, Inc.
Christine Pietryla, Owner, Pietryla Enterprises, Inc.
Michael Pranikoff, Director of New Technologies, PR Newswire,
Al Quintana, Senior Vice President and General Manager, Axis/Weber Shandwick
David Rembert, President of United Fuels Corp., Director of the Rembert Family Foundation and University of Florida Foundation Board Member
Oscar Suris, Director, Corporate Communications and Development, Ford Motor Company
Susan Towler, Vice President of Community Affairs, Blue Cross and Blue Shield of Florida & Executive Director, The Blue Foundation for a Healthy Florida
Bill Warren, Vice President of Government Relations, Walt Disney Corporation
Ashely Zandy, Account Director, Brunswick Group

2009-2010
Jack Agnew, Principal Retired, MSL/Publicis Worldwide
Odete Aguiar da Silva, Directorate General “Education and Culture” “Civil Society: Partnerships and Visits” Unit, European Commission (Brussels)
Christine Ahearn, Vice President of Public Relations, Lowe’s Companies, Inc.
David Albritton, Corporate Relations, ITT Corporation
Bruce Bach, Defense Policy and Planning Division, Force Planning Directorate, NATO (Brussels)
Jan Barnes, European Director, European American Business Council (Brussels)
The Department helped coordinate and provided instruction for the College’s *Trends and Issues in Strategic Communications* seminar held for international students visiting from the University of Sao Paulo, Brazil, from February 1-12, 2011. It is noteworthy that this program has evolved into a graduate certificate and master’s specialization in Global Strategic Communication that will be offered by the College for the first time in Fall 2011 via distance learning.

Jane Adams, Vice President of University Relations, University of Florida
Odete, Aguiar da Silva, Directorate General “Education and Culture”
“Civil Society: Partnerships and Visits” Unit, European Commission (Brussels)
Christine Ahearn, Vice President of Public Relations, Lowe’s Companies, Inc.
Ruth Avidar, Lecturer, Communication Department, University of Haifa and Emek Yezreel College (Israel)
Jan Peter Balkenende, former Prime Minister, The Netherlands
Rick Bubenhofer, Vice President of Public Relations, Brown Forman Corporation
Andy Burness, President, Burness Communications
Ahed Darawish, Minister Administrative Development (Egypt)
Marianne Dayrit Sison, Deputy Dean and Faculty Member at RMIT (Melbourne, Australia)
Gig De Mier, Principal, De Mier & Sainz de la Maza
John Deveney, President, Deveney Communications
Crais Dezern, Vice President, Global Communications for Disney Destinations, Walt Disney Corporation
Jaffar Diab, Vice Counsel, U.S. Embassy in Paris
Sarah Festa, Manager of Annual Giving, National Geographic Society
Mitja Gaspari, Minister for Development and European Affairs of the Republic of Slovenia,
Dena Gellmann, U.S. recruiting manager, Burson-Marsteller
Jean-Pierre Giovenco, Secretary General, Le Monde
Anne Glauber, Vice President, Ruder Finn
Angel Gurria, Secretary General, OECD
Hyun Oh-Seok, President, Korean Development Institute, and Jose Manuel Barroso, President, European Commission
Rebecca Hart, President, Hart & Partners
Cheryl Heller, Heller Design Communications
Corinne Jeannin, Associate Director, Ketchum Public Relations
Joe Kays, Communications Director, UF Research, October 2011
Joseph Luppino, Corporate Relations Director – EU Institutions, Diageo Plc (Brussels)
Jay Magee, Senior Marketing Coordinator, Community Hospice of Northeast Florida
Agnès Hubert, Counselor, Bureau des Conseillers de Politique Européenne (BEPA) (Brussels)
Joe Marx, Senior Communications Officer, The Robert Wood Johnson Foundation
Gary McCormick, Director of Partnership Development, HGTV
David Morse, Vice President for Communications, The Robert Wood Johnson Foundation
George Papaconstantinou, Finance Minister of Greece
Andre Pinard, Senior Account Executive, Access Alloy Marketing and Communication
Mac Prichard, President, Prichard Communications
Loci Seailles, Managing Director, Pietri Publicis
James Snyder, Public Information Officer for Denmark, Norway and USA
Jo Vandercapellen, External Speakers Team of the European Commission (Brussels)

