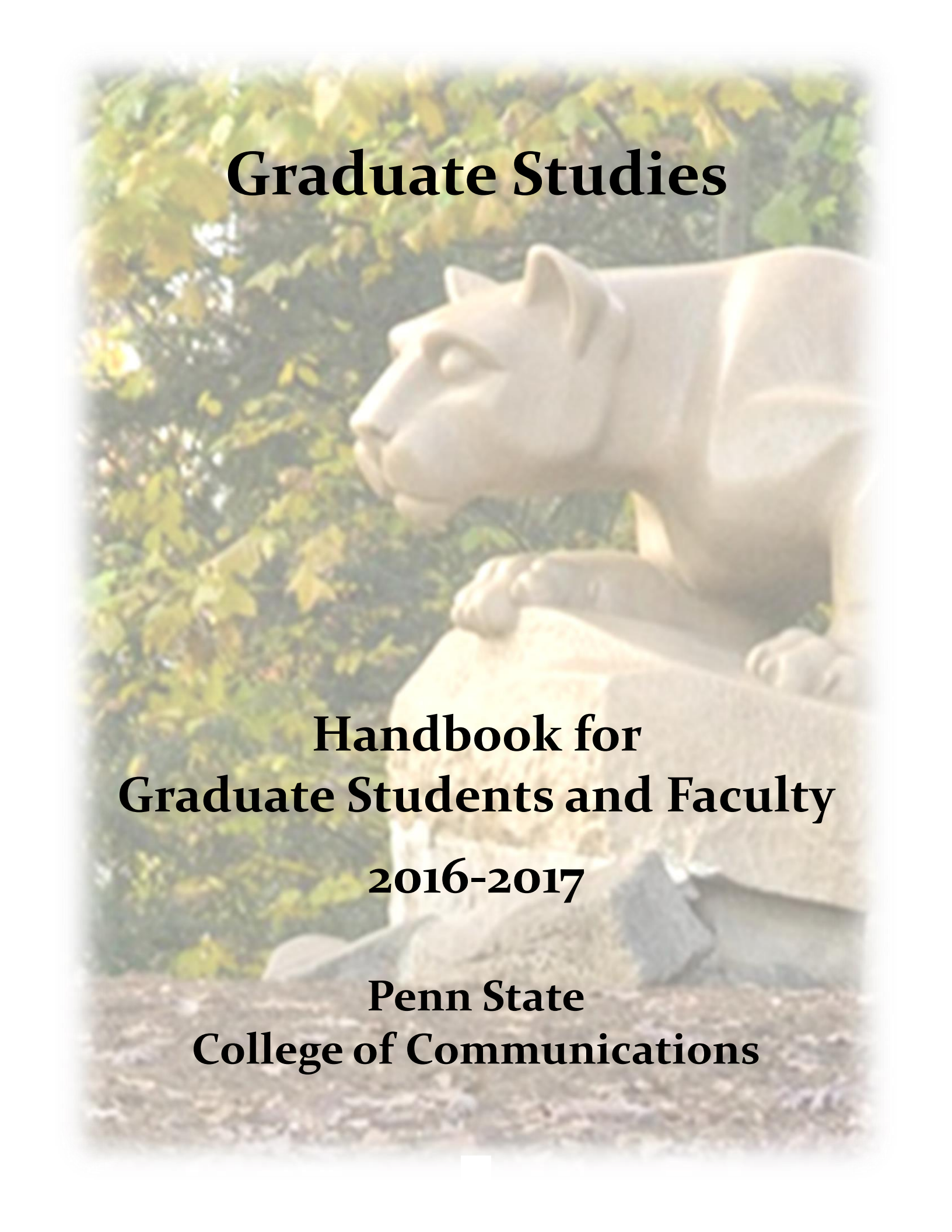


The background of the cover is a photograph of a large, light-colored stone lion statue. The lion is depicted in a walking or standing pose, facing left. It is positioned in front of a dense background of green and yellowing leaves, suggesting an outdoor setting with trees or bushes. The lighting is soft, and the overall tone is slightly muted.

Graduate Studies

Handbook for Graduate Students and Faculty 2016-2017

**Penn State
College of Communications**

Welcome

When you enter the realm of graduate study, you enter a world in which the questions you ask are as important as the answers you discover. We welcome you to graduate education in the College of Communications at The Pennsylvania State University. As you review the materials of this handbook, we hope you gain a sense of the wide-ranging interests as well as the spirit of our College.

No handbook will cover everything for you. However, we hope that these guidelines are helpful in answering many of the questions you have about graduate work in the College of Communications. Your adviser, the Associate Dean, the Coordinator of Graduate Education or the Graduate Programs Chair can help you secure answers to questions you might have. In addition, the College has a graduate student organization (GSIC) that can provide additional information.

The graduate catalog, *Graduate Degree Programs Bulletin* is your best source of information on the procedures and regulations of the Graduate School. It is available on the web at: www.psu.edu/bulletins/whitebook/

College of Communications Graduate Office



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Master of Arts in Media Studies

The Master of Arts in Media Studies is an academic program that involves students in the systematic study of mass media. The objective of the program is to enable students to achieve a comprehensive understanding of the systems, processes, networks, cultures and information associated with mass media. The program prepares students for doctoral study in mass communications and for positions in business and government requiring a comprehensive understanding of the historical, social and political implications of the media.

Students graduating from this program will be especially well qualified to organize research projects, to critically evaluate research reports and to directly influence mass media practices by the application of research findings.

Course Requirements

Candidates must complete COMM 515 (MA proseminar), COMM 590 (Colloquium), and at least 3 credits of research methods by taking either COMM 506 (Research Methods in Communications) or COMM 511 (Mass Communications Research Methods II). The remaining credits are selected from the graduate courses listed in this guide (Pg. 37). Students are expected to consult with their adviser in making course choices.

Candidates must complete a minimum of 36 credits, including 6 for the thesis (COMM 600) but not counting Colloquium. At least 18 credits must be at the 500-600 level. Coursework offered by departments outside the College may be scheduled as part of the student's program with approval of the student's academic committee. In some cases, students may be required to take additional credits in order to make up deficiencies in undergraduate coursework.

Students are required to schedule three separate, formal meetings with their advisers and academic committees for:

1. Discussion and approval of the general program plan
2. The thesis proposal
3. The defense of the thesis

In most cases satisfactory completion of coursework and thesis requires two years for a full-time student.

Summary of Master of Arts in Media Studies Degree Requirements

1. Demonstrates understanding of a broad range of theories and issues connected to the study of media
2. A minimum of 36 credits
3. A minimum of 18 credits at the 500-600 level
4. A minimum of 18 credits in communications
5. At least three credits of coursework in communications research methodology
6. COMM 590 (Colloquium), including completion of Responsible Conduct of Research training. Credits earned for Colloquium may not be used to fulfill minimum credit requirements.
7. No more than nine credits earned in independent study (596) and directed study (594). Six credit maximum of independent study (596). *(Normally 596 should not be used for work directly related to thesis research and writing. 600-level credits should be used for that purpose.)*
8. A total of six credits of COMM 600 (Thesis Research) within the minimum 36 credit hours
9. An oral examination in defense of the thesis

MA in Media Studies Program Outline

Core

- COMM 515 MA Proseminar in Mass Communications
- COMM 590 Colloquium (1 credit—do not count to fulfill minimum credit requirements)

Research Methods

- COMM 506 Research Methods in Communications
 (emphasis on quantitative approaches)
 and/or
- COMM 511 Mass Communications Research Methods II
 (emphasis on qualitative approaches)

Ethics and Professional Responsibility

- Responsible Conduct of Research certification
- 5 additional hours of research ethics education (This requirement is met in COMM courses.)

Supporting Courses in Communications (minimum of 12 credits)

- Choose in consultation with your adviser/committee

Courses Outside the College

Some programs outside of Communications have restrictions on course enrollment and will not allow out students to enroll via LionPATH. Often student may be added with permission of the professor of the course. In such cases, student should (1) email the professor of the course as soon as registration is open to express interest in the course and ask if it is possible to be added, and (2) in the note, emphasize the student's relevant background to match the courses' content.

Thesis Credits (6 credits maximum)

- COMM 600

Integrated Undergraduate-Graduate Degree Program Guidelines for Application Process and Advising

The College of Communications offers academically qualified students enrolled in one of our BA programs the opportunity to earn both the BA and MA in five years of study. The IUG program in Media Studies facilitates the advanced study of communications research and thesis development through a carefully organized selection of undergraduate courses, graduate seminars and directed research projects. The program accelerates and enhances undergraduate students' appreciation of graduate-level scholarship by involving them in seminars, research activities and the scholarly discourse of the College's community of MA and Ph.D. level scholars.

Students interested in the IUG program need to meet the following requirements to apply:

- Undergraduate major in the College of Communications
- At least a 3.5 GPA
- At least one COMM course at the 400 level
- At least 90 credits earned toward undergraduate degree by the end of Spring semester of the third year

Applications will be accepted with all other graduate applications for Fall admission.

Application process and requirements:

- Apply on-line through the Graduate School: <http://www.gradschool.psu.edu/index.cfm/apply/>
- Graduate Record Examination (GRE)
- Narrative Statement
- 3 letters of recommendation (at least one from a College of Communications faculty member)
- Writing sample

Graduate faculty IUG adviser:

Graduate Faculty Adviser
Undergraduate Adviser (Program Proposal Meeting)

IUG Degree Requirements

120 credits are required for the BA

36 credits are required for the MA (Includes COMM 600)

18 credits at the 500-600 level

COMM 515	MA Proseminar	3 credits	required
COMM 506 or 511	Research Methods	3 credits	required
COMM 5xx		3-6 credits	

Supporting and related courses

COMM 600	Thesis credits	6 credits	required
COMM 590	Colloquium	1 credit	required (not used to fulfill minimum credit requirement)

12 credits may apply to both the MA and BA (6 credits must be at the 500 level)

12 credits of coursework beyond the required proseminar and research course (not including COMM 600) must be in Communications

An integrated undergraduate/graduate semester report needs to be filled out at the end of each semester enrolled in the IUG program (page 87). Form is also available online at:

<http://www.gradschool.psu.edu/faculty-and-staff/forms/ges/>

Written Thesis (6 credits of COMM 600)

Thesis proposal meeting with a three-member graduate faculty committee (*at least two in the College of Communications*)

Formal oral defense of thesis

Possible 500-level courses that can be double counted (*with adviser's approval*)

COMM 504	Seminar in the History of Mass Communications
COMM 505	International Communications Problems
COMM 506	Introduction to Mass Communications Research
COMM 507	News Media & Public Opinion
COMM 510	Comparative Theories of Press Systems
COMM 511	Mass Communications Research Methods II
COMM 512	Government and Mass Communications
COMM 513	Constitutional Problems of the News Media
COMM 514	Political Economy of Communications
COMM 515	MA Proseminar in Mass Communications
COMM 516	Introduction to Data Analysis in Communications
COMM 517	Psychological Aspects of Communication Technology
COMM 518	Media Effects
COMM 520	Theory and Application of Strategic Communications
COMM 521	Advertising/PR Research Seminar
COMM 522	Advertising, Public Relations and Society
COMM 550	Film Theory and Criticism
COMM 553	Special Problems in Film and TV
COMM 556	Close Textual Analysis-Film and Video
COMM 580	Telecommunications Seminar
COMM 582	Ethics and Emerging Communications Technology
COMM 585	Media & Telecommunication Industries
COMM 594	Directed Studies
COMM 595	Communications Internship
COMM 596	Independent Studies
COMM 597X	Special Topics

400 level courses may also be double counted with the approval of IUG committee.

Summary of Master of Arts Requirements (IUG)

Prior to Orientation Session

- ☐ Assign faculty member to serve as temporary faculty adviser

Person Responsible

GRADUATE PROGRAMS CHAIR/
ASSOCIATE DEAN

First Semester (Fall 2016)

By the end of the first semester

- ☐ Choose permanent adviser and committee.
Deliver Committee Appointment Form to Coordinator of Graduate Education
- ☐ Schedule Program Proposal Meeting (College undergraduate adviser must attend). Notify College's administrative assistant of meeting.

STUDENT

STUDENT

Immediately following Program Proposal Meeting

- ☐ Submit signed Program Proposal Form to Coordinator of Graduate Education (See Appendix IV for form)*
- ☐ Submit signed IUG Semester Report to Coordinator of Graduate Education (See Appendix IV for form)

COMMITTEE CHAIR

COMMITTEE CHAIR

Second Semester (Spring 2017)

By the end of the second semester

- ☐ Submit signed IUG Semester Report to Coordinator of Graduate Education (See Appendix IV for form)

COMMITTEE CHAIR

Third Semester (Fall 2017)

Beginning of third semester

- ☐ Schedule Thesis Proposal Meeting

STUDENT

Immediately following Thesis Proposal Meeting

- ☐ Submit Thesis Proposal and signed Thesis Proposal Form to Coordinator of Graduate Education

COMMITTEE CHAIR

By the end of the third semester

- ☐ Submit signed IUG Semester Report to Coordinator of Graduate Education (See Appendix IV for form)

COMMITTEE CHAIR

Last Semester (Spring/Summer 2018) (Semester student intends to graduate)

Beginning of last semester

- ☐ Activate intent to graduate through LionPATH
- ☐ Request copy of Graduate Programs/Thesis Office Calendar from the College's Administrative Assistant

STUDENT

STUDENT

Early in last semester

- ☐ Submit draft of thesis to committee chair or faculty adviser

STUDENT

After draft of thesis has been approved by committee chair or faculty adviser

- ☐ Submit copies of thesis to committee members
(at least two weeks prior to final exam)

STUDENT

As soon as thesis is approved by committee for a Final Oral Examination

(Early enough to meet published Graduate School deadlines- two weeks' notice required)

- ☐ Final Oral Examination

STUDENT

- ☐ Submit signed oral exam form verifying Final Oral Examination
(see Appendix VII)

COMMITTEE CHAIR

- ☐ Submit Master's Signatory Page signed by committee
(Graduate Office will hold paperwork until final edits are made) COMMITTEE CHAIR

Prior to end of semester

- ☐ Return all keys to Assistant to Facilities Manager (11 Carnegie Building) STUDENT
- ☐ Submit signed IUG Semester Report to Coordinator of Graduate Education (See Appendix IV for form) COMMITTEE CHAIR

Upon Completion of the Program

- ☐ Submit electronic thesis to Graduate School STUDENT
(Master's Signatory Page will be sent to the Graduate Thesis Office at this time)

* Note: All forms to be completed can be found online at <http://comm.psu.edu/graduate/documents-and-forms>

Masters-Level Advisory Committee and Evaluation Procedure

Maintaining Satisfactory Scholarship

Every semester your progress within the program will be evaluated by at least one of the following: your adviser, the associate dean, the professors supervising your assistantship, and all professors in the College of Communications whose courses you took.

All master's students at Penn State must maintain a 3.00 or B average to remain eligible for a degree. Grades are reviewed at the end of each grading period. The maximum time for completion of degree requirements is six (6) years from first enrollment, but experience amply demonstrates that those who do not meet the requirements while in residence often do not complete the degree. You are urged, therefore, to fulfill all the requirements while you are in residence, usually two years.

Graduate Faculty Advisory Committee

You will meet initially with the College's associate dean, Graduate Programs Chair, and the Coordinator of Graduate Education at a formal orientation workshop. You will also meet with your temporary adviser and begin a plan of study that satisfies requirements for the degree program to which you have been admitted. By the end of the second week of the second semester or the completion of 10 credits (whichever comes first), you should select a permanent academic adviser from among the graduate faculty. You should approach the faculty member and discuss your reasons for wanting him or her to work with you. The usual reason is the faculty member's background, research and teaching interests. Until you have chosen a permanent adviser, you will be assigned a temporary adviser-who may, if you wish, become your permanent adviser. The main role of the adviser will be to assist you in planning your progress through the requirements and electives. To the extent possible, he or she will help you select courses and possible thesis ideas that fit with your specific needs, interests and goals. The responsibility for keeping in touch with your adviser is yours.

Your permanent adviser will help you schedule and prepare for your first committee meeting (program plan meeting) in your second semester of study. The purpose of this meeting is to review your plan of study in terms of its logic, availability of courses, and usefulness for your objectives. It is the adviser's responsibility to ensure that work does not begin until the committee's recommendations are incorporated into the plan of study.

When you near the end of your coursework, a second meeting of the committee is convened to discuss and approve your thesis proposal. Your adviser can help you with an outline of your proposal. Once you have written your thesis proposal and have had it approved tentatively by your adviser, it is time to set the meeting for your committee. Generally, you should give your committee members at least two

weeks to read your proposal. It is your responsibility to contact individual members of the committee to set up the meeting. Once you have set up the meeting with your committee members, contact the Coordinator of Graduate Education for formal notification of the meeting and reservation of a room.

Guidelines for Organizing and Managing Graduate Faculty Committee

One of the most important dimensions of your graduate program is the recruitment and management of your graduate faculty committee. Your skills as interpersonal communicator, time manager and diplomat are all required in this endeavor. Your reputation as a responsible student and the College's reputation among the university community of faculty will be influenced by your ability to manage and deal responsibly with your faculty committee. Your faculty adviser will help guide you in selecting and organizing this committee. The structure and functions of the committee are outlined in this handbook. However, it is largely up to you to be sure that you are following expected protocol when working with your committee. Your graduate program's success depends on how carefully you select your faculty committee and how you manage your schedule so that your committee can, in turn, be given ample time to effectively share its expertise with you.

Recruiting the Committee

Here are key points to guide the selection and management of your graduate faculty committee:

- After you decide who will be your permanent adviser, you should begin to recruit graduate faculty for your committee. Your adviser can and should assist you in this process by sharing his/her knowledge of the faculty at this university. MA students should select a permanent adviser early in the second semester of residency. Notify the Coordinator of Graduate Education about your choice of permanent adviser.
- Only faculty who have been approved by the Graduate School as Graduate Faculty can serve on your committee. The list of College of Communications Graduate Faculty can be found in the Graduate School Bulletin. The updated list is available through the Coordinator of Graduate Education.
- Your committee should be in place in time for your first formal meeting; for the MA, that's the Program Proposal Meeting early in your second semester.

Changes to Faculty Committee

While it is sometimes necessary to change the composition of your committee because of faculty leaves or a major shift in the direction of your scholarly program, changes should be made with great care and with the full advice and consent of your adviser. Contact the Coordinator of Graduate Education with any changes in your committee.

Required Committee Meetings

- **Program Proposal meeting**, to be held immediately after completion of 9-12 credits or in the student's second semester, whichever comes first. The program proposal meeting is to discuss the courses the student plans to take during their two years of study (30 credits of course work, 6 thesis credits, 1 credit of Colloquium) and to begin discussion of the student's thesis topic.
- **Thesis Proposal meeting** should be held at the beginning of the third semester (last semester of course work). The student is expected to work closely with his/her adviser in the preparation of the thesis proposal—a formal written document in which a topic for study is clearly identified. The proposal includes a justification for the significance of that topic for master level study, a formal summary and/or comprehensive review of the literature(s) associated with the topic, and a

detailed description of the research method and procedures to be used. An outline and/or chapter abstracts of the thesis project should be included with the proposal. This document will be delivered to your committee **at least two weeks** before a meeting at which the committee may approve or request modifications to, or reject the proposal. The committee has the right to require another meeting to review the modified proposal.