Telecommunication

2008-2009
Kristy Andersen, Emmy-Award winning filmmaker, Producer of American Experience film on Zora Neale Hurston
Eleanor Blair, Artist and Owner, Eleanor Blair Studio
Ben Bloom, Poet

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Jane Blackburn Bornemeier, former *New York Times* editor
Bill Dean, *Gainesville Sun* Entertainment Editor
Christian De La Rosa, Central 13 News
Rocky Draud, General Manager, Hippodrome Theatre
Officer Summer Hallett, Gainesville Police Department
Lt. Keith Kameg, Gainesville Police Department
Kim Mayden, Executive Director, Ronald McDonald House of Gainesville
Officer John O’Ferrell, Gainesville Police Department
Lt. Ed Posey, Gainesville Police Department
Erica Rodriguez, Reporter WCJB-TV
Jessica Thompson, Director of Marketing, Hippodrome Theatre
Peter Gilbert, Academy-Award nominated filmmaker, *Hoop Dreams* and *At the Death House Door*
J Kirwin, WKTK Radio, Radio Station Marketing
Hilla Medalia, Filmmaker, producer of *To Die in Jerusalem*
Teodoro Petkoff, Founder and Editor-in-Chief, *Tal Cual*, Venezuela,

2009-2010
Kevin Sites, Author, *In The Hot Zone*
Sara Sidner, International reporter, CNN
Elizabeth Becker, Travel Reporter, *New York Times*
Eleanor Beardsley, Paris Correspondent, National Public Radio
Bill Dean, *Gainesville Sun* Entertainment Editor
Ben Bloom, Poet
Rocky Draud, General Manager, Hippodrome Theatre
Jessica Hurov, Director of Marketing, Hippodrome Theatre
Lt. Ed Posey, Gainesville Police Department Officer
John O’Ferrell, Gainesville Police Department
Lt. Keith Kameg, Gainesville Police Department
Mike Harding, President, Millennium Media
Paul Gordon, Experion Prime Consulting
David Wolfson, President of OSI Research & Consulting
Paul Sirmons, Producer, Forevermore Films
Vickie Oldham, Special Assistant to the President for Marketing and Public Relations, Fort Valley State University
Sofie van Bauwel, Professor of Communication Sciences, University of Ghent, Belgium
Mato Brautovic, Fulbright Scholar/University of Dubrovnik, Croatia

2010-2011
Mitchell Habib, Executive Vice President, Global Business Services, The Nielsen Company
Leigh Seaman, Co-Executive Producer/Creative Director, Ty Pennington Productions
Tom Sheddan, Telecommunications Consultant and Music Publisher/Promoter
Myra Monroe, GTN News Director
Patrick Nealis, PGA TOUR Productions
Vickie Oldham, Marketing Director, Fort Valley State University
Paul Sirmons, Forevermore Films
Les Rose, Videographer, CBS News
Kevin Sites, Author, *In The Hot Zone*
Richard Quest, Anchor, CNN International
Sunam Dolatshahi, BBC Persian Service TV Broadcast Journalist
Babak Tourani, BBC Persian Service Radio Broadcast Journalist
Golnoosh Golshani, BBC Persian Service Senior Producer
Sara Sidner, Correspondent, CNN International
Bill Dean, *Gainesville Sun* Entertainment Editor
Ben Bloom, Poet
Rocky Draud, General Manager, Hippodrome Theatre
Jessica Hurov, Director of Marketing, Hippodrome Theatre
Leslie Peebles, Artist
Al Tompkins, Senior News Faculty, Poynter Institute for Media Studies
Jason Ramsey, Creative Services Director, WJXT
Ken Carlson, Principal, Big Machine graphics and animation- Los Angeles (via Skype)
Jan Kasoff, Retired Cameraman, *Saturday Night Live*, NBC Nightly News, NBC Sports

**Graduate programs:**

14. Describe the process by which students are admitted to the graduate program. What is the typical number of applications, admissions and enrollments?

   Students submit application materials to both UF the College. The UF Registrar’s office receives the formal application and verifies students’ transcripts, undergraduate degree, etc. In the case of international students, the Registrar’s office also verifies undergraduate institution credentials. Students applying to the College's master's programs must have a completed bachelor’s degree from an accredited institution; achieve a minimum score of 1100 on the Graduate Record Exam (GRE) (550 verbal minimum/550 quantitative); a 3.0 minimum undergraduate GPA for all upper division undergraduate work; a minimum Test of English as a Foreign Language (TOEFL) of 600 paper-based or a 250 computer-based or 100 Internet-based score, if applicable; three letters of recommendation; and a strong statement of goals.

   Master's applicant files are first given to appropriate track coordinators so they can make preliminary acceptance assessments and consider a potential adviser. The coordinator then makes recommendations about quality and fit of the applicants. The files are returned to the associate dean of graduate studies for final consideration.

   In addition to the GRE and TOEFL minimum requirements for admission to the master's program, Florida law and UF Graduate Council policy require international students to demonstrate oral proficiency before being appointed to teach. UF students may take either the TOEFL IBT or its locally administered version, Speaking Proficiency English Assessment Kit (SPEAK).

15. Tell how the unit assures that its graduate students have previous educational experience equivalent to the liberal arts education defined by ACEJMC for undergraduates.

   Track coordinators within the college Graduate Committee, along with the associate dean for graduate studies, review each applicant’s file and transcript to ensure the students are
appropriately prepared. Approximately 95 percent of our master’s applicants have a journalism or related-fields background.

Some students have earned their undergraduate degree from the College, which does maintain the required balance of journalism and mass communication courses and those from the liberal arts.

However, consistent with the aims of the Science/Health Master’s track, which seeks to bring together both science-trained and communications-trained students to understand the nexus between their fields, some of these master’s students do not have a communications or liberal arts background although typically they have an academic/professional background that provides them a strong interdisciplinary orientation. Students in this track learn to: conduct research or teaching in the science, technology or health communication fields; understand policy development; work in science journalism or in the science, health, or technology fields; learn the skills of a public information officer working in a research, health, or technology organization, etc. In addition, in rare instances students admitted to the MADV program also lack appropriate course work and so must take foundation courses, such as introductory advertising and marketing courses. Likewise, if journalism students do not have a liberal arts background, those students must take introductory JOU 3101 Reporting.

16. Describe the unit’s curricular efforts to develop in its master’s graduates the ability to contribute to knowledge appropriate to the communications professions in which they work.

The master’s curriculum develops students’ ability to contribute to knowledge in the professions in a number of ways. First, students must apply for a specific specialization/track at the outset of the application process (advertising, journalism, public relations, telecommunications, law, international, or science/health), at which time the Graduate Division, Graduate Committee, and track coordinators screen applicants for relevant and sufficient professional skills and understanding of the profession to which they have applied. In addition, the Division requires not only mastery of skills, but also the ability to conceptualize and carry out original research. These skills are developed in a number of master’s level professional classes. All students are required to take Research Methods (MMC 6421, PUR 6506, ADV 6505, or in the case of the law program, a research method appropriate to the student’s focus). Many other courses, including RTV 6508 Audience Analysis, MMC 6423 Content Analysis, COM 6315 Advanced Research Methods, MMC 6409 Seminar in Science/Health Communication, PUR 6934 Persuasion Theory and Research, and MMC 6615 Race, Class, Gender and the Media, require substantial research projects. In addition, at the culmination of class work, master’s students are required to complete a sole-authored, original-research thesis or project-in- lieu-of thesis.

One current initiative is the new master’s sequences in multimedia journalism proposed by the Department of Journalism and the Department of Telecommunication. These new master’s programs have been approved at the departmental level but have not been discussed and approved yet at the college or university level. The proposed tracks require students to take three hours of a new course, Journalist Boot Camp, designed as an intense professional practicum. The tracks also share some common core courses such as JOU 5705 Issues and the Press, JOU 6502 Newsroom Management, and MMC 5206 Advanced Communication Law as well as proposed new core courses including Journalists Tool Kit 1 and 2, the Biz and Entrepreneurial Journalism, News and Numbers, and Applied Newsroom Experience. The multimedia sequence for telecommunication requires nine hours of new graduate-level reporting courses. Students
choose from among Writing for Electronic Media (Radio 1), Advanced Writing for the Electronic Media (TV 1), Television News 2, Advanced Interactive Media, and Radio News 2. In journalism, the multimedia sequence requires six hours of professional graduate courses that students take as elective credit, with the approval of their adviser. The capstone experience for both tracks is a project-in-lieu-of thesis.

17. Tell how the graduate program is distinct from the undergraduate program.

The Master in Advertising and the Master of Arts in Mass Communication programs, which are included in the accreditation review, enjoy a close but distinct relationship with the College's four departments and their undergraduate curricula. However, both programs offer students professional degrees.