- **Final oral defense of master's thesis** (The Graduate School has deadlines for intent to graduate, thesis format review, last date to defend, and last date to submit final thesis. Contact the Coordinator of Graduate Education early in the semester before you intend to graduate for these dates.)

Students are responsible for assuring that all required paperwork relating to their graduate program is submitted to the Coordinator of Graduate Education.

Scheduling Committee Meetings

- Every committee meeting is scheduled through the Coordinator of Graduate Education, who will provide you and your chair with the appropriate paperwork. Each meeting must be formally recorded and, where appropriate, approved by the Graduate School. Therefore, the Coordinator of Graduate Education must be fully consulted during the planning stages of your proposed committee meetings.

Documentation and other Paperwork Associated with Committee Meetings

- Written documents, proposals, forms and other paperwork will be required for each of your committee meetings. The Coordinator of Graduate Education will help orient you to the administrative paperwork required by the College and the Graduate School. Your adviser will instruct you in preparing the scholarly materials including your academic program proposal, your candidacy packet, your thesis proposal and the final theses.
- Allow your committee adequate time to review the written materials you prepare for the candidacy/program plan meeting of your committee. This means two weeks lead-time at a minimum.
- Plan each phase of your program carefully. Schedule your work so that your committee is not put in a position of rushing to judgment on incomplete or poor-quality proposals, and thesis drafts. Don't shift the burden of poor planning or unexpected changes in your program to your committee. If you have fallen behind schedule in your academic program it is not fair to shift pressures to meet a graduation deadline to your committee. Doing so will not only unfairly burden your committee but will also have long-term consequences for our ability to recruit faculty to serve on graduate committees.

Final Oral Examination

Upon completion of a thesis, you will make an oral presentation and defense of your work (referred to below as the thesis examination) at a separate formal meeting of the committee. Committee members will have evaluated the work carefully prior to the meeting. It is your responsibility to schedule this meeting and to make the work available to the committee at least two weeks in advance of the meeting so committee members have time to evaluate it thoroughly. The longer you wait, the less likely you will be able to schedule your meeting for the time you desire. The chair of your committee will verify that the recommendations and changes suggested by the committee are made before the thesis or project is finally approved. In cases where the work is deemed unacceptable to the committee, the adviser will inform you of the appropriate procedures to follow (see below). With the advice of the committee chair, you will be responsible for seeing that the thesis conforms to the guidelines of the College of Communications and the Graduate School and that all deadlines are met. Please notify the Coordinator of Graduate

Education of your scheduled thesis examination and to confirm the reservation of a meeting room.

Favorable votes from at least two members of a three-member committee are required in order to pass this thesis examination. A report of the committee's decision, bearing the signature of each committee member, must be filed immediately with the College's Coordinator of Graduate Education.

Possible outcomes of the thesis examination are:

- Approval of the thesis as presented;
- Approval pending minor, specified revisions, supervision of which is delegated to the adviser;
- Conditional approval pending revisions that will be circulated to the committee for approval;
- Delayed approval pending revision and another meeting of the committee;
- Failure of the thesis examination.

If the thesis examination is failed, it is the responsibility of the committee to determine whether another examination may be taken. If the committee decides not to allow the student to retake the thesis examination, or the student fails the examination for a second time, the committee chair can start the procedure for termination of the degree program. Information on the procedures for filing the termination can be viewed in the Graduate Bulletin (Appendix III—Procedures for Termination of the Degree Program of a Graduate Student for Unsatisfactory Scholarship:

www.bulletins.psu.edu/graduate/appendices/appendix3

Summary of Master of Arts Requirements

Prior to Orientation Session

Person Responsible

- ☐ Assign faculty member to serve as temporary faculty adviser

GRADUATE PROGRAMS CHAIR

Second Semester (Spring 2017)

By second week of second semester

- ☐ Choose permanent adviser and notify Coordinator of Graduate Education

STUDENT

Early in second semester

- ☐ Choose program committee members and notify Coordinator of Graduate Education (See Appendix III)

STUDENT, under direction of
faculty adviser

Second semester (OR after completion of 9-12 credits if before second semester)

- ☐ Schedule Program Proposal Meeting

STUDENT

Immediately following Program Proposal Meeting

- ☐ Submit signed Program Proposal Form to Coordinator of Graduate Education
(See Appendix IV for form)*

COMMITTEE CHAIR

Third Semester (Fall 2017)

Beginning of third semester

- ☐ Schedule Thesis Proposal Meeting

STUDENT

Immediately following Thesis Proposal Meeting

- ☐ Submit Thesis Proposal and signed Thesis Proposal Form to Coordinator
of Graduate Education

COMMITTEE CHAIR

Last Semester (Spring/Summer 2018) (Semester student intends to graduate)

Beginning of last semester

- ☐ Activate intent to graduate through LionPATH
- ☐ Request copy of Graduate Programs/Thesis Office Calendar
from the College's Administrative Assistant

STUDENT

STUDENT

Early in last semester

- ☐ Submit draft of thesis to committee chair or faculty adviser

STUDENT

After draft of thesis has been approved by committee chair or faculty adviser

- ☐ Submit copies of thesis to committee members
(at least two weeks prior to final exam)

STUDENT

As soon as thesis is approved by committee for a Final Oral Examination

(Early enough to meet published Graduate School deadlines- two weeks' notice required)

- ☐ Final Oral Examination

STUDENT

- ☐ Submit signed oral exam form verifying Final Oral Examination
(see Appendix VII)*

COMMITTEE CHAIR

- ☐ Submit Master's Signatory Page signed by committee
(Graduate Office will hold paperwork until final edits are made)

COMMITTEE CHAIR

Prior to end of semester

- ☐ Clean office area (if student is a Graduate Assistant)
- ☐ Return all keys to Assistant to Facilities Manager (11 Carnegie Building)

STUDENT

STUDENT

Upon Completion of the Program

- ☐ Submit electronic thesis to Graduate School

STUDENT

(Master's Signatory Page will be sent to the Graduate Thesis Office at this time)

* Note: All forms to be completed can be found online at <http://comm.psu.edu/graduate/documents-and-forms>

College of Communications

Ph.D. Program in Mass Communications

The College of Communications offers advanced study leading to the Doctor of Philosophy degree in mass communications. The purpose of the program is to prepare graduates for entry into college and university teaching and research and for a variety of communications-related professions. The program integrates preparation in teaching and research as complementary endeavors. Doctoral students begin the program in the fall semester and, during the first year, complete two semesters of the doctoral proseminar, colloquium, and typically at least one course in communications research methodology. By the end of the first year, doctoral students must form a committee of faculty members to guide their subsequent course of study. The remainder of the Ph.D. program is determined, in close consultation with the student, by his/her doctoral committee, which is responsible for the formal approval of the proposed program.

The College's graduate program emphasizes the following six areas of academic strength around which doctoral students and their committees may wish to organize the selection of courses and program plans:

- Critical and cultural studies
- International communications
- Law, government and politics
- Media effects
- Strategic communications
- Telecommunications, technology, and information policy

These are not formal options and do not have required courses or dedicated faculty. Rather they represent areas of scholarly expertise of the College's graduate faculty. Doctoral students may-and are strongly encouraged to-integrate coursework across more than one of these areas.

Degree Requirements and Program Plan

Doctoral education in the College of Communications is committee-driven and highly flexible. Each program plan is tailor-made to meet the individual needs of the doctoral candidate while maintaining the high standards and expectations of the College and the Graduate School.

The number of credits that a committee might require for a Ph.D. in Mass Communications varies, depending primarily on the prior academic preparation of the doctoral candidate. For someone with a master's degree in communications, a Ph.D. program plan normally will require:

- At least 36 credits of coursework in communications and related areas combined (not including Colloquium or credits earned at other universities).
- Normally a minimum of 24 credits (of the 36 credits above) in communications coursework.
- In addition to the above, fulfillment of the language/research skill requirement. (Normally an intermediate knowledge of a foreign language or 12 credits of research methods or a cognate area. See page 19 for policy statement.)
- No more than nine credits of independent study (596) and directed study (594). Six credit maximum of independent study (596). (Normally 596 should not be used for work directly related to thesis research and writing. 600-level credits should be used for that purpose.)

Therefore, for those with a master's degree in communications, a typical doctoral program will be 36 to 48 credits depending on how the language/research requirement is fulfilled. This is the equivalent to two years of full-time study, including summers, before the comprehensive examination.

A minimum course load for a half-time Graduate Assistant is 9 credits per semester. Three to six credits during the first two summers is recommended.

Other specific requirements for the doctoral degree are:

- Mass Communications Proseminar COMM 501.1 and 501.2 fall and spring of first year
- COMM 590 Colloquium (taken first semester in program)
- Complete Responsible Conduct of Research education (See page 29 for policy statement and details.)
- A minimum of two research methods courses, at least one of which must be COMM 506 or 511
- The seminar in Pedagogy in Communications (COMM 502) or another approved pedagogy course
- A candidacy evaluation and program plan within the first year after entry into the program
- Completion of the Graduate School residency requirement: two semesters (not including summer) of full-time study at the University Park campus
- A written and oral comprehensive examination after the completion of coursework
- A written dissertation proposal presented at a meeting of the candidate's committee
- A Ph.D. dissertation
- An oral examination in defense of the dissertation

Although there are few specific requirements, all doctoral program plans should strive to include the following important elements while leaving the specific categorization of coursework to the discretion of individual committees:

Introduction

A broad introduction to the field. Summative survey of the various ideological, theoretical and methodological traditions in mass communication scholarship, especially as represented in the proseminars and methods seminars. **Goal:** Mastery of basic ideas, concepts and values underlying the work of the College faculty.

Core:

COMM 501.1 _____
COMM 501.2 _____
COMM 590 (Colloquium) _____

Communications Research Methods:

A minimum of two research methods courses, at least one of which must be COMM 506 or COMM 511. This requirement should be fulfilled in relationship to the Language/Research Skill Requirement below to ensure both depth and breadth of research skills learned.

COMM 506 _____ and/or COMM 511 _____

Ethics and Professional Responsibility:

Develop good academic citizenship. Learn the core values of the discipline and the codes of ethical scholarship.

Human Subjects Research certification (online IRB training) _____

Responsible Conduct of Research certification (Collaborative Instructional Training Initiative)—
social/behavioral or humanities online training) _____

5 additional hours of Responsible Conduct of Research education
(See policy statement for details—Page 29) _____

Immersion

Define an area of concentration and develop a focus. This is where the candidate moves from a breadth experience to a depth experience and attempts an advanced understanding of specific, rather than general, sets of theories and methods. Goal: Comprehensive knowledge of a specialized area of communication.

List Communications coursework in area of specialization:

_____	_____
_____	_____

Exploration and Integration

Look beyond one's area of specialization to find courses and influences that hold intellectual appeal for the candidate, being always mindful of their implications for one's primary research focus. To this end, candidates should take communications coursework outside their specialization to ensure, as appropriate, a breadth of understanding of mass communications. Further, some of these courses should be from outside the College. Develop the ability to integrate knowledge across disciplines and subfields and to explore the social consequences of discovery and research. Goal: Drawing meaningful connections between ideas and concepts in other disciplines and subfields and understanding how one's subfield fits into a larger framework of knowing.

List Communications coursework outside specialization:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Language/Research Skill Requirement

Proficiency in applying an appropriate set of tools for studying mass communications and familiarity with other methodologies used in the field. Goal: Obtain a superior capability of inquiry and advancement of knowledge.

Intermediate knowledge of a foreign language, an equivalent research skill, or cluster of related courses outside the major. Twelve credits are normally required, and most will usually be from outside the College. The means of fulfilling the language/research requirement should be reasonably related to the candidate's program plan and area of research.

List courses:

_____	_____	_____
_____	_____	_____

Contribution

Specialized expertise is brought to bear on a particular issue, the investigation of which will lead to advancement of knowledge in that area, or should be an original inquiry with the clear goal of adding to the existing literature. **Goal:** Candidate's dissertation makes a significant contribution to advancement of knowledge in the field.

Dissertation

COMM 600/610 _____

COMM 601/611 _____

Pedagogy

Conceptual knowledge of and practical preparation in pedagogy in communications along with supervised experience in College teaching. **Goal:** Becoming an effective teacher. (See "Supervised Experience in College Teaching" – page 21)

COMM 502 (or other appropriate coursework in pedagogy approved by the committee)

Required of Graduate Assistants and Fellows:

COMM 602 _____

COMM 602 _____

List undergraduate course or courses in the College that the candidate should be prepared to teach by the end of his/her doctoral program:

_____	_____
_____	_____

(The coursework in this program plan should prepare the candidate to teach said courses.)

Committee Members

A doctoral committee will consist of four or more members of the graduate faculty, the majority of whom must be members from the College of Communications graduate faculty. The committee chair often, but not always, serves as adviser. Committee members are appointed by the Dean of the Graduate School upon recommendation of the College's Associate Dean.

Committee Chair: _____

Committee Adviser: _____

Committee Members: _____

Committee Outside Members: _____

Required Meetings

For any of the required meetings of a student's doctoral committee to be official, all members must be present and participate. The only exception to this requirement is the candidacy meeting, which may preclude the inclusion of an outside member because it takes places so early in the student's program. Consequently, at the candidacy meeting, all members except the outside member must be in attendance.

Important note: The comprehensive oral and final oral examinations are authorized by the Graduate School and, therefore, must be scheduled at least two weeks in advance.

Enter the actual or expected dates for these required meetings:

Candidacy Evaluation _____

Comprehensive Oral Exam: _____

Dissertation Proposal: _____

Final Oral Defense: _____

Areas for Comprehensive Examination

Purpose of the Comprehensive Examination:

- To demonstrate comprehensive knowledge of the field of mass communications and an area of specialization as defined by the committee.
- To evaluate the ability to integrate knowledge across subfields, understand how one's subfield fits into a larger framework of knowing, and to explore the social consequences of discovery and research.
- To determine whether the graduate student is ready for dissertation research.

At the candidacy evaluation, the committee, in conversation with the candidate, should decide on the general areas in which the candidate will be examined at the time of comprehensive examination and assign each member of the committee an area of responsibility. It is important that the coursework in this program plan adequately prepare the doctoral candidate to successfully answer comp questions drawn from these areas. If this is not the case, the program plan should be appropriately revised. Please list the areas of examination and responsible faculty:

_____	_____
_____	_____

Doctoral Policies and Procedures

Advising and Faculty Committee

- Graduate students should have a permanent adviser designated no later than the second week of the second semester in residence or the completion of 10 credits, whichever comes first. Permanent advisers are responsible for monitoring student progress in the program.
- The chair (usually the same person who is serving as the permanent adviser) of your committee is responsible for conducting the meetings appropriate to the degree. These are:
 - Candidacy Evaluation, to be completed by the end of the student's first year
 - Comprehensive Examinations, to be taken after the completion of the student's coursework
 - Dissertation Proposal Meeting, to be completed after comprehensive exam and completion of written dissertation proposal
 - Final Oral Examination
- Permanent advisers, supervisors of assistantships and instructors of courses taken by graduate students are responsible for returning completed reports of students' work to the Associate Dean's office promptly each year.
- In cases where the candidate has partly or provisionally passed the final oral exam, the permanent adviser is responsible for promptly and explicitly reporting in writing the requirements for successful completion of the examination to the Coordinator of Graduate Education in the College, who will immediately forward them to the Graduate School.

Advisory Committee

Your advisory committee is an important and integral component of your doctoral program. When you enter the program, your temporary adviser will be the chair of your Doctoral Program Committee. You should begin at once to interview faculty members in your own area of special interest with a view to selecting a permanent adviser and committee chair. Candidates select their own committees, within these general requirements:

- A committee shall have a least four members, all of whom must be member of the Graduate Faculty; normally, the committee chair and the adviser are the same person
- One member of the committee must be an "outside field and unit" member. (See Graduate School policy) <http://www.gradschool.psu.edu/faculty-and-staff/faculty/committee/>
- An adviser should be chosen no later than the first two weeks of the second semester of study

Guidelines for Organizing and Managing Graduate Faculty Committee

One of the most important dimensions of your graduate program is the recruitment and management of your graduate faculty committee. Your skills as interpersonal communicator, time manager and diplomat are all required in this endeavor. Your reputation as a responsible student and the College's reputation among the university community of faculty will be influenced by your ability to manage and deal responsibly with your faculty committee. Your faculty adviser will help guide you in selecting and organizing this committee. The structure and functions of the committee are outlined in the handbook. However, it is largely up to you to be sure that you are following expected protocol when working with your committee. Your graduate program's success depends on how carefully you select your faculty committee and how you manage your schedule so that your committee can, in turn, be given ample time

to effectively share their expertise with you. Below are key points to guide the selection and management of your graduate faculty committee.

Recruiting the Committee

- When you decide who will be your permanent adviser, you should begin to recruit graduate faculty for your committee. Your adviser can and should assist you in this process by sharing his/her knowledge of the faculty at this university. Ph.D. students will have their permanent adviser named by the time the Candidacy evaluation is scheduled. Notify the Coordinator of Graduate Education about your choice of permanent adviser.
- Only faculty who have been approved by the Graduate School as Graduate Faculty can serve on your committee. The list of College of Communications Graduate Faculty can be found in the Graduate School *Bulletin* and herein. The updated list is available through the Coordinator of Graduate Education.
- You must provide a rationale for your choice of outside field and unit committee member. Faculty outside your area of study must be approved by the Associate Dean. (See Appendix XI)
- Your committee, with the possible exception of the member outside your area of study, should be in place in time for your candidacy meeting, which occurs at the end of the student's first academic year.
- Prior to scheduling the written portion of the comprehensive exam, an official committee appointment form must be submitted and approved by the Graduate School (semester before comprehensive exams are scheduled). The appointment form is available in the College's graduate office. The form needs to be given to the Coordinator of Graduate Education for the Associate Dean's approve before being submitted to the Graduate School. The Graduate School's policy on committee appointments is located in the Graduate Bulletin: www.bulletins.psu.edu/graduate/degree/requirements/degreeReq1#doctoralAdvisers

Changes to the Faculty Committee

- While it is sometimes necessary to change the composition of your committee, changes should be made with great care and with the full advice and consent of your adviser or associate dean. Please notify the Coordinator of Graduate Education with any changes in your committee.

Scheduling the Committee Meetings

- Every committee meeting is scheduled through the Coordinator of Graduate Education, who will provide you and your chair with the appropriate paperwork. Each meeting must be formally recorded and, where appropriate, approved by the Graduate School. Therefore, the Coordinator of Graduate Education must be fully consulted during the planning stages of your proposed committee meetings. The Coordinator of Graduate Education will meet with each student to ensure all requirements are met before proceeding with each meeting.
- Please note that the comprehensive and final oral examinations are authorized by the Graduate School and, therefore, **must be scheduled at least two weeks in advance**.

Documentation and other Paperwork Associated with Committee Meetings

- Written documents, proposals, forms and a host of other paperwork are required for each of your committee meetings. The Coordinator of Graduate Education will help orient you to the administrative paperwork required by the College and the Graduate School. Your adviser will

instruct you in preparing the scholarly materials including your academic program proposal, your candidacy packet, dissertation proposals and the final dissertations.