The master's programs are administered by the College's Division of Graduate Studies. Specific to this section, the associate dean of graduate studies is ultimately responsible for implementing curricula and instruction of the master's programs, including course scheduling and staffing. She works in close collaboration with department chairs, faculty designated as graduate coordinators of the various master's specializations, and the College's Graduate Committee. The operational structure is horizontal, rather than vertical.

All of the department chairs--the administrators who most closely supervise the undergraduate curricula--serve on the College's Graduate Committee. Each department and master's specialization has a graduate faculty coordinator, and the department chair serves as a co-coordinator. As a result, the two levels of higher-education programs are well coordinated, though they serve different purposes.

The College's undergraduate courses are numbered 1000-4000; graduate courses are numbered 5000-7000. Courses rarely are cross listed. The University discourages graduate students from taking undergraduate courses, and the College's master's curricula consist of graduate-level courses. Conversely, in some instances undergraduate students do take master's courses.

All of the undergraduate programs are professionally oriented, intended to prepare students to be thoughtful and skilled leaders of the next generation of media and media-related professionals. Likewise, the College considers all the various specializations in its master's programs as professional and prepares students to assume positions of leadership and management within the industry. The fundamental goal of the College's graduate program is to teach students critical thinking skills that can be applied to professional or academic environments to enhance performance and enrich creative development. For example, the skills taught in a graduate research methods course, through applied, real-world examples, prepare master's students for a diverse range of job positions as practitioners. In other words, the required courses and degree plans prepare students for management, research, regulation, and policy positions.

Curricular decisions regarding the MADV program are made by graduate faculty with primary teaching assignment in the Department of Advertising. Curricular decisions regarding the MAMC program are made by all members of the College's graduate faculty, who represent all four departments. Currently, 42 of the College's tenured or tenure-track faculty are members of the University's and College's graduate faculty. These faculty teach the specialized courses related to their major and contribute to the overall MAMC program by periodically teaching core, specialized, or elective courses. Department graduate faculty members supervise and serve as members of committees overseeing MAMC students' thesis and project-in-lieu-of theses.

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In sum, there is very little overlap between the two program levels; however, graduate students do sometimes take undergraduate courses. For example, master's students in the science/health specialization who lack journalism training may be required to take remedial undergraduate courses in journalism to learn necessary core competencies and skills. In such instances, students contract with the course instructor to do work beyond that required of undergraduate students, thereby raising the learning experience to a level appropriate for graduate studies. Graduate students taking undergraduate courses enroll in MMC 6905 Independent Study.

18. Provide a list of specialized professional graduate courses offered as part of the curriculum.

The master’s program in the College is diverse and large. The program focuses on the nexus among the various media industries and their contribution to society. Therefore, the College takes a broader view of our professions than other programs might. Professional courses are defined to be those that encourage and allow students to develop an understanding of media, media organizations, etc., and then to apply this knowledge to the real world environment. The emphasis is on the application of theory, and this focus differentiates the graduate program from the undergraduate program.

The courses fulfilling these criteria include:

**ADV 5005 - Advertising Planning**
A study of (1) the theoretical foundations and processes of developing advertising and promotion strategies using secondary and primary research in the development and evaluation of alternative advertising/integrated marketing communication campaigns. "Advertising planning" encompasses (1) campaign objectives (marketing and promotion); (2) brand concept development; (3) target market and target audience selection; (4) campaign strategy, including the integration of promotional elements (advertising, sales promotion, direct marketing, digital media and publicity objectives and strategies); (5) evaluation; and (6) budgeting.

**ADV 6006 - Theories of Advertising**
Theories dealing with consumer responses to marketing communications, state-of-the-art advertising and marketing communications theory, academic articles examining consumer responses.

**ADV 6305 - Advanced Media Planning**
Media planning to meet advertising goals. Use of research findings. Computer models.

**ADV 6405 - International Advertising**
Global competition and worldwide markets; technological revolutions; and branding products and services under different cultural, regulatory, and competitive conditions.

**ADV 6503 - Advertising Creative Strategy and Research**
This class familiarizes students with: (1) the theoretical foundations of creative strategy in advertising and marketing communications; (2) the research methods utilized in gathering data for developing and evaluating strategy; and (3) the process of developing strategy. The course will include lectures and discussions. Participation is essential. Case studies will be employed.
ADV 6505 - Advertising Research Methods
This course introduces students to the methods most commonly used in scholarly and professional research in advertising, including secondary, qualitative, survey, content analysis, and experimental methods. It will provide students with a basic understanding of the research process with emphasis on problem identification, appropriate method selection, including strengths and weaknesses of alternative methods, and planning and executing research. Research Methods in Advertising is designed to provide students the depth of knowledge to design and execute a research project from problem identification through data collection.

ADV 6602 - Advertising Management
Application of management principles and practices to effective development of advertising plans. Case studies and discussion of current problems in research, planning, operations, administration, and evaluation.

COM 6315 - Advanced Research Methods
Scientific method, measurement, analysis. Student research required.

JOU 5007 - History of Journalism
Origin, development, and potentiality of print and broadcast media. Evolution of standards, policies, methods, and controls.

JOU 5705 - Issues and the Press
This is an applied theory course examining the influence of the press and internal and external pressures that may have impact on the news product. Particular emphasis will be placed on current issues and how the media define and shape public concern. Students will be required to create class presentations and a research proposal. Doctoral students may take the class for advanced-level credit.

JOU 6309 - Journalism as Literature
This course lies at the crossroads of journalism and literature as it explores the journalistic, historical and critical tangents that make up the notion of literary journalism. Students read and analyze some of the best reportage ever written from the 19th century to our present day, and in the process explore how form and content work together to create great factual literature. This course also looks back as far as the 18th century at some of the literary antecedents to what Tom Wolfe - and others before and after him - have called the "New Journalism."

MMC 5005 - Mass Communication History
The course is taught in conjunction with the undergraduate History of Journalism class. Its objective is to examine the overall development of mass communication and discuss the issues that shaped and defined the media throughout history. The course looks not only at how, but why the media developed into the modern-day entity that it is. Students also learn about the significance of using primary documents in considering the historical progression of the media by producing a conference-quality historical research paper.

MMC 5015 - Electronic Publishing
This course provides a hands-on introduction to online journalism and multimedia skills. Students will build two Web sites during the semester, and along the way they will learn a little about a lot: information architecture, design theory, basic Photoshop, HTML and CSS, online media history, how the Internet works, gathering audio and video, and more. There are two hours of lecture and two hours of lab each week. MMC 5015 is a prerequisite for the college’s other online journalism skills courses.

**MMC 5206 - Advanced Law of Mass Communication**
This is a graduate level survey class focusing on media law and its impact on the various media professions. Students will study the First Amendment, freedom of expression, censorship, defamation, privacy, copyright, commercial and political speech, and the laws and regulations affecting the broadcasting and cable industries. Additional topics include newsgathering and access to information, free press and fair trial issues, the constitutional protections afforded sexually explicit, or obscene speech and the ability of journalists to protect confidential sources. Students need a basic understanding of American government and the American legal system.

**MMC 5306 - International Communication**
The course is centered on the analysis and discussion of issues and challenges in international communication. By participating in the course, students become more informed about the institutions and practices that structure the form and content global communications. Students demonstrate their mastery of international issues, institutions and networks of international communication, through written reports, oral presentations, discussions, and a final paper or project.

**MMC 5708 - Intercultural Communication**
Success in the new global business environment requires executives, managers and staff who are knowledgeable about cultural differences and who know how to communicate effectively in increasingly diverse local, regional, national and global markets. This course sensitizes students to various factors which influence intercultural communication effectiveness. It equips them for success in the multicultural and global workplace of the 21st century.

**MMC 6202 – Legal Problems of Mass Communications**
This course covers First Amendment constitutional interpretation as it relates to the mass media. The course uses a discussion format to cover the assigned readings and materials. A major goal of the course is to give students a greater comprehension of media law issues through more in-depth review and analysis of the law. To assist in this endeavor, students will be required to do a full-length legal research paper on a pre-approved topic and a class presentation on it. The course lists as a prerequisite MMC 5206 Advanced Law of Mass Communications, which is designed to give students an introduction to legal research methods. Students must have some proficiency in legal research or see the professor about doing what is necessary to achieve it.