- Allow your committee adequate time to review the written materials you prepare for each formal meeting of your committee. This means at least two weeks in advance of your meeting.
- Plan each phase of your program carefully. Schedule your work so that your committee is not put in a position of rushing to judgment on incomplete or poor quality proposals, dissertations drafts. **Don't shift the burden of poor planning or unexpected changes in your program to your committee. If you have fallen behind schedule in your academic program, it is not fair to shift pressures to meet a graduation deadline to your committee.** Doing so will not only unfairly burden your committee but will also have long-term consequences for our ability to recruit faculty to serve on graduate committees.

Admission into the Mass Communications Ph.D. Program without a Master's Degree

In most cases, a completed master's degree is required for admission into the doctoral program in Mass Communications. However, in exceptional cases, the graduate committee may admit an applicant with a bachelor's degree but without a master's degree or substantial graduate work. In such circumstances, the following guidelines shall apply:

- Those admitted into the program under these circumstances should be placed in the doctoral proseminar during their first semester of coursework. If an applicant is not academically prepared to succeed in the doctoral pro-seminar, he or she may be admitted into the MA program and (depending on success there) later re-apply to the Ph.D. program.
- The candidacy evaluation must be taken after completing at least 18 credits of coursework but before the end of the student's first academic year.
- The College normally commits to two years of assistantship/fellowship funding (with the usual caveats and conditions) for such students. Upon successful completion of their candidacy exam, the students are eligible for two more years of funding and an additional year if they are academically eligible and funding is available. If they do not successfully complete candidacy, they may complete the requirements of the MA degree.
- Because of the efficiencies of merging master-level and doctoral-level work into one program, the total number of credits and time-to-degree could be less than the minimum for the two degrees separately.
- These students need not write a MA thesis or otherwise meet the requirements for a MA degree in order to continue in the doctoral program. However, they may do so with the approval of their doctoral committees.
- All other requirements, policies and guidelines regarding the Mass Communications doctoral degree apply.

Candidacy Evaluation and Program Plan Meeting

The candidacy evaluation and program planning meeting are very important and closely interrelated steps in the path toward a doctoral degree. They are conducted by your committee chair/adviser and at least two other committee members from the College of Communications graduate faculty. The outside unit and field member of the committee should participate if he or she has been appointed at this stage. The oral portion of the candidacy evaluation and the program plan evaluation meeting are usually held simultaneously and should take place by the end of the first year. The purpose of the combined candidacy and program meeting is to:

- Determine whether you should be admitted formally into the doctoral program. The basis for the determination is whether you have the critical thinking skills and broad knowledge of the field to successfully complete doctoral work. If you do not have the necessary skills and knowledge base to succeed, it is in your best interests that this be identified early in the program (instead of at the comprehensive examination or dissertation stage) and that you not be admitted into doctoral candidacy,
- Assess your academic strengths and weaknesses and determine an appropriate program of study that will enable you to pass comprehensive examinations and complete a doctoral dissertation. This diagnostic component of the candidacy evaluation is especially important and should result in a plan of coursework leading to a high-quality doctoral education, (See Appendix X).
- Decide on the general areas in which you will be examined at the time of comprehensive examinations and assign each member of the committee to an area of responsibility.
- Evaluate English language and other basic skills needed to complete the degree. If any shortcoming are identified, a plan for remediation must be drafted and implemented.

Guidelines for the Candidacy Evaluation and Program Plan Meeting

The candidacy evaluation in Mass Communications consists of a written and oral portion and should be scheduled by the end of the student's first academic year.

In preparation for the oral portion of the candidacy evaluation and the program plan meeting, you (in consultation with your chair/adviser) shall prepare a written portfolio that demonstrates your broad and preliminary understanding of the field of mass communications and typically contains the following:

- A completed copy of the Mass Communication Ph.D. Program Plan, listing all courses taken and proposed in order to fulfill program requirements and complete the degree;
- Curriculum vita including earlier degrees, academic work, and relevant graduate coursework taken at other universities;
- Short statement describing your background, academic goals, and developing area of interest in communications;
- A sample of your best written academic work completed since beginning the doctoral program.

The portfolio should be distributed to all committee members at least two weeks prior to the oral portion (a copy needs to be submitted to the Coordinator of Graduate Education for your file). You and your chair/adviser must work closely with the Coordinator of Graduate Education to set the date for the evaluation and prepare the paperwork required by the College and the Graduate School to formally schedule and record the meeting.

Committees typically agree to a student's admission into doctoral candidacy and his/her program plan by consensus. If problems occur, the chair/adviser should consult with the Graduate Programs Chair. Students may retake the candidacy exam once.

It is understood that, because of scheduling considerations or changing academic interests and needs of the doctoral student, minor changes within the spirit of the program plan may be authorized by the adviser/chair. If significant changes are required, the committee should reconvene to discuss and approve the changes and a new program plan should be submitted to the Coordinator of Graduate Education.

For those MA candidates in the College who also have been admitted into its doctoral program, the final oral thesis defense may serve as their candidacy evaluation if understood by the student and approved by the Graduate Programs Chair.

For those admitted into the Ph.D. program without a master's degree, see the relevant policy statement regarding candidacy exams.

Variations within the spirit of this policy are acceptable at the adviser/chair's discretion and with prior knowledge of the doctoral student.

Residency Requirement

There is no required minimum of credits or semesters of study, but over some twelve-month period during the interval between admission to the Ph.D. program and completion of the Ph.D. program you must spend at least **two semesters** (not including summers) after the candidacy exam as a registered full-time student engaged in academic work at University Park. Full-time University employees must be certified by the department as devoting half-time or more to graduate studies and/or thesis research to meet the degree requirements.

English Proficiency

A high level of competency in both spoken and written English is *essential* for successful participation in the Doctoral Program in Mass Communication. English competency is assessed at four critical points: (1) admission, (2) annual evaluations, (3) candidacy, and (4) comprehensive exam.

English Proficiency: Admission Evaluation

A vital component of pre-admission screening is assessment of every applicant's ability to communicate correctly and effectively in English. The admissions procedure requires submission of several indices to measure this.

- Performance on the verbal component of the Graduate Record Examination.
- For non-native applicants for whom English is a second language, performance on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). A minimum score of 24 (TOEFL) or 7.5 (IELTS) of the (speaking section) is required by the College.
- A statement (in English) written by the applicant describing the applicant's background and goals in seeking the doctoral degree in mass communications.
- Three letters of recommendation from individuals in a position to comment on the applicant's training and abilities.
- A sample of the applicant's writing in English, done in connection with an academic program, such as a term paper or part of a master's thesis.

English Proficiency: Evaluations, Candidacy and Comprehensive Exam

Prior to the beginning of the first semester, all international students are required to take the American English Oral Communicative Proficiency Test (AEOCPT). Based on the score of the test, the student may be required to take English as a Second Language (ESL) courses. Information on the AEOCPT and ESL courses can be found: <http://aplmg.la.psu.edu/programs/about-the-aeocpt>

Students will be evaluated for their English proficiency at three key junctures during their Ph.D. studies. Each year, students are required to meet with their advisers for an **annual assessment**; part of the written form (See Appendix VII) requires an evaluation of the student's "written and oral English language skills." At the student's **candidacy evaluation**, the committee also provides an assessment of English competence; failure to demonstrate "high-level English language competence" can result in not being admitted into candidacy. Finally, the student's English proficiency is assessed at the

comprehensive exam; the Graduate School requires that the candidate have demonstrated English competence in order to take the exam.

Language (Research Skill) Requirements

The language (research skill) requirement may be satisfied by study of a foreign language to the intermediate level (12 credits), or by study of a research skill or subject matter outside the major approved by the candidate's committee. If the candidate passes this requirement by examination, the expectation of at least 36 credits of graduate coursework beyond the MA degree at Penn State remains, with the additional expectation that at least 12 credits of coursework will be from outside the College. The means of fulfilling the language/research skill requirement should be reasonably related to the candidate's program plan and area of research. For example, if students enter the program already with facility in a second language but intend to write a dissertation on a topic not directly related to that language, they normally would be required by their committees to take at least 12 additional credits of coursework to prepare them to conduct research in their area of concentration.

In practice, what counts as a "research skill" to satisfy the language (research skill) requirement may be highly individualized to meet the student's research needs, and might include, for example, statistics and research design; computer science; research methods; ethnographic research methods; textual analysis; and so on.

Supervised Experience in College Teaching

The Graduate Faculty of the College of Communications is committed to the scholarship of teaching and learning and believes that it is an integral component of a doctoral education. Excellence in teaching requires more than mastery of the theory and literature of the discipline. It also requires knowledge about and practice in pedagogy. As such, all graduates of the Mass Communications Ph.D. Program should be well prepared in the theory and practice of pedagogy in communication through coursework, supervised teaching experience, workshops, and mentorship.

All doctoral committees should design program plans for their graduate students that prepare them to be effective teachers and periodically evaluate how well they are achieving that goal. In other words, doctoral committee chairs accept the responsibility of ensuring that their advisees make good progress in teaching in addition to research.

- All Mass Communications doctoral candidates are required to successfully complete either COMM 502 (Pedagogy in Communications), or other appropriate coursework in pedagogy determined by their committees.
- Consistent with the undergraduate teaching mission, doctoral students should have supervised experience in College teaching before completing their degrees. Faculty supervisors have the responsibility to mentor their teaching assistants regarding pedagogical approaches to the subject matter and, to the extent possible, offer them opportunities to apply what they have learned under controlled circumstances.
- A typical COMM 602 (Supervised Experience in College Teaching) would be an apprenticeship with a standing faculty member in which the doctoral candidate learns the content and teaching methods of a particular course that they are preparing to teach. The apprentice may have some limited opportunity to lecture or carry out other teaching activities under the supervision of the faculty member. Another typical-but more advanced-COMM 602 experience is when the doctoral candidate has an opportunity to teach his/her own course or section or otherwise has significant student contact time in a course taught by a faculty member. In this case, the supervisor or mentor normally would review the doctoral candidate's teaching materials, visit a

class, and generally evaluate his/her progress in developing teaching skills. Such COMM 602 experiences must involve a significant opportunity to learn and practice the pedagogy of communications under the supervision of a standing faculty member.

- Students registered for COMM 602 will receive a quality grade and a short written evaluation from their assistantship supervisor or mentor. The grade will appear on their transcripts but will not be used in calculating their grade point average.
- COMM 602 (typically 1 credit each for two registrations) will count toward the minimum/maximum number of credits to retain one's assistantship but will not be counted in fulfilling any specific credit requirement for an advanced degree.
- Those registered for COMM 602 are required to attend occasional assessment seminars. In these seminars, COMM 602 students will share perspectives on their teaching experiences, work together to solve tactical problems, integrate what they have learned in COMM 502 (or other such coursework) with actual classroom application.
- Those who complete COMM 502 and develop a Web teaching portfolio in addition to the two COMM 602 experiences will have fulfilled the requirements for the Graduate School Teaching Certificate and are urged to apply for it. Candidates might also be eligible for Teaching with Technology Certificate.

Comprehensive Examination

The purpose of the comprehensive examination is to evaluate whether the doctoral candidate has successfully achieved the following core competencies and, therefore, is adequately prepared for dissertation research:

- Broad knowledge of the field of mass communications and appropriate cognate fields and a specialized and comprehensive knowledge of at least one subfield of mass communications as defined by the committee.
- Intellectual and research skills needed to discover and advance knowledge.
- Communication skills to disseminate knowledge effectively.
- Ability to integrate knowledge across subfields, understand how one's subfield fits into a larger framework of knowing, and to explore the social and ethical consequences of discovery and research (Upham).

The comprehensive exam is given and evaluated by the doctoral candidate's entire committee. The exam consists of written responses to particular questions from each member of the committee and a follow-up oral examination session with the full committee. A favorable vote of at least three members of the committee members is required for passing. The exam may be retaken once. The student needs to meet with the Coordinator of Graduate Education to ensure all requirements have been met before submitting the paperwork for processing to the Graduate School.

The administration of the comprehensive exam is under the jurisdiction of the Graduate School. The oral portion of the exam is scheduled and announced officially by the Dean of the Graduate School upon recommendation of the College's Associate Dean. It is important for the student to meet with the Coordinator of Graduate Education to ensure all paperwork and other requirements are met before processing the exam paperwork to be submitted to the Graduate School. **The Graduate School requires at least two weeks lead time to formally schedule the meeting date and process the necessary paperwork.** While the Coordinator of Graduate Education of the College will assist in scheduling the

exam times and submitting the paperwork to the Graduate School, it is the responsibility of the student and his/her committee chair to initiate this process well in advance of the anticipated date.

The Graduate School requires that, before the exam is given, the candidate must have:

- Completed all (or substantially all) coursework.
- Satisfied the English competence and the communication and foreign language requirement.
- A minimum grade-point average of 3.00 for work done at the university, and no missing or deferred grades.
- Registered as a full-time or part-time student for the semester (including summers) in which the comprehensive exam is taken.
- Graduate School's approval of committee.

The comprehensive examination should be completed no later than one semester after finishing full-time coursework. Barring exceptional circumstances, those who have not successfully passed the exam during this time period normally are deemed by the College not to be making expeditious academic progress for purposes of awarding fourth year funding and other optional financial support.

The doctoral committee chair is responsible for ensuring that the exam achieves the above-stated purpose and follows Graduate School policies (See "Graduate Student Committee Procedures and Responsibilities" in the **Academic Policies and Information** section). It is also important to note that the Graduate School requires written, formal reports from the chair of the student's doctoral committee testifying to the date of the exam, the fact that it has taken place and that all committee members were present. That same report will include a summary of the committee's evaluation of the student's performance on the written and oral portions of the exam. The College's Coordinator of Graduate Education processes this paperwork.

Portfolio

Doctoral candidates must submit a portfolio that is reviewed as an integral part of the comprehensive examination. The portfolio should be a greatly expanded version of what was submitted for the candidacy evaluation and should include, for example, an updated vitae, publications, conference papers, grant proposals, awards, teaching materials and other content that demonstrates comprehensive and specialized knowledge in the field, readiness to conduct dissertation research, and preparation for a scholarly career.

The portfolio (PDF, website, or other approved format) is to be turned in to the graduate office with the written responses of the comprehensive exam.

Written Portion of the Exam

The subject areas of the examination should be roughly mapped out at the candidacy evaluation and normally include questions that adequately address theory, methodology, specialization and cognate areas, as appropriate.

The final questions should closely match those previously agreed-upon subject areas.

Questions should be drawn from the content covered in the candidate's program of study. It is usually not appropriate to expect a doctoral candidate who has completed his/her coursework and fulfilled the requirements of his/her program plan to learn substantial new content areas and be tested on them in his/her comprehensive examination, unless the committee decides that the purposes of the examination can only be fulfilled with additional reading.

Every member of the committee is expected to provide a question or a set of related questions that evaluate the doctoral candidate's overall understanding of the discipline and/or research component

specified as the area of responsibility for that committee member at the earlier candidacy meeting.

Questions should go beyond the content covered in a specific course.

The exam may include dissertation-related questions but not to the exclusion of the primary purpose of the exam.

It is the doctoral candidate's responsibility to contact all committee members well in advance of the exam to discuss the written questions and expectations for answering them. Committee members should brief the candidates on the general nature of the question and may offer suggestions for background reading. Typically, committee members do not provide the specific question to the candidate prior to the examination.

All draft questions should be submitted to the committee chair, who should ensure that the final questions – in the aggregate – adequately gauge whether the doctoral candidate has successfully achieved the core competencies outlined at the beginning of this section. The committee chair should request that committee members revise their questions if necessary to achieve this goal.

The committee chair will send the questions to the Administrative Assistant in the College's Graduate office to release the questions to the student at the beginning of the written exam. The candidate usually will receive all of the questions at the beginning of the examination period. The examination period typically will be one week and usually is open book, at the discretion of the committee.

Each response should be prefaced by a brief abstract that highlights the essence of the answer to the question, with particular emphasis on the unique angle of the response, conveying the originality of the candidate's synthesis of the topic.

The answers normally are written in the style of a scholarly review essay. The answers should be original, concise, and emphasize depth of understanding and critical analysis of the literature within a limit of not less than 10 and not more than 15 pages, not including references (double-spaced, 12-point font, 1-inch margin).

Committee chairs have flexibility in the approach used to administer the exam ~ consistent with Graduate School regulations, the spirit of this policy, and the high academic standards of the program.

Oral Portion of the Comprehensive Exam

The oral examination must be **held no earlier than two weeks after the written examination is completed**. This allows sufficient time for the committee members to review the written answers prior to the oral examination. Again, it is important to meet with the Coordinator of Graduate Education at least two weeks prior to the exam date to ensure all paperwork and other requirements are met before processing the exam paperwork to be submitted to the Graduate School.

This portion of the comprehensive exam allows for extended discussion and further evaluation of the answers to the written exam and, in most cases, serves as a forum for a discussion of a range of issues associated with the material covered for the written portion of the exam. At the conclusion of the exam, the chair will solicit written evaluations and signatures on the appropriate Graduate School form for that purpose and will give that form to the College's Coordinator of Graduate Education.

The Graduate School requires that at least three members of the doctoral committee (including the dissertation adviser or chair) must be physically present at the comprehensive and final oral examination. The graduate student must also be physically present at the exam. No more than one member may participate via audio or audiovisual telecommunications connection. **A request for the use of telecommunications connections for this meeting must be submitted to the Dean of the Graduate School for approval at least two weeks prior to the date of the exam. In addition, any special arrangements must be articulated to the student and the committee members well in advance of the examination.**

Favorable votes from at least three members of the committee are required in order to pass the comprehensive exam. A report of the committee's decision, bearing the signature of each committee member, must be filed immediately with the Graduate School via the College's Coordinator of Graduate Education. If a candidate fails, it is the responsibility of the doctoral committee to determine whether another examination may be taken.

If the committee decides not to allow the student to retake the comprehensive exam, or the student fails the exam for a second time, the committee chair can start the procedure for termination of the degree program. Information on the procedures for filing the termination can be viewed in the Graduate Bulletin -Appendix III—Procedures for Termination of the Degree Program of a Graduate Student for Unsatisfactory Scholarship: www.bulletins.psu.edu/graduate/appendices/appendix3

The dissertation proposal presentation (see below) and the oral comprehensive examination normally are separate meetings, although it is possible ~ under exceptional circumstances ~ to combine them into a single meeting. The decision to combine the oral comprehensive with the formal presentation of the dissertation proposal is at the discretion of the candidate's chair and committee. If the dissertation proposal meeting is to be held on the same day as the oral exam, copies of the dissertation proposal should have been distributed to the committee at least **two weeks** in advance to allow sufficient time for the committee's review and comments. The Coordinator of Graduate Education should be notified that the dissertation proposal will be reviewed at the oral examination meeting.

Dissertation Proposal

You are expected to work closely with your adviser in the preparation of the dissertation proposal—a formal written document in which a topic for study is clearly identified. The proposal includes a justification for the significance of that topic for doctoral level study, a formal and comprehensive review of the literature associated with the topic, and a detailed description of the research method and procedures to be used. An outline of the dissertation project should be included with the proposal. This document will be delivered to your committee **at least two weeks** before a meeting at which the committee may approve or request modifications to the proposal. The committee has the right to require another meeting to review the modified proposal. A copy of the approved proposal needs to be submitted to the College's Coordinator of Graduate Education.