**MMC 6400 - Mass Communication Theory**
This course includes a survey of some core journalism-focused mass media theories and examines contributions of other disciplines to media theory. Additionally, it includes an introduction to the fundamentals of academic research.
MMC 6409 - Science/Health Communication
Overview of the field of science and health communication. Nexus of scientists, journalists, public information officers and audiences. Topics include science literacy, framing of science issues, public involvement, impact of science communication on policy.

MMC 6417 - Seminar in Mass Media & Health
Mass communication and health communication theories examined as they related to intended and unintended effects on individual behavior and on public health policy. Focus on effects other than those associated with mass mediated public health campaigns.

MMC 6421 - Research Methods in Mass Communication
This course provides an overview of common mass communication research methods. Specifically, we will discuss content analysis, experiments, surveys and focus groups. You will learn the benefits and shortcomings for each method. In addition, you will also be introduced to SPSS, a software program used to analyze data.

MMC 6423 - Content Analysis Methods
Sampling, category construction, calculation of intercoder reliability, and analysis of data. Evaluation of content analysis methods and opportunity to undertake project using this methodology. Focus on analysis of mass media messages, but includes content analysis of other communication content.

MMC 6426 - Qualitative Research Methods
The focus of the class will be on major concepts, theoretical bases, and methods of qualitative research. Participants will read current articles and discuss problems frequently encountered in fieldwork, including ethical and practical problems. The format of the class is lecture/discussion. I try to gear readings to students’ interests. Because this is a small graduate seminar, it is expected that students will participate fully in all class discussions.

MMC 6428 - Collaborative Communication Research
Experience in conducting team research. Student-faculty teams select and work through projects with intent to produce scholarly work for conference presentation, publication, or research grant proposal.

MMC 6612 - New Media and a Democratic Society
This course examines the relationships between communication technologies and democracy, not only in the United States but elsewhere as well. New communication technologies, such as the Internet, will not automatically lead to or improve democracy, but they do contribute to changes in the society as a whole. The class examines how changes related to communication media might enhance or curtail democracy, with a particular emphasis on the relationships among the press, the public, and the government in a democracy.

MMC 6615 - Race, Class, Gender and Media
Our perceptions of race, gender and class profoundly affect our aspirations, relationships and behaviors. The purpose of this course is to examine the relationship between media representations and institutional, economic, political and social structures, and the impact these
have on our experience and praxis of race, gender and class, in both U.S. and international contexts. The course introduces students to various analytical approaches to understanding the intersections of race, gender, class and media, and enhances their ability to do intelligent media and social criticism, thus becoming more competent practitioners of mass communication in multicultural/multiracial societies. Students demonstrate their mastery of the subject through written reports, oral presentations, discussions, and a final paper or project.

**MMC 6618 - Survey of Political Communication**
Role of communication in political process, including study of news coverage of political events, political advertising, political debates, international political communication, and politics and new technologies.

**MMC 6619 - Seminar in Political Advertising**
Role of advertising in politics. Political advertising theories, research on negative advertising, political advertising and women candidates, international political advertising, and news media coverage of political advertising.

**MMC 6660 - Mass Communication and Society**
The purpose of this course is to give students in journalism, advertising, public relations, telecommunications, and other mass communications fields the opportunity to explore issues in the interaction between mass media/mass communication institutions and society. The course is aimed at helping students to develop a critical perspective on mass media as they consider different ways in which media institutions and media content affect -- and are affected by -- individuals and society. In particular, students are expected to engage in evaluation and discussion of the responsibilities media practitioners and media organizations have toward the larger society and how those responsibilities should be translated into individual behavior and organizational (or governmental) policies. Because the focus of the course is on contemporary issues and problems involving mass media institutions and professions, readings tend to be drawn from recent works rather than classic or seminal ones, although the classic works certainly may sometimes inform the debate.

**MMC 6665 - Seminar in First Amendment Theory**
This seminar focuses on important theories regarding the protection of both speech and press in the United States. Theories examined include, among others, the marketplace of ideas, democratic self-governance, self Realization and the Fourth Estate model. In addition, theories of access to the media and government-intervention in media ownership are discussed. Students must complete a research paper in which they apply theories to a current, real-life legal controversy.

**MMC 6666 - Seminar in Research in Mass Communication Law**
This intensive, writing-based seminar focuses on the research and writing skills that are essential to scholarship in the area of mass communications law. Using online legal databases, students must gather information, including law journal articles, judicial opinions and federal/state statutes, and write a research paper during the seminar that must be an original piece of scholarship on a mass communications law topic. The seminar includes in-class discussions and critiques of students’ writing.
MMC 6667 - Advanced Topics in Mass Communication Law
Execution of individual or group research project on specialized topic under close supervision of instructor. Offered in spring semester, even-numbered years.

MMC 6930 - Mass Communication Teaching
The course is designed for both those with college teaching experience and those without teaching experience to develop and practice some of the skills involved in being an effective teacher. The course includes teaching theory and discussion of factors that affect teaching and learning in higher education. You will teach class on a topic related to teaching in higher education, such as designing multiple choice tests, working with students with learning disabilities, and incorporating technology into teaching. You also will create materials for an undergraduate communications course, including a course syllabus, assessment criteria, and lesson plans. The final project is preparing a teaching portfolio for use in applying for university faculty positions.

PUR 6005 - Theories of Public Relations
The purpose of the course is to develop an understanding of the theoretical body of knowledge in public relations and its application to professional practice. The course objectives include the following: to provide the conceptual framework that underlies the theoretical body of knowledge in public relations; to examine and discuss professional standards, ethics, and values in public relations; to examine how public relations theory informs professional practice; to provide a synthesized perspective on theory in public relations that allows master’s students to complete a project or thesis successfully; to provide the same perspective to doctoral students as a foundation for further development of theoretical knowledge; and to foster an appreciation for diversity of people and viewpoints as well as a respect for debate and the right to dissent.

PUR 6006 - Public Relations Foundations
This course is the introductory course in the public relations master’s curriculum. The course focuses on the roles and responsibilities of public relations professionals, theories and principles of public relations, and public relations programming. The overall goal of the course is to help students develop the knowledge, expertise, and skills that lead to professional competence in the field. The emphasis is on strategic public relations management, although students also will gain experience in essential writing tactics/techniques that are basic tools of public relations technicians. The Arthur W. Page Principles provide the ethical framework for the course.

PUR 6416 - Public Relations and Fund Raising
This graduate course provides an in-depth examination of the principles and practice of fund raising, a high demand, low supply occupation unique to the charitable nonprofit subsector. The organizational function is approached as a specialization of public relations. Emphasis is on theory and theory-based practice. The managerial role of practitioners is the central focus.

PUR 6446 - Public Relations and Philanthropy
This course provides an in-depth examination of the principles and practice of philanthropic giving by individuals, corporations, and foundations. Emphasis is on giving to the charitable nonprofit subsector in the United States. For corporations and foundations, philanthropy is an
organizational function that is approached as a specialization of public relations. Emphasis is on theory and theory-based practice. The managerial role of practitioners is the central focus.

**PUR6506 - Public Relations Research**
This course introduces graduate students to methods of research used by public relations professionals and academics. We will work to develop an understanding of the principles of research for the strategic management of public relations. Considerable emphasis is placed on conceptualization and operationalization of variables relevant to the study of public relations. We will cover such topics as literature review, concept definition, instrument creation, data collection, computer usage, statistical data analysis, and presentation of final results.

**PUR 6607 - Public Relations Management**
This course involves the application of strategic management principles to the development of public relations plans and programs. A particular emphasis is placed on public relations as a management function between an organization and its key stakeholders. Through case studies, you will examine these principles in the primary public relations functions, including media relations, employee relations, community relations, government relations, consumer relations, etc.

**PUR 6608 - International Public Relations**
Public relations is practiced by all types of private, public, non-for-profit, activist, and non-governmental organizations and institutions that progressively engage in building and maintaining relationships with stakeholders in many locations worldwide. This graduate seminar includes content and discussions on global issues affecting the public relations profession, the professional, the specialized practices, and the engagement of stakeholders, simultaneously at home, host, and transnational levels.

**PUR 6934 - Issues in Public Relations (Electives)**
This course number covers a variety of topics including:

- **Persuasion Theory & Research:** In the field of public relations and related areas, we are constantly surrounded by messages intended to influence how people think, feel, and behave. To better understand how the process of influence operates, this course provides a broad overview of the main scholarly perspectives in persuasion. The course is designed to introduce students to the principal theories, empirical research and application programs exploring how communication, particularly from public relations efforts, impacts persuasion.