Guidelines for ABD Registration

According to the *Graduate Bulletin*, "A candidate for the Ph.D. degree is required to register continuously for each semester from the time the comprehensive exam is passed and the two-semester residence requirement is met until the dissertation is accepted by the doctoral committee, regardless of whether work is being done on the thesis during this interval."

Note: This means you'll also have to be registered as a full or part-time student the semester you take your final exam. (This includes summers.)

There are two phases to your dissertation work requiring two separate registration numbers. You must register for a minimum of 1 credit for each semester (excluding summers). Phase one (pre comps) is labeled *Thesis Research*. For that phase you'll use COMM 600 for on-campus work or COMM 610 for off-campus work. Phase two (post comps) is *Dissertation Preparation* and requires registration via either COMM 601 (full-time student) or COMM 611 (Part-time student). Students need to contact the graduate office's Administrative Assistant for registration of these credits.

As an all but dissertation (ABD) student, you need not be registered for the summer, unless you are defending your dissertation.

You and your adviser decide the appropriate number of total credits (beyond the minimum required by

the Graduate School), to satisfy your committee's expectation for total credits in your particular program.

Final Oral Examination

Upon completion of the dissertation, each member of the committee should receive a complete and fully edited copy of the dissertation in final form. The adviser is responsible for ensuring that the dissertation is complete and of sufficient quality to be defended at the meeting. It is appropriate for the chair and/or dissertation adviser to contact committee members prior to the meeting to confirm the judgment of each member that the dissertation is of sufficient quality to be formally defended. **No earlier than two weeks** after delivery of these copies, the student will meet with the committee for what is traditionally a "defense of dissertation."

The doctoral student must be registered full-time or part-time for the semester (including summers) in which the final dissertation exam is taken.

The final oral examination is governed by the Graduate School and should follow its guidelines abstracted herein: The exam consists of an oral presentation of the dissertation by the candidate and a period of questions and answers. These questions will relate, in large part, to the dissertation but may cover the candidate's entire program of study, because a major purpose of the examination is also to assess the general scholarly attainment of the candidate. Any formal oral presentation of the dissertation is open to the public. However, attendance at the question-and-answer period is normally restricted to invited members of the College's scholarly community and is at the discretion of the committee.

Normal outcomes of the dissertation defense are:

- Approval of the dissertation as presented;
- Approval pending minor, specified revisions, supervision of which is delegated to the adviser;
- Conditional approval pending revisions that will be circulated to the committee for approval;
- Delayed approval pending revision and another meeting of the committee.

Favorable votes from at least three members of the committee are required in order to pass this final exam. A report of the committee's decision, bearing the signature of each committee member, must be filed immediately with the Graduate School via the College's Coordinator of Graduate Education. If a candidate fails, it is the responsibility of the doctoral committee to determine whether another examination may be taken.

If the committee decides not to allow the student to retake the final exam, or the student fails the exam for a second time, the committee chair can start the procedure for termination of the degree program.

Information on the procedures for filing the termination can be viewed in the Graduate Bulletin (Appendix III—Procedures for Termination of the Degree Program of a Graduate Student for

Unsatisfactory Scholarship: www.bulletins.psu.edu/graduate/appendices/appendix3

Maintain Satisfactory Scholarship and Annual Assessment

The Graduate School defines unsatisfactory scholarship as follows: A graduate student who fails to maintain satisfactory scholarship or fails to make acceptable progress in a degree program will be dropped from the University. One or more failing grades or a cumulative grade-point average below 3.0 for any semester or session or combination of semesters and/or sessions may be considered as evidence of failure to maintain satisfactory scholarship. Action may be initiated by the department or committee in charge of the graduate major or by the chair of the student's doctoral committee.

Advisers will annually assess their doctoral students and discuss the results with them (See Appendix XIII).

Summary of Doctoral Program Requirements

Prior to Orientation Session

Person Responsible

- ☐ Assign faculty member to serve as temporary faculty adviser

GRADUATE PROGRAMS CHAIR/
ASSOCIATE DEAN

Second Semester

By second week of second semester

- ☐ Choose permanent adviser and notify Coordinator of Graduate Education. STUDENT
Remainder of the committee (inside members) should be chosen immediately thereafter.

Before the end of the first academic year (Generally by the end of Spring 2017)

- ☐ Schedule Candidacy Evaluation (contact Coordinator of Graduate Education STUDENT
when meeting is scheduled

Immediately following Candidacy Evaluation

- ☐ Submit signed candidacy form, program plan, and required documentation COMMITTEE CHAIR
to the Coordinator of Graduate Education (See Appendix IX)*

After Candidacy Exam

Between Candidacy and Comprehensive Examination

- ☐ Complete Residency Requirement (2 consecutive semesters-excluding summer) STUDENT

Semester before Comprehensive Examination

- ☐ Have complete committee established (paperwork signed by all committee STUDENT
members and submitted to the Coordinator of Graduate Education).
The Committee Appointment/Signature Form will need to be obtained
from the College's graduate office.

Final Semester of Coursework

- ☐ Schedule Comprehensive Exam (Meet with Coordinator of Graduate STUDENT
Education for scheduling the exam and to ensure all requirements have
been met.)

Immediately following Comprehensive Exam

- ☐ Submit signed Comprehensive Exam Form to Coordinator COMMITTEE CHAIR
of Graduate Education

After completion of Comprehensive Exam

- ☐ Schedule Dissertation Proposal Meeting STUDENT
(Meet with Coordinator of Graduate Education for scheduling the exam
and to ensure all requirements have been met.)

Immediately following Dissertation Proposal Meeting

- ☐ Submit Dissertation Proposal and signed Proposal Form to COMMITTEE CHAIR
Coordinator of Graduate Education

Semester Student Intends to Graduate

Beginning of semester

- | | |
|---|---------|
| ☐ Activate intent to graduate through LionPATH | STUDENT |
| ☐ Request copy of Graduate Programs/Thesis Office Calendar from the College's Administrative Assistant | STUDENT |

Early in last semester

- | | |
|--|-----------------|
| ☐ Submit draft of dissertation to committee chair or faculty adviser | STUDENT |
| ☐ Submit copies of dissertation to committee members
(at least two weeks prior to Final oral exam) | STUDENT |
| ☐ Schedule <u>Final Oral Exam</u> (Meet with Coordinator of Graduate Education for scheduling the exam and to ensure all requirements have been met) | STUDENT |
| ☐ Submit signed <u>Final Oral Exam Form</u> to the Coordinator of Graduate Education. Submit <u>Doctoral Approval Page</u> signed by the committee (Graduate office will hold paperwork until final edits are made) | COMMITTEE CHAIR |

Before Leaving Campus

- | | |
|--|---------|
| ☐ Clean office area | STUDENT |
| ☐ Return keys to Assistant to the Facilities Manager (10 Carnegie Bldg) | STUDENT |

Graduate School's Thesis Office Information

<http://www.gradschool.psu.edu/current-students/etd/>

Academic Policies and Information

Graduate Student Committee Procedures and Responsibilities

The following is a summary of Graduate School policy regarding doctoral committees. For a complete list of doctoral committee policies, please refer to the Graduate Bulletin or online at www.psu.edu/bulletins/whitebook/

Although master's programs vary widely across the University and differ from doctoral programs, departments and programs are urged to follow the spirit of the Procedures for Doctoral Students (points 1-7 below), when appropriate, for graduate committees of master's students.

Justification: A graduate student's committee is responsible for approving a student's program of study; providing constructive input to help guide the student's research/scholarship; promoting effective communication among the graduate student, committee chair/ adviser, and other members of the committee; and more generally, for helping to promote the successful completion of the student's program. The committee should be appointed as soon as possible in a master's program, and immediately after the doctoral student's admission to candidacy. The following **Doctoral Committee Policies and Procedures** are intended to help achieve these goals, to minimize misunderstandings, and help foster a collegial relationship among the graduate student, the committee chair, and the members of the committee throughout the graduate student's program. **Each doctoral student, chair and committee member should receive a copy of these policies and procedures.**

Policies and Procedures for Doctoral Students and Committees:

1. The **doctoral chair** should meet with the student **at least once per year** to (1) provide guidance, (2) finalize and approve the research proposal of the student so that there is a clear understanding of the research goals and objectives, (3) assess the quality and progress of the research, and (4) discuss programmatic issues (e.g., course requirements).
2. Both the **chair** and the **student** are responsible for providing a copy of the final draft of the dissertation to the committee **at least 2 weeks** prior to the scheduled date of the final oral examination. The chair should schedule a date for the examination with the Office of Graduate Enrollment Services **at least 2 weeks** prior to the examination.
3. Both the **chair** and the **student** are responsible for ensuring the completion of a final draft of the dissertation, and **for adequate consultation** with members of the doctoral committee, well in advance of the final oral examination. Major revisions of the dissertation should be completed before this examination. The dissertation should be complete and in its "final" form, with correct and polished content and style, appropriate notes, bibliography, tables, etc., at the time it is distributed to the committee members. **If committee members find that the draft submitted to them is not in this form, the chair is notified and postponement of the examination is considered.**
4. **If a committee member finds that the "final" draft is not correct and polished with respect to content and style, it is his/her responsibility to notify the committee chair (or adviser) at least one week in advance of the final oral examination date.** The committee member should indicate his/her concerns regarding the draft and recommend consideration of postponement of the examination to the committee chair (or adviser). The **committee chair** (or adviser), in consultation with committee members, is responsible for notifying the student and assessing whether the student can make the necessary revisions to the "final" draft before the examination date. If it is determined that revisions cannot be made in time, the examination should be postponed. If differences exist among committee members, the **department head or program**

chair should be consulted to hear the expressed concerns and determine whether the examination should be postponed.

5. **If the dissertation is deemed unsatisfactory at the time of the examination by at least two-thirds of the committee, the student will fail the examination.** If a candidate fails, it is the responsibility of the committee to determine whether another examination may be taken by the student.
6. The chair or at least one co-chair must be a member of the graduate faculty of the specific doctoral program in which the candidate is enrolled. A retired or emeritus faculty member may chair a doctoral committee if he/she began chairing the committee prior to retirement, and has the continuing approval of the department head or program chair. The primary duties of the chair are: (1) to maintain the academic standards of the doctoral program and the Graduate School and to assure that all procedures are carried out fairly, (2) to ensure that the comprehensive and final examinations are conducted in a timely fashion, (3) to arrange and conduct all meetings, and (4) to ensure that requirements set forth by the committee are implemented in the final version of the thesis.
7. A doctoral committee must consist of four or more active members of the Graduate Faculty, which includes at least two faculty members from the student's major field. The dissertation adviser must be a member of the doctoral committee. The dissertation adviser usually serves as chair, but this is not required. If the candidate is also pursuing a dual-title field of study, a co-chair representing the dual-title field must be appointed. In most cases, the same individual (e.g., dissertation adviser) is a member of the Graduate Faculty in both the major and dual-title fields, and in such cases may serve as sole chair. At least one regular member of the doctoral committee must represent a field outside the candidate's major field of study in order to provide a broader range of disciplinary perspectives and expertise within the committee. This committee member is referred to as the "Outside Field Member." In cases where the candidate is also pursuing a dual-title field of study, the dual-title representative to the committee may serve as the Outside Field Member. If the candidate has a minor, that field must be represented on the committee by a "Minor Field Member." (See also Major Program and Minor Field under D.Ed.—Additional Specific Requirements in the Graduate Bulletin.) A person not affiliated with Penn State who has particular expertise in the candidate's research area may be added as a "Special Member," upon recommendation by the head of the program and approval of the Graduate Dean (via the Office of Graduate Enrollment Services). A Special Member is expected to participate fully in the functions of the doctoral committee.

Ethics and Professional Responsibility

The College of Communications is committed to maintaining the highest ethical standards in the scholarly pursuits of all its faculty and graduate students. Since the creation of the College, ethics and professional responsibility have been integral components of all its degree programs and are deeply imbedded in its curriculum and co-curricular activities. The College seeks to instill in all of its doctoral and MA students the core values of scholarly integrity and professional responsibility and to develop good academic citizenship. To this end, students in all graduate degree programs offered by the College must demonstrate a thorough understanding of and grounding in research ethics and professional responsibility.

All graduate students at Penn State are required to complete the Scholarship and Research Integrity (SARI) program that offers training in the responsible conduct of research and other learning opportunities to further that goal. Consequently, the program plans of all doctoral and master's candidates in the College must include the follow two requirements from the SARI program:

During the first year of enrollment, completion of the Responsible Conduct of Research online training program provided by the Collaborative Institutional Training Initiative (CITI). Communications graduate students may complete either the Social and Behavioral course or the Humanities course. (Although many lessons in both versions of the training program are appropriate for all sub-disciplines in Communications, some are not. Students and their committees, therefore, should select the one that best – although potentially not perfectly ~ matches their research field.) The online training program can be accessed at the SARI Resource Portal on the Office for Research Protections (ORP) website (www.research.psu.edu/orp). CITI training and certification are course requirements for COMM 590 (Colloquium).

Prior to degree completion, an additional 5 hours of discussion-based education in Responsible Conduct in Research. This requirement is flexible and may be fulfilled with coursework in the College or in other units, coursework or co-curricular experiences, and universal or discipline-specific material.

In almost all cases, graduate students in the College will satisfy this requirement by successfully completing the core coursework in their respective programs. Graduate committees may assume that students receive at least three hours of discussion-based education in research ethics in COMM 506 (Introduction to Mass Communications Research) and COMM 511 (Mass Communications Research Methods II) and each semester of COMM 590 (Colloquium). The required proseminars also include a substantial amount of ethics-oriented content.

In addition, graduate committees may require or encourage additional coursework and co-curricular experiences in ethics and professional responsibility. Some possibilities follow:

The vast majority of the 500-level seminars offered by the College have a substantial amount of material regarding professional ethics and social responsibility of the media woven into the course content. Extensive co-curricular opportunities in the College are coordinated by Don Davis Program in Ethical Leadership. <http://comm.psu.edu/research/centers/don-davis-program-in-ethical-leadership>

The University's Scholarship and Research Integrity program offers a variety of workshops, online resources, and individualized consultation that can be tailor-made to fulfill or supplement the RCR requirement. <http://www.research.psu.edu/training/sari/>

Colloquium (Communications 590)

Colloquium is a continuing series of seminars and presentations that introduce entering doctoral and master's students in the College of Communications to graduate studies and serves as a forum for scholarly exchange among all graduate students and faculty. All entering graduate students in the College are required to complete one semester of Colloquium; however, the credit earned for Colloquium may not be used to fulfill minimum credit requirements for any degree program. Continuing graduate students are strongly encouraged to attend Colloquium when the topics are appropriate their educational and professional goals.

The objectives of Colloquium are to:

- Develop good academic citizenship
- Help build a scholarly community and foster camaraderie among entering graduate classes
- Learn the codes and pathways of graduate education and the specific policies and expectations of the College's graduate programs
- Introduce new graduate students to the College's faculty and their research interests
- Stir intellectual ferment in the College
- Facilitate the flow of information among graduate students and faculty

In addition to an array of scholarly subjects, Colloquium routinely covers important topics in the realm of academic professionalism, such as:

- Importance and meaning of academic freedom
- Professional responsibility and scholarly etiquette
- Research ethics
- Teaching and learning
- Thesis and dissertation research and writing
- Scholarly publishing and conference presentations
- Human subjects protections and approval process
- Performance of assistantship responsibilities
- Applying for grants, fellowships, and scholarships
- Preparing for the academic and professional job markets
- The importance and meaning of academic tenure

Registration

Registration as a full-time student is required for each student receiving assistantship support. All assistantships in the College of Communications are classified as half-time assistantships (20 hours of service per week). Therefore, to be enrolled as a full-time student, students must register for 9-12 credits each during the Fall and Spring semester (excluding Colloquium).

Some programs outside of Communications have restrictions on course enrollment and will not allow out students to enroll via LionPATH. Often student may be added with permission of the professor of the course. In such cases, student should (1) email the professor of the course as soon as registration is open to express interest in the course and ask if it is possible to be added, and (2) in the note, emphasize the student's relevant background to match the courses' content.

All graduate students are required to maintain continuous registration by registering for each Fall and Spring semester until all degree requirements have been met. If, however, all degree requirements, including thesis/ submission and/or defense, are completed prior to the first day of classes of the semester in which the student will be graduating, then the student is not required to register for that semester. Upon completion of all coursework, in order to maintain continuous registration, a student should be registered in one of the following classes:

- COMM 600 (Thesis Research ~ on campus)
- COMM 610 (Thesis Research ~ off campus)

Ph.D. candidates who have passed the comprehensive exam and met the two-semester residency requirement should register for:

- COMM 601 (Thesis Preparation ~ full-time)
- COMM 611 (Thesis Preparation ~ part-time)

For registration of 600 level courses, contact the Administrative Assistant in the College's graduate office.

Some programs outside of Communications have restrictions on course enrollment and will not allow our students to enroll via LionPATH. Often students may be added with permission of the professor of the course. in such cases, students should (1) Email the professor of the course as soon as registration is open to express interest in the course and ask if it is possible to be added, and (2) in the note, emphasize the student's relevant background to match the course's content.

Dropping Courses

All requests to drop courses should be approved by your faculty adviser. Students on an assistantship award should realize that if a course is dropped, because of the tuition waiver that is offered as a benefit of your assistantship, the tuition paid cannot be recovered and reduces funds available for continuing support.

Normal Academic Progress

Students in all graduate programs are required to maintain a 3.00 GPA. Students who fall below this standard will be considered to be on academic probation. If a student remains below this standard for two consecutive semesters, the student may be terminated.

Resolution of Academic Conflicts

There are prescribed University and College procedures for resolving student complaints over classroom conduct by instructors such as: unjustified cancellations of classes, frequent absenteeism or late arrival, absence during designated office hours, early completion of semester, grade disputes and allegations of plagiarism.

Students should first attempt to resolve such problems and conflicts through discussion with the instructor involved. If resolution is unsuccessful at this level, the appropriate channels include: your adviser, a program chair of that program, the Associate Dean in the College, or the Dean of the College. Students will, in an informal manner, be advised of their rights and the procedures open to them to pursue their concerns.

Graduate Teaching/Research Assistantships

There are a limited number of half-time graduate assistantships available each year in the College. Assistantships are awarded after admission decisions have been made in the spring to those the admissions committees judge to be the best qualified. Invariably, there are more deserving applicants than there are available assistantships, so the committee must make difficult decisions. Rejection of an applicant for financial assistance does not imply any judgment of his or her scholarly and professional promise.

Half-time graduate assistants are responsible for 20 hours per week of service. Graduate student TA responsibilities are determined by the Associate Dean.

Graduate School regulations stipulate that the holder of a half-time assistantship may enroll for no more than an average of 12 academic credits per semester.

The holder of an assistantship receives a stipend during the fall and spring semesters plus remission of tuition for those semesters and the following summer session if approved. No stipend is paid during the summer months. If the assistantship holder wishes to take advantage of the summer tuition remission, he or she must apply for it during the preceding spring semester.

If the holder of an assistantship elects to relinquish the assistantship or if the assistantship contract is rescinded, all benefits are relinquished as well. The stipend, tuition remission and benefits are inseparable parts of the assistantship budgetary support package.