- **Development and Social Change:** This course seeks to introduce students to a discussion about practical theory and a series of applications for local and global (glocal) public relations for development and social change. The role of the multinational corporation as it relates to the growing call for corporate social responsibility and the need for multi-sector partnerships will also be explored. Additionally, this course will expose students to overlapping concepts and emerging paradigms in the communication for development and social change, and public relations fields. The overlap will be discussed as an opportunity for professional and scholarly cross-pollination. Students will be prepared to investigate, through empirical research methods, topics in the area of public relations for development and social change of their interest.
• **Ethics and Professional Responsibility**: The seminar will focus on the precursors to different types of corporate social responsibility and the effects of social responsibility on corporate stakeholders. The class will have two components. First, we will be reviewing original research, summarizing the results of that research, critiquing it, and making suggestions for follow-up studies. Second, the seminar members will work on research papers designed to further understanding of global corporate social responsibility.

• **Public Relations in the Digital Age**: The class is based on the analysis of existing theories as well as research findings and in-depth discussion. During the semester, students are expected to conduct research on a public relations relevant topic, particularly in the context of digital communication and present it to their peers. This course will offer important insights into theories, practices, and critical issues of public relations with an emphasis on computer mediated communication. The course is aimed at developing and enhancing both students' theoretical and practical knowledge of public relations in the digital age and research skills based on critical thinking and problem solving abilities.

**RTV 5702 - Telecommunication Regulation**
Examines the role of the several branches of government in the development, implementation and enforcement of laws and regulation of the electronic media; and of the structural and behavioral laws and regulations pertinent to the electronic media.

**RTV 6508 - Audience Analysis**
The study of audiences and their behavior from both theoretical and practical perspectives, using both quantitative and qualitative methods. Understand, interpret, and use industry data, audience research software, and audience theory. Understand the role technology and economics play in the audience formation process. Students learn to think strategically and theoretically in approaching, conceptualizing, and carrying out audience analysis and behavior studies.

**RTV 6801 - Telecommunication Management**
Management principles of the telecommunications industry, with practical and theoretical application for television, radio, film, online, and other electronic media sectors.

**RTV 6807 - Telecommunication Outlet Systems and Practices**
Structural and procedural elements of broadcast stations, cable systems, and other local radio-television facilities. Review of research and models in telecommunications administration, economic planning and control, merchandising and positioning, sales and advertising.

19. Show that at least half the required credit hours in the master’s program are in professional skills courses appropriate to professional communications careers.

As stated previously, the MAMC and MADV programs in the College seek to train students through professional communications courses. These courses are defined as those that encourage and allow students to develop an understanding of media, media organizations, etc., and then to apply this knowledge to a professional environment. This is accomplished through application of theory, and/or through courses that require a capstone project or research paper.
based on original research. Students can customize their area of interest by choosing an area of concentration (as represented by tracks) and by choosing a thesis or project-in-lieu-of thesis option. Therefore, the College provides a curriculum that allows students to maximize their professional skills.

The total number of hours required to complete the master’s degree varies across the tracks, ranging from 30-36 hours. Those students choosing the thesis option must complete a minimum of four thesis hours (MMC 6971). Those choosing a project-in-lieu-of thesis must complete a minimum of three or four project hours (MMC 6973 or RTV 6973).

As can be seen by the various degree plans and graduate course syllabi, the core and specialization course offerings are professional in emphasis. In addition, students choose from six-18 professionally oriented electives (varies by track).

20. Provide evidence that instruction and curricular requirements for graduate students are at a higher level than those for undergraduate students.

Instruction and curricular requirements for graduate students are at a higher level than those for undergraduate students. This higher level is evidenced in a number of ways. First, only graduate-level courses count toward the MAMC and MADV degrees. Undergraduate courses (lower than 5000-level) taken by our master’s students serve only as articulation courses and do not count toward the degree. Students wishing to enroll in courses at the 4000 level may enroll with Graduate Division, committee and professor approval, but only if a graduate faculty member teaches the class, and if that faculty member requires the student to complete additional coursework that demonstrates broader understanding and application of content. In this case, the student enrolls in MMC 6905 to complete the requirements of the course. Second, graduate classes are almost always taught by faculty members elected to the University’s graduate faculty. The requirements for appointment to graduate faculty are described in Standard Four, Item 11. These faculty members’ syllabi clearly detail the higher degree of critical thinking and analysis required. These courses lead to the successful completion of a master’s thesis or project-in-lieu-of thesis. A sample of recently completed master’s theses and projects can be found in the site team’s work room.

21. Complete and attach Table 3A.