The performance of graduate assistants is closely monitored by the faculty member to whom the assistant is assigned and by the Associate Dean. Failure to provide the assistance stipulated in the contract may result in revocation of the assistantship. Deficient scholarship (dropping below the 3.0 grade point average) may also result in revocation.

Important Policies and Resources Online

Academic Integrity

For College guidelines regarding academic integrity, please refer to the appendices. University policies and rules can be found at www.tlt.psu.edu/plagiarism/links/penn-state-policies/

General Standards of Professional Ethics (Policy AD47)

www.guru.psu.edu/policies/AD47.html

Addressing Allegations of Research Misconduct (Policy RA 10)

<https://guru.psu.edu/policies/RP02.html>

Co-authorship of Scholarly Reports, Papers and Publication (Policy IP02)

www.guru.psu.edu/policies/IP02.html

The Use of Human Participants in Research (Policy RA14)

www.guru.psu.edu/policies/Ra14.html

Discrimination, Harassment, Sexual Harassment and Related Inappropriate Conduct (Policy AD85)

www.guru.psu.edu/policies/AD85.html

Computer and Network Security (Policy AD 20)

www.guru.psu.edu/policies/Ad20.html

Use of Institutional Data (Policy AD23)

www.guru.psu.edu/policies/Ad23.html

Statement of Intolerance (Policy AD29)

www.guru.psu.edu/POLICIES/Ad29.html

Graduate Assistants Payroll (Policy PR06)

<https://guru.psu.edu/policies/PSU/PR06.html>

University Vehicle Operations or Use (Policy BS20)

<https://guru.psu.edu/policies/PSU/BS20.html>

Administrative Policies

Guidelines for Funding Graduate Student Travel

Enabling graduate students in the College of Communications to travel to academic conferences contributes both to their professional development and to the visibility of the College. Therefore, to the extent possible, within financial constraints, the College should support graduate student travel.

With budget constraints and a relatively small travel fund, it is imperative that the College allocate its travel resources carefully; this is made all the more important by the size of our graduate program. However, we acknowledge that there are circumstances that may alter the need for travel funds. Generally, it is assumed that students will cover many of their expenses. The College's graduate program travel fund does not support graduate student travel to conduct research; the funds are meant to support the presentation of (refereed) research.

These travel guidelines are designed to add a measure of transparency to the disbursement of travel funds, provide information for students that will be useful for planning their conference participation, and allow flexibility for both the student and the College in the case of exceptional circumstances.

Disbursement of general College funds, for the fiscal year that begins July 1 and ends June 30, will be guided by the following:

Priority for funding will go to:

- Students on assistantship;
- Advanced Ph.D. students (students who have reached candidacy in the program).

Students can generally expect the following maximum disbursements; these totals, of course, are subject to budgetary changes/constraints in the College and are re-evaluated annually:

- Post-Candidacy (2nd-year) Ph.D. students: \$800
- 3rd-year Ph.D. students: \$900
- 4th-year Ph.D. students: \$1000

Since the College offers limited funding to each graduate student, it is important to consult closely with your academic adviser on what conferences are best suited for you.

M.A. students, students who are not on assistantship, and first-year Ph.D. students may apply for funding for specific conference travel. Decisions will be based on the availability of funds.

Any student can apply for additional travel funding (international conferences, for example); however, such requests will be granted on a case-by-case basis in light of the availability of funds and the nature of the conference.

Graduate students will be notified (based on the second bullet point) by mid-July of the amount they will be allocated for the fiscal year. See Appendix IX for University requirements for international travel.

Reimbursement Procedures

To receive the total amount of funding requested, all receipts need to be submitted within five days of the end of the conference. If this is not possible, please contact the Coordinator of Graduate Education. Reimbursements will be processed within seven-ten days of receiving the request for reimbursement if submitted within the five business days of the end of the conference. (Receipts that are submitted after that may be processed with reimbursements for the next conference for which receipts are submitted.) Graduate students adding personal travel needs to submit what the cost of travel would be round trip

from State College of venue of conference within one day prior to and end of conference dates. The College will not reimburse student for persona; portion of travel.

Receipt submission should comprise:

- Airfare confirmation (Expedia, Travelocity, etc.). The confirmation should include:
- Total amount including taxes
- Airline (Delta, US Airways, United, etc.)
- Itinerary (time and date of departure and arrival)

If traveling by car, keep track of mileage. University will reimburse for mileage, not gas. Current rate is 56 cents per mile. For those who carpool, the graduate student whose vehicle is being used will be reimbursed (the amount will be divided among those who are carpooling. Please keep in mind the 750-mile rule: Generally, flying is less expensive than driving for distances over 750 miles. If a traveler chooses to drive a distance over 750 miles, the difference in cost should be document (cost of flight, lodging, parking, etc). Without documentation, mileage reimbursement will be limited to 750 miles.

Conference registration with amount paid (original email from the conference or receipt handed to you at the conference). The University cannot accept a credit card statement or the signed credit card receipt. Please note, the University does not reimburse for membership fees.

Guidelines for Lodging

Lodging expenses must not exceed the single occupancy rate unless two or more employees are staying in the same room. Staff, faculty, or students who are spouses/partners, immediate family members, or of the same sex may be asked to share a room, provided a separate bed/cot is available for each individual in the room. The University does not expect nor does it condone University staff, faculty or students sharing a bed while on travel sponsored in whole or in part by the University (Spouses/partners are excluded if they so choose). If an individual presents as a gender different from one's birth sex, individuals may not be compelled to share a room, but may do so if all individuals agree.

Hotel lodging and taxes are reimbursed only. (Internet connection, phone calls or room service – even if on the receipt ~ will not be covered.) If sharing a room, it is recommended that individual receipts are secured for each person. If this is not possible, list the names of the people sharing the room on the receipt and the amount each person paid. If one person paid the entire bill, confirmation will be needed from the other students. International lodging will be reimbursed per diem.

Meals will be paid based on per diem (the University lists the amount per day for all the towns and cities in the US and other counties.). First and last day of travel is 75% of meal per diem. If meals are provided by a conference, host or as part of hotel accommodations, then meal per diem will be adjusted to correspond with meals provided.

All reimbursements will be processed through ERS (Employee Reimbursement System). After the receipts are input by staff in the Graduate Office, the student will receive an email from “ConcurSolutions,” sent through ERS, indicating that the request is ready for submission.

The chain for the reimbursement is:

1. Entered by Grad Office staff
2. Graduate Student submits the request through ERS (www.ers.psu.edu). Penn State user ID and password will be needed to log into the system.
3. Associate Dean approves the request
4. Assistant to the Financial Officer approves

5. Financial Officer approves
6. Accounting Office approves

Note: It may take several days to a week after the student submits the report for the reimbursement to be deposited into the student's bank account.

Reimbursements during the **summer months** run through the same process. The main difference for reimbursement during the summer is any student not receiving wages will need to fill out a Non-Employee Information Form" <https://guru.psu.edu/forms/public/nonempinfoform.pdf>

Poster Costs

The College will pay for the printing of the poster for conference presentations. Students who will be making poster presentations must contact the Graduate Office on how to proceed with the printing of the poster. Since the College will be covering the costs of the posters, it is expected that the posters will be returned to the College for display on the 2nd floor of James Bldg. If a student does not return the poster for display, the cost of the poster will be deducted from the travel reimbursement requested by the student.

Upon return from the conference, the poster should be returned to the Graduate Office at the same time handing in receipts for reimbursement. The College will cover the post for the poster to be mounted on form core for display in James Building. The required dimensions for the poster to be mounted are as follows:

- 24x36 inches
- 32x40 inches
- 40x60 inches

New International Travel Policy (June 2016)

The University has recently issued new policy requirements related to international travel. The new International Travel Requirements Policy, effective May 16, 2016, applies to all University employees, students, and authorized volunteers while travelling as part of any University-Affiliated International Travel, regardless of the funding source, including individuals and groups of students participating in for-credit academic study-abroad experiences.

This policy requires that all international travel (other than approved education abroad programs) commencing after July 1, 2016 be registered in the Office of Global Programs' Travel Safety Network (TSN) a minimum of 30 days prior to travel. As part of the travel registration, students are required to attend an Emergency Preparedness Workshop conducted by the Office of Global Programs, and obtain the international health and emergency coverage offered through HTH Worldwide, prior to departure (see Penn State Travel Policy/Insurance). More information about this insurance and the requirement to provide proof of coverage is located in the TSN database.

International travel reimbursement will not be approved without a receipt from the TSN confirming registration, completion of the Emergency Preparedness Workshop and HTH insurance coverage.

Please review the existing policy along with the new international travel requirements with all of your new and returning graduate students to ensure that every student in your graduate degree program is aware of the policies. **Indicating that they weren't aware of the policies will not be considered an acceptable reason for not registering in the TSN, not completing the Emergency Preparedness Workshop and for not having the required HTH travel insurance.** University funds will not be approved for any costs associated with their travel in such cases. The July 1 effective date is for actual travel. If an international trip is already booked and will happen after July 1, the traveler is required to

register with TSN. Questions about the operation or use of the TSN system should be directed to the TSN Staff within the Office of Global Programs. The TSN Staff may be reached via email (tsn@psu.edu) or via phone (814-863-8788).

International Travel Requirements Policy:

<https://guru.psu.edu/policies/InternationalTravelRequirements.html>

TSN:

<https://global.psu.edu/event/uogp/travel-registry-system-line-maintenance-june-16-1130-am-1230-pm>

HTH Worldwide:

<https://www.hthstudents.com/ge.cfm?ac=dyi-7719>

Penn State Travel Policy/Insurance:

<https://guru.psu.edu/policies/travelpolicyINSURANCE.html>

Office and Key Assignments

Because of a limited amount of office space, only those students holding graduate assistantships will be assigned an office. The Graduate Assistant Offices are located on the 2nd floor of James Bldg. Each graduate assistant may share desk space with another graduate assistant. If you must hold office hours as a requirement of your teaching assignment, you must work out a schedule that will be compatible with your assigned desk partner(s). Please do not remove any furniture from these offices. All furnishings are inventoried.

There are several computers available with limited printing facilities. These computers are for your use, and again must be shared by all. Please be considerate of others by sharing the working time.

Keys will be assigned by the assistant to the Facilities Manager, 11 Carnegie Building.

Graduate students have mailboxes in the 115 Carnegie Building. **All mail will be sent to your office mailbox rather than to your home address**, so please be sure to check your mailbox on a regular basis.

Graduate students must return all keys assigned to them upon completion of their graduate assistantship (or completion of a specific teaching/research assignment if other keys are assigned). Keys are not to be loaned to **anyone**. If a key is lost, there is a \$20 charge to replace the key. If re-coring of a door is necessary in order to change the locks due to a lost key, additional costs will be incurred. Also, it is unlawful to duplicate these keys. Doors are to be kept locked when the office is vacant.

College of Communications Graduate Courses

The following is a list of 500-level courses offered by the College of Communications. Some 400 courses are also appropriate for some graduate degree programs. Graduate students should consult with their academic adviser to determine the suitability of a course for a particular area of study:

- COMM 501 **PROSEMINAR IN MASS COMMUNICATIONS**
Overview of the paradigms in mass communications research.
- COMM 502 **PEDAGOGY IN COMMUNICATIONS (3)**
Focuses on the unique characteristics of undergraduate education as well as the need for the integration of teacher preparation at the doctoral level.
- COMM 504 **SEMINAR IN THE HISTORY OF MASS COMMUNICATIONS**
Explores the history of mass communication, focusing primarily on the United States.
- COMM 505 **INTERNATIONAL COMMUNICATIONS PROBLEMS**
Legal and communications problems of the international flow of news and opinion; international press codes.
- COMM 506 **INTRODUCTION TO MASS COMMUNICATIONS RESEARCH**
The scientific method; survey of basic concepts of theoretical and empirical research; variety of methodology; criteria for adequate research.
- COMM 507 **NEWS MEDIA & PUBLIC OPINION**
Problems in the function, techniques, and responsibilities of press, radio, and television in forming and interpreting opinion.
- COMM 510 **COMPARATIVE THEORIES OF PRESS SYSTEMS**
Institutional structure and normative functions of press systems in modern societies as shaped by prevailing world view and social organization.
- COMM 511 **MASS COMMUNICATIONS RESEARCH METHODS II (3)**
Problems of bibliographical research; evaluation of sources and materials in mass communications history, biography, structure, ethics, and other areas.
- COMM 512 **GOVERNMENT AND MASS COMMUNICATIONS (3)**
Problems of freedom of information; governmental efforts to control mass communication agencies; government news coverage; public information agencies.
- COMM 513 **CONSTITUTIONAL PROBLEMS OF THE NEWS MEDIA (3)**
Problems involving conflict between guarantees of press freedom in the First and Fourteenth Amendments and rights and privileges of others.
- COMM 514 **POLITICAL ECONOMY OF COMMUNICATIONS (3)**
Structure and functions of United States and global media systems and their relationship to political and economic systems.

- COMM 515 **MA PROSEMINAR IN MASS COMMUNICATIONS (3)**
An introduction to graduate studies for MA students in Media Studies and Telecommunications Studies. Prerequisite: First semester enrollment in MEDIA or TELECOM M.A. programs.
- COMM 516 **INTRODUCTION TO DATA ANALYSIS IN COMMUNICATIONS (3)**
To understand and be able to use data analysis techniques common to research in communications. Prerequisite: COMM 506 or consent of program.
- COMM 517 **PSYCHOLOGICAL ASPECTS OF COMMUNICATION TECHNOLOGY**
Investigation of psychological aspects of human-computer interaction (HCI) and computer-mediated communication (CMC). Prerequisite: COMM 404 or COMM 506
- COMM 518 **MEDIA EFFECTS (3)**
Advanced study of the effects of media messages and technologies via theories and empirical evidence pertaining to processes of effects.
Prerequisite: COMM 506 or equivalent
- COMM 520 **THEORY AND APPLICATION OF STRATEGIC COMMUNICATIONS (3)**
A practical study of strategic communications through examination of theoretical and conceptual fundamentals within the advertising/public relations industries.
(Proposed new title and description)
- COMM 521 **ADVERTISING/PR RESEARCH SEMINAR (3)**
Exposure to important research in the advertising and public relations field and its implications in research development.
(Proposed new title and description)
- COMM 522 **ADVERTISING, PUBLIC RELATIONS AND SOCIETY (3)**
Examination of the social and ethical impact of advertising and public relations; social responsibility; regulatory concerns and the ethical conduct of the industry. *(Proposed new title and description)*
- COMM 550 **FILM THEORY AND CRITICISM**
Advanced studies in traditional and contemporary film theory and criticism.
- COMM 553 **SPECIAL PROBLEMS IN FILM AND TELEVISION**
Advanced studies in current theoretical paradigms in film and television studies.
- COMM 555 **MEDIA AND CULTURE**
An overview and history of critical theories that aim to explain the relationship between media and culture.
- COMM 556 **CLOSE TEXTUAL ANALYSIS-FILM AND VIDEO (3)**
Using theoretically-informed, close textual analysis approach, course will explore the way films and videos generate meaning. Prerequisite: COMM 501
- COMM 580 **TELECOMMUNICATIONS SEMINAR**
Study of the historical and contemporary issues and problems in telecommunications.

- COMM 582 **ETHICS AND EMERGING COMMUNICATIONS TECHNOLOGY**
Identification and analysis of ethical issues raised by electronic communications technologies.
- COMM 584 **INTERNATIONAL TELECOMMUNICATIONS AND TRADE POLICY**
An interdisciplinary perspective that investigates contemporary debates and ongoing or anticipated conflicts in international telecommunications and trade policy.
- COMM 585 **MEDIA & TELECOMMUNICATION INDUSTRIES (3)**
Study the structure and performance of media, telecommunications and information industries applying principles and ideas from microeconomics, finance and communications.
- COMM 590 **COLLOQUIUM**
Continuing seminars that consist of a series of individual lectures by faculty, students, or outside speakers.
- COMM 594 **DIRECTED STUDIES**
Supervised student activities on research projects identified on an individual or small-group basis.
- COMM 595 **COMMUNICATIONS INTERNSHIP**
Supervised off-campus, non-group instruction, including field experiences, practicums, or internships. Written and oral critique of activity required.
- COMM 596 **INDEPENDENT STUDIES**
Creative projects, including nonthesis research, which are supervised on an individual basis and which fall outside the scope of formal courses.
- COMM 597 **SPECIAL TOPICS**
- COMM 602 **SUPERVISED EXPERIENCE IN COLLEGE TEACHING**
- COMM 603 **FOREIGN ACADEMIC EXPERIENCE**

Lee Ahern

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Research Interests:

Ahern's research focuses on the description, analysis and ethics of strategic messages, primarily in the context of environmental and health communications.

Biography:

Ahern has close to 20 years of industry experience to complement his teaching and research. Most recently he was marketing manager for an international custom publishing company, where he also oversaw development and implementation of all new media products.

After beginning his career as a financial writer in New York, he worked in various communications capacities on Wall Street for over a decade. For several years thereafter, Ahern and his wife (Colleen Connolly-Ahern) ran their own marketing communications company serving clients in financial services and advertising.

Ahern has more than 25 refereed journal articles, book chapters and conference papers. He has also published on leading blogs, include CommPro.biz and GreenBiz.com. His current research focuses on the description, analysis and ethics of strategic messages, primarily in the context of environmental and health communications. In particular, he has explored psychological effects and cognitive processing implications of different environmental message factors. In an international context, Ahern also studies the roles of culture and media system development on environmental attitudes and behaviors.

Selected Publications:

Ahern, L., Bortree, D.S. & Nutter-Smith, A. (Available online, 2012). Key trends in environmental advertising across thirty years in National Geographic Magazine. *Public Understanding of Science*.

Ahern, L. (2012). The role of media system development in the emergence of postmaterialist values and environmental concern: A cross-national analysis. *Social Science Quarterly*.

Connolly-Ahern, C., Ahern, L. & Bortree, D. (2010). The effectiveness of stratified constructed week sampling for content analysis of electronic news source archives: AP Newswire, Business Wire and PR Newswire. *Journalism & Mass Communication Quarterly* 86(4), 862-883.

George Anghelcev

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Research Interests:

George Anghelcev is interested in the psychology of persuasion, with an emphasis on mood and emotion. In this context, he examines how advertisements can be used to promote ideas and social values in addition to products and brands. His current research focuses on emotional responses to organic food advertising and on analyzing patterns in the dissemination of sustainability-related talk on social media platforms.

Biography:

George Anghelcev (Phd, University of Minnesota) has taught and lectured at universities in China, France, Hungary, Romania and the US. His professional experience highlights include working in strategic planning for Campbell-Mithun Advertising in Minneapolis, MN and advertising agencies in Eastern Europe. He served as an associate researcher for Romania's Ministry of Public Information. He sits on the editorial review boards of International Journal of Advertising and Journal of Social Marketing, and is the current Research Chair of the Advertising Division of AEJMC.

Selected Publications:

Anghelcev, G. (2015). Unintended effects of incentivizing consumers to recommend a favorite brand. *Journal of Marketing Communications*, 21(3), 210-223.

Sar, S., & Anghelcev, G. (2015). Congruity between mood and message regulatory focus enhances the effectiveness of anti-drinking and driving advertisements: a global versus local processing explanation. *International Journal of Advertising*, 34(3), 421-446.

Anghelcev, G., Chung, M. Y., Sar, S., & Duff, B. R. (2015). A ZMET-based analysis of perceptions of climate change among young South Koreans: Implications for social marketing communication. *Journal of Social Marketing*, 5(1), 56-82.

Robert Baukus

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Research Interests:

Current research concerns ethical issues related to advertising media planning and teaching methods to enhance critical thinking skills in advertising curriculum

Biography:

He recently contributed to *Communication and Terrorism*, a book about the impact of media depictions of terrorist events, and *Framing Friction*, a book on how the media portray social conflict. Has published in *Journalism Educator*, the *Journal of Health Communications*, and *Communication Research Reports*, among others. He has presented numerous papers related to advertising and marketing communications.

He has been an active marketing communications consultant for more than 16 years for network news corporations, advertising agencies, newspapers, media production agencies and the pharmaceuticals industry in the area of strategic advertising and marketing communications. He works with commercial productions companies and is involved in various aspects of advertising development and implementation. He is also interested in the development and marketing of programming and public relations materials related to the eco-fashion industry.

Selected Publications:

Baukus, R. (2004). DTC Advertising. *Journal of Health Communication*, 9(6), 563-564.

Strohm, S. M., & Baukus, R. A. (1995). Strategies for Fostering Critical-Thinking Skills. *Journalism & Mass Communication Educator*, 50(1), 55-62.

Payne, J., Ratzan, S. C., & Baukus, R. A. (1989). Newspaper Coverage of the Harvard Medicare Project: Regional Distinctions or Discreet Disregard? *Health Communication*, 1(4), 227.

Ronald Bettig

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Biography:

Ronald V. Bettig joined the College of Communications in 1988. He teaches undergraduate and graduate courses on the political economy of communications. He is author of the groundbreaking book *Copyrighting Culture: The Political Economy of Intellectual Property* (1996, Westview Press). He co-authored, with Jeanne Lynn Hall, of *Big Media, Big Money: Cultural Texts and Political Economics*, 2nd ed. (2012, Roman & Littlefield). He also has published a number of journal articles and book chapters on political economy, intellectual property, and media industries and presented his work at conferences throughout the world.

He is a longtime member of the Union for Democratic Communications and served as a member of the organization's steering committee from 1993-2012. He won the Excellence in Teaching Award from the College of Communications Alumni Society in 1996 and has been named Faculty Marshal five times. He also has chaired and served on dozens of scholar, master's and doctoral thesis committees.

Selected Publications:

Bettig, R. V. and Heresco, A. (forthcoming). "The History of the Union for Democratic Communications through the *Democratic Communiqué*." *Democratic Communiqué*

Bettig, R.V. and Hall, J. L. (2012) *Big Media, Big Money: Cultural Texts and Political Economics*, 2nd ed. Lanham, MD: Rowman & Littlefield

Bettig, R. V. (2009). "Private Equity, Private Media." *Democratic Communiqué*, 23(1), 22-44

Bettig, R. V. (2008). "Hollywood and Intellectual Property." In Janet Wasko & Paul McDonald (eds.) *The Contemporary Hollywood Film Industry*. Malden, MA: Blackwell (2008), pp. 195-205

Bettig, R. V. and Hall, J. L. (2008). "Outfoxing the Myth of the Liberal Media." In Thomas Benson & Brian Snee, *The Rhetoric of the New Political Documentary*, Carbondale, IL: Southern Illinois University Press. pp. 173-201

Bettig, R.V. (2007) "Concentration in the Copyright Industries." In Peter Yu (ed.), *Intellectual Property and Information Wealth*. Westport, CT: Praeger, pp. 363-384

Jan Boehmer

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Biography:

Jan Boehmer joined the Penn State faculty in 2016. He previously served as an assistant professor at the University of Miami. An assistant professor of journalism, Boehmer also serves as a faculty affiliate of the John Curley Center for Sports Journalism. Boehmer investigates the impact of new and social media on the intersection of sport, media and society. More specifically, he focuses on how and why digital messages and the ensuing (online) relationships affect the audiences' perceptions, attitudes and behaviors. Recent projects have addressed the reduction of racial stereotypes in sports, the role of athletes in communicating health-related messages, sports journalists' adjustment to the realm of social media, the rise of non-profit news sites, and the developing relational dynamics between media personalities and their audiences.

Dr. Boehmer's work has been published in peer-reviewed journals such as *Journalism & Mass Communication Quarterly*, *Computers and Human Behavior*, *Behaviour & Information Technology*, *Communication & Sport* and the *International Journal of Sport Communication*. He has also authored multiple book chapters and is currently engaged in developing sport media textbooks for the Spanish and German market.

In 2016, Boehmer was awarded the "Early Career Research Award" from the Sports Communication Interest Group at ICA. Before that, AEJMC named him one of four "Emerging Scholars" in the field of Journalism in 2014-15. Boehmer has also received "Best Paper" awards at both ICA and AEJMC conferences in recent years.

At Penn State, he will teach courses related to social media, data journalism and evolving storytelling techniques (e.g., interactive data, virtual reality, drones) to help students succeed in the changing media landscape.

Boehmer received his Ph.D. in media and information studies from Michigan State in 2014 and holds a degree in online journalism from the Darmstadt University of Applied Sciences (Germany). Outside of academia, he continues to work as a sports writer, mostly covering the National Basketball Association for international media outlets. Over the past decade, he has worked for newspapers, radio and television stations, as well as online publications in Germany and the United States covering sports.

Selected Publications:

Boehmer, J. (2015). Does the game really change? How students consume mediated sport in the age of social media. *Communication & Sport*. Advance online publication.

Boehmer, J. & Tandoc Jr., E (2015). Why we retweet: Factors influencing intentions to share sport news on Twitter. *International Journal of Sport Communication*, 8(2), 212-232.

Boehmer, J., LaRose, R., Rifon, N., Alhabash, S. & Cotton, S. (2015). Determinants of online safety behavior: Toward a strategy for public education of young adults. *Behaviour & Information Technology*. 34(10), 1022-1035.

Denise Bortree

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Research Interests:

Research interests include nonprofit organization communication and environmental sustainability.

Biography:

Denise Bortree is an associate professor of communications in the department of advertising and public relations and the director of the Arthur W. Page Center for Integrity in Public Communication. Her research focuses on ethical dimensions of communication in a number of contexts including nonprofit organizations, environmental sustainability, and adolescent communication. She has authored more than 25 peer-reviewed journal articles, which have been published in journals such as *Journalism and Mass Communication Quarterly*, *Journal of Public Relations Research*, *Nonprofit Management and Leadership*, *Public Relations Review*, the *International Journal of Volunteer Administration*, among others. She has been a guest editor for special issues of three journals, the *Journal of Public Relations Research*, the *Public Relations Journal*, and *PRism*. In 2011 she consulted for the United Nations on the State of the World's Volunteerism study. She was awarded the 2007 and 2008 Mary Merrill Memorial Award from the *International Journal of Volunteer Administration* for her co-authored research on volunteer communication. Bortree earned a master's degree in mass communication, a master's in education with a focus in education psychology, and a Ph.D. in mass communication from the University of Florida.

Selected Publications:

Bortree, D. S., & Waters, R. D. (2014). Race and Inclusion in Volunteerism: Using Communication Theory to Improve Volunteer Retention. *Journal of Public Relations Research*, 26(3), 215-234.

Bortree, D.S., Ahern, L., Dou, X. Smith, A.N. (2012). Framing the environmental movement: A study of advocacy messages in National Geographic Magazine. *International Journal of Nonprofit and Voluntary Sector Quarterly*, 17(2), 77-99.

Bortree, D.S. (2010). Exploring adolescent-organization relationships: A study of effective relationship strategies with adolescent volunteers. *Journal of Public Relations Research*. 21(1), 1-25.

Colleen Connolly-Ahern

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Research Interests:

International Strategic Communication, Political Communication, Health Communication, Content Analysis, Qualitative and Quantitative Methodologies

Biography:

Colleen Connolly-Ahern joined the Penn State faculty in the Fall 2004. She brings a mix of teaching, research and public service that match well with the College of Communications' mission to train future communications professionals for careers and for life.

Connolly-Ahern's research interests include international political advertising and health communications, as well as issues of culture, framing and media access in strategic communications. She has published more than a dozen peer-reviewed articles, as well as one law review article, and her work has appeared in journals such as *Journalism & Mass Communication Quarterly*, *Journal of Public Relations Research*, and *Communication, Culture and Critique*. Since coming to Penn State, she has presented more than 25 papers at academic conferences. She is a former head of the Public Relations Division of AEJMC, a member of the editorial board of *JPRR*, and has served as a member of the Advisory Board for the Penn State Yearbook, *La Vie*. Connolly-Ahern teaches a wide range of undergraduate advertising and public relations classes, and serves as the course co-coordinator for COMM 420 Advertising and Public Relations Research. She also teaches graduate seminars (COMM 511 Qualitative Research Methods and COMM 597 International and Intercultural Strategic Communications).

Colleen Connolly-Ahern graduated from Georgetown University with an undergraduate degree in medieval history, but because Romanesque cathedrals are scarce in the United States, she took a job in the advertising industry. Among other positions, she worked as managing editor for *Marine Log Magazine* and promotion manager for *USA Today* before starting her own marketing communications firm, Abbey Lane Marketing.

Selected Publications:

Connolly-Ahern, C., Schejter, A., & Obar, J.A. (2012). The Poor Man's Lamb revisited: Assessing the state of LPFM at its 10th anniversary. *The Communication Review*, 15, 21-44.

Connolly-Ahern, C., & Castells i Talens, A. (2010). The role of indigenous people in Guatemalan political advertisements: An ethnographic content analysis. *Communication, Culture & Critique*, 3(3), 310-333.

Frank Dardis

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Research Interests:

1. Persuasive effects of information (mostly message factors) in consumer-related and sociopolitical contexts
2. Effects of in-game brand placement and videogame advertising

Biography:

Dr. Dardis is an associate professor and has been at Penn State since 2003, when he received his Ph.D. from the University of South Carolina. He received both his Bachelor's and Master's degrees from the University of Florida. His current research encompasses two areas: the persuasive effects of message factors, and the effects of in-game advertising in videogames. Prior to working in academia, Dr. Dardis worked in the in-house Marketing and/or Advertising departments of several multi-million-dollar companies, including an Anheuser-Busch subsidiary, a golf course/real estate developer, and a professional baseball team. His duties as Marketing Manager involved creating marketing/advertising plans, media planning, budgeting and contract negotiation, special event planning, and numerous other promotional responsibilities. In addition to teaching numerous undergraduate courses, Dr. Dardis teaches a graduate seminar in strategic communication and persuasion (COMM 520) and serves on multiple Master's and Doctoral committees.

Selected Publications:

Dardis, F. E., Schmierbach, M., & Limperos, A. M. (2012). The impact of game customization and control mechanisms on recall of integral and peripheral brand placements in videogames. *Journal of Interactive Advertising*, 12(2), 1-12.

Dardis, F. E. (2009). Attenuating the negative effects of perceived incongruence in sponsorship: How message repetition can enhance evaluations of an "incongruent" sponsor. *Journal of Promotion Management*, 15(1/2), 36-56. [Top-10 Most Cited Article in journal, as of Jan. 2015]

Dardis, F. E. & Shen, F. (2008). The influence of evidence type and product involvement on message-framing effects in advertising. *Journal of Consumer Behavior*, 7(3), 222-238.

Dardis, F. E., Baumgartner, F. R., Boydstun, A. E., De Boef, S., & Shen, F. (2008). Media framing of capital punishment and its impact on individuals' cognitive responses. *Mass Communication and Society*, 11(2), 115-140.

Marcia DiStaso

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Research Interests:

Digital media in public relations, financial communication (how financial institutions communicate), and investor relations (how companies communicate about finances)

Biography:

Marcia W. DiStaso, Ph.D., APR, is an associate professor of public relations in the College of Communications at Pennsylvania State University. She is director of the Institute for Public Relations Social Media Research Center, co-chair of the Commission on Public Relations Education, a research consultant for the Page Society, a senior research fellow of the Arthur W. Page Center, and a PRSA Section Council co-chair. She serves on the editorial review board of *Journal of Public Relations Research*, *Public Relations Journal*, *IPR PR Journal*, and *Communication Research Reports* and is a member of the Advisory Committee of the International Public Relations Research Conference. She won professional public relations awards including a Silver Anvil, three Hermes Creative Awards, and a Communitas Award. She is a past recipient of the Ketchum Excellence in Public Relations Research Award and was recognized as both a Promising Professor and an Emerging Scholar by the AEJMC. Prior to entering academia she worked in the global investment industry. She also has worked in agency, corporate, nonprofit, and university public relations. Her Ph.D. degree is from the University of Miami. She also holds an M.A. degree in mass communications and a B.A. degree in economics from the University of South Florida.

Selected Publications:

DiStaso, M. W., Vafeiadis, M., & Amaral, C. (2015). Managing a health crisis on Facebook: How the response strategies of apology, sympathy, and information influence public relations. *Public Relations Review*. 41(2), 222-231.

DiStaso, M. W., McCorkindale, T., & Agugliaro, A. (2015). America's Most Admired companies social media industry divide. *Journal of Promotion Management*, 21(2), 163-189.

DiStaso, M. W., & Bortree, D. S. (2014). *Ethical practice of social media in public relations*. New York, NY: Routledge.

Jo Dumas



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Research Interests:

Information and Communication Technology knowledge sharing and Sustainability Agenda, Beyond 2015 applications in Africa.

Biography:

Education includes:

PhD: Penn State University, Mass Communications
MA: Penn State University, Telecommunications
Certificate in Filmmaking. New York University
BSEE: Rensselaer Polytechnic Institute, Electrical Engineering
ASES: Dutchess County Community College, Engineering Science

Professional Experience includes:

Senior Lecturer: Penn State University, University Park, PA, USA, 2003-present
Consultant, Communications and Outreach, WSIS Gender Caucus, 2003
Project Associate: bridges.org, Capetown, South Africa, 2003
Guest Lecturer: University of Stellenbosch, South Africa, 2002- 2003
Associate and Graduate Fellow: Institute for Information Policy, PSU 1998-present
Instructor: Pennsylvania State University, College of Communications, 1998-2002
Research Assistant: Pennsylvania State University, 1996-1998
Broadcast Engineer: Fox Television, WNYW -TV, NYC, 1981-1997
Project Engineer: Harris Corporation, Poughkeepsie, NY, 1979-81
Engineering Technician: IBM, Product Assurance Lab, Poughkeepsie, NY, 1979
TV Production Workshop Coordinator: Nassau County BOCES, NY, 1987-1998

Selected Publications:

Dumas, Ann (2009) Information and Communications Technology and gender Equity Policy: Lessons of the Mali telecentres. VDM Verlag Dr Muller.

Dumas, J. Ann. (2006) The Beijing World Conference on Women, ICT Policy and Gender. In Eileen Trauth, Ed. Encyclopedia of Gender and Information Technology. Harrisburg, PA: Idea Group, Inc.

Gender ICT and Millennium Development Goals. In Eileen Trauth, Encyclopedia of Gender and Information Technology. Harrisburg, PA: Idea Group, Inc.

WSIS, Gender and ICT Policy. In Eileen Trauth, Ed. Encyclopedia of Gender and Information Technology. Harrisburg, PA: Idea Group, Inc.

C. Michael Elavsky

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Research Interests:

The global music cultural industries, music as cultural/political communication, social theory, media studies, new media, pedagogy, and post-communist cultural studies

Biography:

C. Michael Elavsky is an associate professor of communications in the department of Film/Video and Media Studies. He has published several journal articles and book chapters related to his research interests, and his manuscript *Between the Bloc and a Hard Place: Postsocialist Identity, Pop Music, and the Politics of the Global Music Industry* is currently in development. He has taught at the university level in both the US and Europe since 1996 and completed his doctorate at the University of Illinois in May 2005. In his past life, he was a Fulbright Research Scholar in the Czech Republic, touring musician, and McDonald's employee. Along with his scholarly endeavors, his energies are equally focused on being happily married and the father of three.

Selected Publications:

Elavsky, C. M , Mislán, C. and Elavsky S. (2011). "When Talking Less is More: Exploring Outcomes of Twitter Usage in the Large-Lecture Hall" *Learning, Media and Technology* (forthcoming).

Elavsky, C. M. (2010). "Musically Mapped: Czech Popular Music as Second 'World Sound.'" *European Journal of Cultural Studies* 14(1). 1-22.

Elavsky, C. M. (2009). "United as ONE: Live 8 and the Politics of the Global Music Spectacle". *Journal of Popular Music Studies*. Volume 21, Issue 4, pp. 384-410.

Alex Fattal

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Research Interests:

Media and armed conflict, ethnographic methods, experimental documentary, Latin America (especially Colombia), social media, and cultural and political theory

Biography:

Alex Fattal is Assistant Professor in the Department of Film-Video and Media Studies. Professor Fattal conducts his research in Colombia on questions of mediation and the country's ongoing armed conflict. Dr. Fattal is trained as an anthropologist and his work crossed boundaries across media studies, the qualitative social sciences, digital humanities, and the documentary arts. He has been awarded numerous prestigious fellowships from the likes of the National Science Foundation, the Social Science Research Council. Additionally his work has received national recognition from professional associations such as the Latin American Studies Association, and from publications such as Wired magazine.

Dr. Fattal grew up in southeastern Pennsylvania and enjoys playing in a good basketball game.

Selected Publications:

2014 Guerrilla Marketing: Information War and the Demobilization of FARC Rebels in Colombia. PhD Dissertation for the Department of Anthropology, Harvard University, May 13. Winner of the 2015 LASA/Oxfam America Martin Diskin Dissertation Award by the Latin American Studies Association.

2014 Dreams from the Concrete Mountain. A 30-minute film in fulfillment of the capstone requirement for the secondary field in Critical Media Practice at Harvard University, May 13.

2014 "Hostile Remixes on YouTube: A New Constraint of Pro-FARC Counterpublics in Colombia." American Ethnologist, 41(2):320-335. Reviewed by Anthropology Now.

2013 "Los Traumas Pos-Conflicto": Líneas de Fuga y Sueños para Interpretar. Sextante, 2.

2013 Review of The Migrant Image: The Art and Politics of Documentary during Global Crisis. "Reinventing Documentary." Public Books, an online supplement to Public Culture, August 20.

Russell Frank

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Research Interests:

Journalism ethics; literary journalism; Internet folklore; folklore in the news/the news in folklore

Biography:

Russell Frank is a folklorist by training (MA, UCLA; PhD, UPenn) and a journalist by trade. He worked as a reporter and editor for newspapers in California and Pennsylvania for 13 years before joining the journalism faculty at Penn State, where he has been teaching newswriting, feature writing, column writing, literary journalism and journalism ethics since 1998. In addition to his scholarly writing on journalism ethics, literary journalism and Internet folklore, he maintains his connection to the journalism world by writing columns for Statecollege.com, thehill.com and the conversation.com.

Selected Publications:

“Caveat Lector: Fake News As Folklore,” *Journal of American Folklore* 128, (Summer 2015).

“Covering Captain Cool: The ‘Miracle on the Hudson as a Hero Tale,” *Western Folklore* 72 (Winter 2013).

“Use of the Narrative in News Writing.” In *Contemporary Media Issues*, David Sloan and Jennifer Greer, eds. Vision Press (2012).

Newslore: Contemporary Folklore on the Internet. University Press of Mississippi (2011).

“ ‘These Crowded Circumstances’: When Pack Journalists Bash Pack Journalism.” In *Social Meanings of News*, Daniel Berkowitz, ed. Sage Publications (2010).

Rob Frieden

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Research Interests:

Law, policy and economic aspects of media convergence; universal service and next generation network development; network neutrality; spectrum management

Biography:

Rob Frieden holds the Pioneers Chair and serves as Professor of telecommunications and law at Penn State University. He is a leading analyst in the field of telecommunications and Internet infrastructure and has authored many comprehensive works on the laws and regulations affecting telecommunications and the Internet. Professor Frieden has published over 100 articles, four published books, and has over a dozen chapters in books. In 2010 the Yale University Press published his latest book entitled *Winning the Silicon Sweepstakes: Can the United States Compete in Global Telecommunications*. Prior to joining Penn State, Professor Frieden served as Deputy Director, International Relations, Motorola Satellite Communications, Inc., where he managed the regulatory and international liaison efforts for Motorola's IRIDIUM low earth orbiting satellite project. He has held senior level policy making positions in government and worked in the private sector as an attorney. Professor Frieden received a B.A. in Telecommunications from the University of Pennsylvania and a J.D. from the University of Virginia.

Selected Publications:

Rob Frieden, The Costs and Benefits of Regulatory Intervention in Internet Disputes: Lessons from Broadcast Signal Retransmission Consent Negotiations.

37 COMMUNICATIONS & ENTERTAINMENT LAW JOURNAL, No. 1, 1-36 (Winter, 2015).

Rob Frieden, New models and conflicts in the interconnection and delivery of Internet-mediated content, 38 TELECOMMUNICATIONS POLICY, No. 11, 970-978 (Dec. 2014).

Rob Frieden, The Impact of Next Generation Television on Consumers and the First Amendment, 24 FORDHAM INTELLECTUAL PROPERTY, MEDIA & ENTERTAINMENT LAW JOURNAL. No. 1, 61-95 (2014).

Rob Frieden, The Rise of Quasi-Common Carriers and Conduit Convergence, 9 I/S: A JOURNAL OF LAW AND POLICY FOR THE INFORMATION SOCIETY, No. 3, 471-496 (2014).

Pearl Gluck

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Research Interests:

Cultural and ethnic influences on contemporary television and film, the rise of the Hollywood studio system, the use of comedy as social critique, and representations of gender, class and faith in cinema.

Biography:

A filmmaker with a valuable mix of professional and teaching experience, Pearl Gluck joined the College of Communications faculty in 2014.

She previously taught at Ohio University, Indiana University, Emory University and Rutgers University. She has taught courses on screenwriting, production, directing, film criticism, film studies and Jewish studies. She has also conducted independent studies for graduate and undergraduate students, and has advised thesis projects.

Through her classes and her filmmaking, she explores themes such as: cultural and ethnic influences on contemporary television and film, the rise of the Hollywood studio system, the use of comedy as social critique, and representations of gender, class and faith in cinema.

Selected Media, Film, and Production:

Where is Joel Baum (2012), Director/Producer

Short Narrative film starring Lynn Cohen, Tibor Feldman, and Arthur French

Premier: Starz Denver Film Festival, 2012

Recipient: Hadassah Brandeis Institute Grant, Temple University Research Grant

Winner, Best Actor at the Starz Denver Film Festival

Winner, Best Film at the Female Eye Film Festival

The Boogie (2011), Director and Writer

WTIU (PBS affiliate), The Weekly Special Short documentary on a local motorcycle boogie

Behind Closed Door (2012), Editor

Narrative short directed by Academy Award Nominee, Joan Stein

Profiles in Great Teaching (2006-2011), Director/Producer

Short documentary films produced for The Covenant Foundation featuring: David Gregory, NBC News; Martha Minnow, Harvard Law School Dean; Liz Lerman, The Dance Exchange; Rabbi Yakov Horowitz, Sex Educator; Jan Darsa, Facing History and Ourselves

Kevin Hagopian

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Research Interests:

Kevin's research specialties are cinema history and theory, pedagogy, and cultural history and the media.

Biography:

Kevin teaches introductory, intermediate, and advanced courses in cinema studies, and the College's graduate course in pedagogy. He has taught special topics courses on postcoloniality and world cinema, race and the cinema, and several others. He has mentored graduate independent studies courses on a variety of topics, and served on Masters and Ph.D. committees with topics such as women filmmakers in contemporary Latin American cinema, the cultural geography of contemporary Puerto Rican cinema, television documentary film, and gender bias in journalism. He is the co-editor of *From Entitlement to Engagement: Affirming Millennial Students' Egos in the Higher Education Classroom*. He is the former editor of *The Film and Television Literature Index*, and a former Senior Analyst at Kenny and Associates, a national communications consulting firm. Prior to coming to Penn State, Kevin taught African American studies at the University of Memphis. He has published or has forthcoming articles on parody in film and media, postcoloniality and the Mexican cinema, and ethnicity and urbanism in 1970's television, among others. His current research projects are an intersectional critical analysis of surveillance and celebrity culture, an essay on the impact of the film *Black Orpheus* on the young Barack Obama, and a book manuscript on discourses of corporate self-promotion in the Hollywood cinema from 1936 to 1945. He received his Ph.D. from the University of Wisconsin-Madison in 2006.

Selected Publications:

"Toma to Baretta: Mediating Primetime White Ethnicity in the Post Civil Rights Era" *Italian-American Review* (under consideration)

"The Melodrama of the Hacienda: Luis Bunuel's *Abismos de Pasión* as Postcolonial Trans\Plantation" in Shouhua Qi & Jacqueline Padgett, eds., *The Bronte Sisters in Other Wor(l)ds* (New York: Palgrave/MacMillan, 2014)

David Knowlton & Kevin Hagopian, eds., *From Entitlement to Engagement: Affirming Millennial Students' Egos in the Higher Education Classroom* (San Francisco: Jossey-Bass, 2013)

"Flint and Satyriasis: The Bond Parodies of the 1960's," in Jeremy Packer, ed. *Secret Agents: Popular Icons beyond James Bond* (New York: Peter Lang, 2009), 21-52.

" 'How You Fixed for Red Points?' Anecdote and the World War II Home Front in *The Big Sleep* (1946)," in Alain Silver and James Ursini, eds. *Film Noir Reader 4: The Crucial Themes and Films* (New York: Limelight, 2004), 33-52.

Michel Haigh

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Research Interests:

Her research interests involve mass media influence and strategic communication. She employs quantitative methods and a variety of persuasion, social influence, and media theories.

Biography:

Haigh has published 30 articles in journals such as *Journalism & Mass Communication Quarterly*, *Journal of Broadcasting & Electronic Media*, *Communication Research*, *Corporate Communications: An International Journal*, and the *Newspaper Research Journal*. She has authored more than 35 conference presentations, seven of which received the "Top Paper" award.

She was an officer in the Communication Theory & Methodology division of AEJMC serving as the teaching standards chair, the Midwinter meeting research chair, program planner, and chair of the CT&M division from 2011-2012. She is a member of the Broadcast Education Association, the National Communication Association, and AEJMC.

Haigh was selected to attend the 2011 Scripps Howard Leadership Academy. In 2012, she was recognized as a Plank Fellow by The Plank Center for Leadership in Public Relations at The University of Alabama. She currently serves as a site-team member for Accrediting Council on Education in Journalism and Mass Communications.

In 2014, Haigh was named to NerdScholar's "40 under 40" list of "professors who inspire," and was the recipient of the 2014 Excellence in Teaching Award from the College of Communications Alumni Society Board. In 2015, she was recognized with the Excellence in Teaching Award from The National Society of Leadership and Success. She placed first in the 2007 Promising Professors competition coordinated through AEJMC. Haigh was recognized with the Penn State College of Communications Deans' Excellence Award in Research in 2008, and the Deans' Excellence Award in Service in 2010.

Selected Publications:

Haigh, M. M. & Wigley, S. (2015). Butter, Facebook, and Paula Deen: Examining fans use of social media in crisis. In A. F. Slade, A. J. Narro, & D. Givens-Carroll (Eds.), *Television, social media and fan culture*.

Haigh, M. M. & Wigley, S. (2015). Protecting against negative user-generated content. *Corporate Communications: An International Journal*, 20(1), 63-75.

Haigh, M. M. (2014). Afghanistan war coverage more negative over time. *Newspaper Research Journal*, 35(3), 38-51.

Haigh, M. M., Brubaker, P., & Whiteside, E. (2013). Facebook: Examining the information presented and its impact on stakeholders. *Corporate Communications: An International Journal*, 18(1), 52-69.

Marie Hardin

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Research Interests:

Gender in media production/culture, issues of diversity and professional practice in sports communication

Biography:

Marie Hardin is Professor of Journalism and Dean in the College of Communications. Since arriving at Penn State in 2003, she has directed research or outreach activities in three of the University's centers: The Arthur W. Page Center for Integrity in Public Communication; the Center for Editing Excellence (affiliated with the Dow Jones News Fund); and the John Curley Center for Sports Journalism.

Hardin has taught a range of undergraduate and graduate classes, from skills courses such as reporting and editing to conceptual courses focusing on ethical and professional issues in journalism. She has also taught classes in pedagogy, feminist media studies and sports and society at the graduate level. Before completing her Ph.D., she worked as a newspaper reporter and editor; she has also worked as a freelance magazine writer, newsroom consultant and contract public relations writer. Her Ph.D. is from the University of Georgia.

Selected Publications:

Hardin, M., Lavoie, N. (2013). "The 'bully' and the 'girl who did what she did': Neo-homophobia in coverage of two women's college basketball coaches." In L. Wenner, Ed. (Eds.), *Fallen Sports Heroes, Media, & Celebrity Culture* (pp. 267-283).

Hardin, M., & Whiteside, E. (2012) Consequences of being the 'team mom': Women in sports information and the friendliness trap. *Journal of Sport Management*. Vol. 26, No. 4, 309-321.

Hardin, M. (2013). "Family (Sports) Television: Exploring Cultural Power, Domestic Leisure, and Fandom in the Modern Context." In Barry Brummett, Andrew W. Ishak (Eds.), *Sports and Identity: New Agendas in Communication* New York, NY: Routledge/Taylor & Francis Group. In press.

Anne Hoag

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Research Interests:

Media entrepreneurship, media economics, telecommunications management, community engagement/service learning, and teaching and learning technologies

Biography:

Anne Hoag, associate professor, teaches and conducts research in the areas of media entrepreneurship, media economics and telecommunications management. Before joining the Penn State faculty, she was a cable television general manager for TCI, United Artists and Daniels. She also worked in advertising at Leo Burnett in Chicago. Hoag earned a B.A. at the University of Michigan and a Ph.D. from Michigan State University.

Selected Publications:

Carpenter, S., Hoag, A., Grant, A. E., & Bowe, B. J. (2015). An Examination of How Academic Advancement of U.S. Journalism Students Relates to Their Degree Motivations, Values, and Technology Use. *Journalism & Mass Communication Educator*, 70(1), 58-74.
doi:10.1177/1077695814551834.

Compaine, B. and Hoag, A. (2012). Factors Supporting and Hindering New Entry in Media Markets: A Study of Media Entrepreneurs. *The International Journal on Media Management*. 14, 27-49.

Hoag, A. (2008). Measuring Media Entrepreneurship. *International Journal on Media Management*, 10(2) 74-80.

Hoag, A., Jayakar, K. and Erickson, K. (2003). "The Roles of Trust in Virtual and Interpersonal Environments: Implications for Team Learning and Case Method Pedagogies," *Journalism and Mass Communications Educator* 57(4) 370-383.

Matthew Jackson

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Research Interests:

Intellectual property, communications law, and telecommunications regulation with an emphasis on copyright, free speech and the relationship between law and new technologies

Biography:

Matt Jackson teaches copyright and intellectual property, telecommunications policy, communications law, and media programming strategies at Penn State University. His research focuses on how copyright law shapes communication networks and impacts free speech. He also studies how the First Amendment and other legal issues affect the Internet and other telecommunications industries.

Professor Jackson has published articles in numerous outlets including *Journal of Communication*, *Journal of Broadcasting & Electronic Media*, *Cardozo Arts & Entertainment Law Journal*, *Federal Communications Law Journal*, and *Communications Law and Policy*. He also writes the chapter on cable regulation for *Communication and the Law*.

From 2004-2006, Professor Jackson served as chair of the Law and Policy division of the International Communication Association. In 2006, he was a Visiting Senior Lecturer at the University of Otago in New Zealand and a Research Fellow at the Centre for Media and Communications Law at the University of Melbourne in Australia.

Selected Publications:

Jackson, Matt. (2012). Regulating cable communications. In W. Wat Hopkins (Ed.), *Communication and the Law* (205-223). Vision Press.

Jackson, Matt. (2010). Copyright. In Wolfgang Donsbach (Ed.), *International Encyclopedia of Communication* (pp. 998-1002). Oxford: Blackwell.

Jackson, Matt. (2007). Finding safe harbors for speech: Internet service providers. In Peter Yu (Ed.), *Intellectual Property and Information Wealth*, Vol. 1 (pp. 307-320). London: Praeger.

Jackson, Matt. (2006). Protecting digital television: Controlling copyright or consumers? *Media and Arts Law Review*, 11, 3.

Jackson, Matt. (2006). *The technological revolution will not be televised: Canadian copyright and internet transmissions*, *Michigan State Law Review*, 1, 133-152.

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Research Interests:

Universal broadband policy (recent work on the Broadband Technology Opportunities Program, E-Rate, public computing centers, and telecommunications access charges); media economics (international distribution of film and television programs), political economy of copyright

Biography:

Dr. Krishna Jayakar is an associate professor in the Department of Telecommunications, the co-Director of the Institute for Information Policy, and the Coordinator for the inter-college Information and Communication Technologies for Development (ICT4D) Consortium. He is the author of numerous journal articles, conference presentations and invited talks on telecommunications policy and media economics, specializing in universal access to telecommunications. He serves on the visiting faculty of two Chinese universities and as Visiting Professor at the School of International Affairs at Penn State. He is the Co-Editor of the Journal of Information Policy and serves on the board of editors of The Information Society journal. Dr. Jayakar's research has been supported by grants from the Pacific Telecommunications Council, Time Warner Cable, the Free Press Foundation, AT&T etc. Dr. Jayakar was recently invited by the National Science Foundation (NSF) to initiate a national dialog on framing a broadband research agenda. He teaches courses in telecommunications management and media economics. Before joining academics, Dr. Jayakar was a research officer in India's Ministry of Information and Broadcasting, drafting research reports and position papers on media policy. Dr. Jayakar received his undergraduate degree in engineering from the Institute of Technology-BHU, India, and masters and PhD from Indiana University, Bloomington.

Selected Publications:

Liu, C., & Jayakar, K. (2016). Globalization, indigenous innovation and national strategy: Comparing China and India's wireless standardization. *Technology Analysis and Strategic Management*, 28(1), 76-95.

Jayakar, K., Liu, C., Madden, G., & Park, E. (2015). Promoting broadband and ICT access for persons with disabilities: International comparison of case studies. *The Information Society*, 31, 299-314.

Miao, M., & Jayakar, K. (2014). Bounded rationality and consumer choice: An evaluation of consumer choice of mobile bundles. *Chinese Journal of Communications*, 7(2), 191-211.

Jayakar, K., & Liu, C. (2014). The race between the dragon and the elephant: Comparing China and India's national broadband plans. *Media International Australia*, 151, 180-190.

Jayakar, K., & Liu, C. (2014). Universal service in China and India: Legitimizing the state? *Telecommunications Policy*, 38(2), 186-199.

Matthew Jordan

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Research Interests:

Dr. Jordan's research explores how popular media forms are used to constitute and reify aspects of personal identity and cultural ideology.

Biography:

Matt Jordan is a critical media scholar who works on the role of media in everyday culture. His majored in History and English at Allegheny College, and received an MA from Drew University in Modern European Intellectual History. His doctorate, from Claremont Graduate University, is in European Studies.

His work blends a Frankfurt School critical sensibility with a concern for power and ideology drawn from British Cultural Studies. He has written extensively on the ways in which cultural ideologies are constructed by way of ongoing conversations in and about popular culture in Europe, Britain and America. He is currently working on two books that examine the management and mediation of sound as a problem in global modernity: one that traces the rise and fall of the Klaxon automobile horn as a feature of the early 20th Century soundscape, and another that traces the genealogy of "quietness" media technologies and the phenomenon of "commodity quietness" to explain and critique the problematic ubiquity of such technologies today. His essays on media culture have appeared in Quartz, The Washington Post, Fortune, The Huffington Post, Scroll, and elsewhere. He is co-director of the Social Thought Program at PSU, and currently a North American representative to the Board of the Association for Cultural Studies.

Selected Publications:

Jordan, M. (2010). *Le Jazz: Jazz and French Cultural Identity* (University of Illinois Press)

Jordan, M. (2015). "Becoming Quiet: On Mediation, Noise Cancellation, and Commodity Quietness," in *Conditions of Mediation: Phenomenological Approaches to Media, Technology and Communication*, Rodgers, S. & Markham, T., eds. (publication forthcoming)

Jordan, M. (2014). "Canned Music and Captive Audiences: The Battle over Public Soundspace at Grand Central Terminal and the Emergence of the New Sound." *The Communication Review*, 17: 286-310.

Jordan, M. (2013). "Obama's Ipod: Popular Music and the Perils of Post-Political Populism," *Popular Communication*, 11 (2): 99-115.

Ann Marie Major

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Research Interests:

Political communication, risk communication, communication in disasters and emergencies, and the role of social media in society

Biography:

Ann Marie Major is an associate professor of communications and the director of The Jimirro Center for the Study of Media Influence at Penn State. She currently works with the Pennsylvania Department of Health and the Pennsylvania Liquor Control Board on research projects focusing on public health and education. She recently launched a social media project to gauge college students' beliefs and perceptions about political issues including health care. She has conducted research in the United States, Canada, Africa, East and South Asia, Australia, Europe, and the Middle East.

Selected Publications:

Major, Ann M., and Atwood, L. Erwin. 2012. Understanding the Influence of the "Cry Wolf Hypothesis" and "False Alarm Effect" on Public Response to Emergency Warnings. In A. Badiru and L. Racz (Eds.), *Handbook of Emergency Response: Human Factors and Systems Engineering Approach*. New York, NY: Taylor and Francis.

Haigh, Michel M. and Major, Ann M. 2012. Fifty Years Later: Rachel Carson's Speeches Are Still Turning Points in Environmental Political Discourse. In Bernard K. Duffy and Richard D. Besel (Eds.) *Green Voices: Defending Nature and the Environment in American Civic Discourse*. [forthcoming].

Major, Ann M. 2010. Public Response to Weather Disasters: Mitigation Strategies from Public Understanding of Risk. *Proceedings of the American Meteorological Society*. August 9, 2010.

Polonec, Lindsey D., Major, Ann M., and Atwood, L. Erwin. 2006. Evaluating the Believability and Effectiveness of the Social Norms Message "Most Students Drink 0 to 4 Drinks When They Party," *Health Communication*. 20/1: 23-34.

Major, Ann M., and Atwood, L. Erwin. August 2004. Assessing the Usefulness of the U.S. Department of Homeland Security's Terrorism Advisory System, *International Journal of Mass Emergencies and Disasters*, 22/2: 77-101.

Matt McAllister

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Research Interests:

His research interests include advertising criticism, popular culture, and the political economy of the media

Biography:

Matthew P. McAllister is Professor of Communications in the Department of Film/Video & Media Studies, in addition to serving as Chair of the Graduate Programs. He is the author of *The Commercialization of American Culture* (1996, Sage), and the co-editor of *Comics and Ideology* (2001, Peter Lang), *Film and Comic Books* (2007, University Press of Mississippi), *The Advertising and Consumer Culture Reader* (2009, Routledge), and *The Routledge Companion to Advertising and Promotional Culture* (2013). In 2010 he was selected as a Penn State Alumni Teaching Fellow and in 2014 he was the recipient of the Graduate Faculty Teaching Award. He earned a BA and MA in the Department of Communication at Purdue University, and a Ph.D. in the Institute of Communications Research at the University of Illinois at Urbana-Champaign.

Selected Publications:

McAllister, M. P., & Cooke, T. R. (2016). Advertising and marketing. In E. J. Blum (Ed.), *Dictionary of American history, Supplement: America in the world, 1776-present* (Vol.1) (pp. 12-14). New York: Charles Scribner's Sons.

McAllister, M. P., Cooke, T. R., & Buckley, C. (2015). Fetishizing Flo: Constructing retail space and flexible gendered labor in digital-era insurance advertising. *Critical Studies in Media Communication*, 32(5), 347-362.

McAllister, M. P., & Applequist, J. (2015). Commercialization of politics. In G. Mazzoleni (Ed.), *The international encyclopedia of political communication* (pp. 155-159). Oxford, England: Wiley-Blackwell.

McAllister, M. P., & DeCarvalho, L. J. (2014). Sexualized branded entertainment and the male consumer gaze. *tripleC - Communication, Capitalism, & Critique*, 12(1) [special issue on "Critical visual theory"]. Online journal available at <http://www.triple-c.at/index.php/tripleC/article/view/506>.

Mary Beth Oliver

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Research Interests:

Media effects; entertainment psychology; media and stereotyping; media and emotion

Biography:

Mary Beth Oliver is a distinguished professor at Penn State in the Department of Film/Video & Media Studies and co-director of the Media Effects Research Lab. Her research focuses on entertainment psychology and on social cognition and the media. Her recent publications on have appeared such journals as the Journal of Communication, Human Communication Research, and Communication Research, among others. She is former editor of Media Psychology and associate editor of the Journal of Communication, Communication Theory, and Journal of Media Psychology. She is co-editor on several books, including Media and Social Life, Media Effects: Advances in Theory and Research, and The Sage Handbook of Media Processes and Effects. In 2014 she was elected as a fellow of the International Communication Association, and in 2015 began work as a co-PI on a \$1.9 million 3-year grant from the John Templeton Foundation to study inspiring media.

Selected Publications:

Reinecke, L. & Oliver, M. B. (Eds.) (2016). The Routledge handbook of media use and well-being: Perspectives on theory and research on positive media effects. NY: Routledge.

Bartsch, A., Oliver, M. B., Nitsch, C., & Scherr. (2016). Inspired by the Paralympics: Effects of empathy on audience interest in para-sports and on the destigmatization of persons with disabilities. Communication Research.

Oliver, M. B., Bowman, N. D., Woolley, J. K., Rogers, R., Sherrick, B. I., & Chung, M. Y. (2015). Videogames as meaningful entertainment experiences. Psychology of Popular Media Culture.

Oliver, M. B., & Woolley, J. K. (2015). Meaningfulness and entertainment: Fiction and reality in the land of evolving technologies. In H. Wang (Ed.), Communication and the "Good Life". New York: Peter Lang.

Oliver, M. B., Ash, E., Kim, K., Woolley, J. K., Hoewe, J., Shade, D. D., & Chung, M.-Y. (2015). Media-induced elevation as a means of enhancing feelings of intergroup connectedness. Journal of Social Issues, 71(1), 106-122.

Anthony Olorunnisola

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Research Interests:

Media Systems as influenced by political, development, international and cross-cultural communications

Biography:

Anthony Olorunnisola, BA (Hons), MA (University of Ibadan, Nigeria); PhD (Howard University), is a tenured professor and head of the Film/Video & Media Studies Department since July 2006. He routinely teaches undergraduate and graduate courses that include Media & Society; World Media Systems; and; Comparative Theories of Press Systems.

A William J. Fulbright alumnus, Dr. Olorunnisola is keenly interested in the nature, development [functional and/or dysfunctional] and transformation of social systems. He specifically studies media systems especially as they interact with and are influenced by political, economic, and cultural systems of nations. This dimension of his work has produced several journal articles and four [4] book volumes about the co-transformation of political, economic and media systems - with especial focus on media in African transitional societies [e.g., post-apartheid and post-military to democratic governance].

Lately, Dr. Olorunnisola's focus has embraced studies of segments of societies' systems that lead democratized systems toward dysfunctionality. His ongoing work include an edited volume which examines post-democratic status of broadcast media policies across Africa. A second project in West Africa seeks to understand connections between mass illiteracy and innumeracy among youth populations and impacts on democratic citizenship, etc. His aspiration in the latter instance is to move, beyond mere data-collection and publication of findings so as to fill bookshelves, to seeking avenues of active collaborative interventions that can ameliorate identified social dysfunctions. Core question posed by the West Africa project follows: Can we use communication research to identify social dysfunction and employ functional social and computerized network structures to reduce mass illiteracy and innumeracy among West African youth populations?

Olorunnisola currently serves on the editorial boards of seven U.S. and Africa-based academic journals.

Selected Publications:

Egbunike and A.A. Olorunnisola (2015). Social media and the #Occupy Nigeria Protests: Igniting or damping a Harmattan storm? *Journal of African Media Studies*, 7, 2: 141-164.

A.A. Olorunnisola (2014). Publishing Internationally as Scholarly Conversation 2.0: The Value of Literature- and Theory-Driven Research Questions (Invited Special Contribution). *Journal of Communication and Language Arts*, 5, 1: 45-73.

Olorunnisola, A.A. & Douai, A. (Eds) (2013) *New Media Influence on Social and Political Change in Africa*. Hershey, PA: IGI-Global. [518 pages]

Patrick Parsons

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Research Interests:

His particular research interests include cable television history, emerging media technologies and society, media technology and ethics and normative philosophy.

Biography:

Patrick Parsons (Ph.D., University of Minnesota, 1984) holds the Don Davis Professorship in Ethics in the College of Communications. He previously served as Interim Associate Dean for Undergraduate Education and the Head of the Department of Telecommunications in the College of Communications. Professor Parsons teaches and conducts research in the general areas of media technology and social change, and media ethics and responsibility. He is author of *Blue Skies: A History of Cable Television* and *Cable Television and the First Amendment* as well as co-author of *The Cable and Satellite Television Industry* and co-editor of *The Journalist's Moral Compass*. His scholarly articles have appeared in *Journal of Communication*, *Journalism and Mass Communication Quarterly*, *Journal of Mass Media Ethics*, *Journal of Broadcasting and Electronic Media*, and *Journal of Advertising*, as well as in other books and journals.

Selected Publications:

He is the co-author of "The Cable and Satellite Television Industry." He is also the author of "Cable Television and the First Amendment" and co-editor of "The Journalist's Moral Compass." His scholarly articles have appeared in the *Journal of Communication*, *Journalism Quarterly*, the *Journal of Mass Media Ethics*, the *Journal of Broadcasting and Electronic Media*, and the *Journal of Advertising*.

His 2008 book, "Blue Skies: A History of Cable Television," garnered the Plcard Award for Top Research Project in the Media Management and Economics Division from the Association for Education in Journalism & Mass Communication. The book has been repeatedly hailed as the definitive history of cable television and an extraordinary achievement.

Robert Richards

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Research Interests:

Contemporary First Amendment issues, including lawsuits aimed at punishing speech on social networks and issues related to free speech in the public schools.

Biography:

Robert D. Richards is the John & Ann Curley Professor of First Amendment Studies and founding director of the Pennsylvania Center for the First Amendment at Penn State.

He has worked as a news writer, anchor, reporter, and talk show host for stations in the northeast and for NBC News in New York City. Professor Richards is the co-author of the 2003 book *Mass Communications Law in Pennsylvania* and is the author of *Freedom's Voice: The Perilous Present and Uncertain Future of the First Amendment* (1998) and *Uninhibited, Robust, and Wide-Open: Mr. Justice Brennan's Legacy to the First Amendment* (1994), along with more than 150 articles on the First Amendment in the academic and popular press. He appears frequently in the media commenting on First Amendment issues.

At Penn State, he has served as the Head of the Journalism Department and Associate Dean of the College of Communications. He created and currently directs the Penn State Washington D.C. Program. He teaches undergraduate and graduate courses in mass communications law and the First Amendment.

Selected Publications:

R. Richards, "Compulsory Process in Cyberspace: Rethinking Privacy in the Social Networking Age," 36 Harv. J. L. & Pub. Pol'y 519 (2013).

R. Richards & D. Weinert, "Punting in the First Amendment's Red Zone: The Supreme Court's 'Indecision' on the FCC's Indecency Regulations Leaves Broadcasters Still Searching for Answers," 76 Alb. L. Rev. 631 (2012/2013).

Richards, R., "When 'Ripped from the Headlines' Means 'See You in Court': Libel By Fiction and the Tort-Law Twist on a Controversial Defamation Concept," Texas Review of Entertainment & Sports Law (2012).

Richards, R., "A SLAPP in the Facebook: Assessing the Impact of Strategic Lawsuits Against Public Participation on Social Networks, Blogs and Consumer Gripe Sites," DePaul Journal of Art, Technology and Intellectual Property (2011).

Ford Risley

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Research Interests:

Civil War-era journalism history and oral history

Biography:

Ford Risley is a Professor of Communications and Associate Dean for Undergraduate and Graduate education. His research centers on Civil War-era journalism history. He is the author of three books, including *Civil War Journalism* (Praeger, 2012). He also has published articles in *American Journalism*, *Civil War History*, *Georgia Historical Quarterly*, and *Journalism History*. He is editor of *American Journalism*, the scholarly journal of the American Journalism Historians Association. He also is director of the Penn State Oral History Program. Prior to teaching, he was a newspaper reporter and freelance writer. He holds a B.A. from Auburn University, a M.A. from the University of Georgia, and a Ph.D. from the University of Florida.

Selected Publications:

Risley, Ford. *Civil War Journalism*. Santa Barbara: Praeger, 2012.

Risley, Ford. *Abolition and the Press: The Moral Struggle Against Slavery*. Evanston: Northwestern University Press, 2008.

Risley, Ford. "The President's Editor: John W. Forney of the *Press and Morning Chronicle*." *American Journalism*. Vol. 35, No. 4, Fall 2009.

Risley, Ford. "The Confederate Press Association: Cooperative News Reporting of the War." *Civil War History*, Vol. XLVII, No. 3, September 2001.

Michelle Rodino-Colocino

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Research Interests:

Media, culture, gender, labor, technology, feminism, race, and class.

Biography:

Michelle Rodino-Colocino serves as Associate Professor of Media Studies and Women's Studies. She taught for three years as assistant professor at the University of Cincinnati before coming to Penn State. Her research, teaching and service work spans feminist media and critical cultural studies, with special interest in labor and new media.

Along with her teaching honors, she has been lauded numerous times for her research. Dr. Rodino-Colocino was awarded with the Deans' Excellence Award for Research and Creative Activity in 2014. In 2012, the Division of Critical and Cultural Studies of the National Communication Association honored her publication, "Geek Jeremiads: Speaking the Crisis of Job Loss by Opposing Offshored and H-1B Labor" (*Communication and Critical/Cultural Studies*, 9(1), 22-46, 2012), with the Article of the Year Award.

Dr. Rodino-Colocino's articles have been published in such journals as *Communication, Culture & Critique*, *Critical Studies in Media Communications*, *New Media & Society*, and *Feminist Media Studies*, among others. She has presented her research at conferences conducted by the Association of Internet Researchers, Console-ing Passions, the International Communication Association, the National Communication Association, and the Union for Democratic Communications. Dr. Rodino-Colocino is Program Chair of the Critical Cultural Studies Division of the National Communication Association (NCA), and serves on the editorial boards of ICA's *Communication, Culture & Critique* as well as *tripleC: Communication, Capitalism & Critique* and the new *Ada: A Journal of Gender, New Media, and Technology*.

Selected Publications:

Rodino-Colocino, M. & Berberick, Stephanie (forthcoming). You Kind of Have to Bite the Bullet and do Bitch Work: How Internships Teach Students to Unthink Work. *tripleC: Communication, Capitalism & Critique*.

Rodino-Colocino, M. (2014). # YesAllWomen: Intersectional Mobilization Against Sexual Assault is Radical (Again). *Feminist Media Studies*, 14(6), 1090-1092.

Rodino-Colocino, M. (2014). The He-Cession: Why Feminists Should Rally for the End of White Supremacist Capitalist Patriarchy," *Feminist Media Studies*, 14(2), 343-347.

Michael Schmierbach

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Research Interests:

Exploring the ways in which media use and features shape perceptions of media, especially video games and new media

Biography:

Mike Schmierbach earned his MA and Ph.D. from the University of Wisconsin-Madison. He originally hails from Oregon, where he also worked as a newspaper copy editor. After earning his doctorate in 2004, he taught for three years at the College of Charleston in Charleston, SC, and since 2007 has been a member of the media studies department at Penn State. He teaches a variety of courses on political communication, research methods and video games at the undergraduate and graduate levels, and is affiliated with the Media Effects Research Lab, though which he works with other faculty, graduate students and undergraduate students on a range of experimental research designs.

Selected Publications:

Schmierbach, M., Chung, M-Y., Wu, M., & Kim, K. (2014). No one likes to lose: The effect of game difficulty on competency, flow, and enjoyment. *Journal of Media Psychology: Theories, Methods, and Applications*, 26, 105-110.

Schmierbach, M., & Limperos, A.M. (2013). Virtual justice: Testing disposition theory in the context of a story-driven video game. *Journal of Broadcasting & Electronic Media*, 57, 526-542.

Schmierbach, M., & Oeldorf-Hirsch, A. (2012). A little bird told me, so I didn't believe it: Twitter, credibility and issue perceptions. *Communication Quarterly*, 60, 317-337.

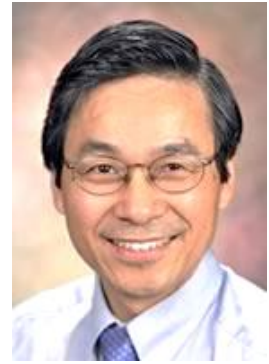
Fuyuan Shen

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Research Interests:

Media effects, strategic communications and persuasion

Biography:

Fuyuan Shen is an associate professor in the College of Communications. He teaches undergraduate classes in advertising as well as a graduate seminar in strategic communications. His research and teaching areas are media effects, persuasion, and strategic communications. He is interested in studying the effects of messages, in both traditional and new media, on individuals' information processing and attitudes. His previous research has examined the impact of message frames and emotions on individuals' attitudes, risk perceptions, and other cognitive or affective responses. He has also conducted studies to understand the psychological effects of narratives, news frames, and news narratives in communicating information on social and health issues. His research has appeared in such journals as *International Journal of Advertising*, *Journal of Advertising*, *Journal of Communication*, *Journalism & Mass Communication Quarterly*, and *Mass Communication & Society*. He received his PhD degree from University of North Carolina at Chapel Hill, and joined Penn State in 2001.

Selected Publications:

Shen, F., Sheer V., & Li, R. (2015). Impact of narratives on persuasion in health communication: A meta-analysis. *Journal of Advertising*, 44(2), 105-113.

Shen, F., Ahern, L., & Baker, M. (2014). Stories that count: Influence of news narratives on issue attitudes. *Journalism & Mass Communication Quarterly*, 91(1), 98-117.

Seo, K., Dillard, J., & Shen, F. (2013). Effects of message framing and visual image on persuasion, *Communication Quarterly*, 61(5), 564-583

Richie Sherman

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Research Interests:

Experimental short films, feature narrative and documentary films, cinematography & lighting.

Biography:

As a director I have completed ten films, two of them feature documentaries. The most recently completed feature documentary, *From the Black You Make Color*, screened at the Lucerne International Film Festival, the Cannes Doc Corner, the Oaxaca International Film Festival, the Festival of Tolerance in Croatia and won the Audience Award at the Rehovot International Women's Film Festival. It screened in India, Indonesia, New Zealand and in the States as part of the Culture Unplugged: Humanity Explored Film Festival. It is set to screen at this year's Berlin Jewish Film Festival in Germany. My previous feature documentary film, *No. 4 Street of Our Lady* won multiple festival awards including Best Feature Documentary at the Academy Award qualifying Rhode Island International Film Festival and has screened at over 30 juried film festivals worldwide. My last four short films have toured at least 45 festivals around the world. Often ideas, themes, and techniques that emerge from my experimental short work become seeds that grow in the context of larger collaborative works.

In the role of cinematographer, I have worked on 6 feature-length films and more than 40 short films. They have won prizes at the Cannes Short Film Festival, the Slamdance Film Festival, the Arizona International Film Festival, the James River Film Festival, and the Torino Film Festival in Torino, Italy. They have screened at prestigious festivals including Telluride IndieFest, the Athens International Film Festival, the Atlanta Underground Film Festival, the Cucaloris Film Festival, the Maryland Film Festival, and Rooftop Films. On all of these films, I work closely with the director to give visual form to his or her ideas through creative use of light, color, movement, and composition. My film work as a cinematographer and my film work as a director are closely interrelated, as I carry knowledge and experience gained from one role to the other.

Selected Screenings & Awards:

Best Short Film, Cannes Short Film Festival, 2014

Lucerne International Film Festival, 2014

Audience Award, Rehovot International Women's Film Festival, Tel Aviv, 2013

Grand Prize, Best Feature Documentary, Rhode Island International Film Festival, 2009

Special Jury Award, Iowa City Documentary Film Festival, Iowa City, IA, 2009

Silver Palm Award, Mexico International Film Festival, Baja, Mexico, 2009

Ann Arbor Film Festival, Best of Fest Tour, 2008-2009

Director's Choice Award, Black Maria Film Festival, Jersey City, NJ, 2006

Susan Strohm

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Research Interests:

Social conflict and social change. Use of social media in advertising and public relations campaigns. Advertising ethics. Advertising education.

Biography:

Susan M. Strohm (B.A., M.A., Ph.D.) is a Senior Lecturer in Communications and College of Communications Coordinator for the Schreyer Honors College, Pennsylvania State University.

Dr. Strohm teaches in the areas of advertising and public relations ethics, advertising media planning and advertising campaigns. Her research interests include the role of media in social movements, the uses of advertising in social marketing, the development of health communications campaigns, and issues in advertising ethics and advertising education. She has a professional background in marketing research and holds a B.A. (1976) in economics and political science from the University of Wisconsin and a M.A. (1982) and Ph.D. (1989) in Mass Communications from the University of Minnesota. She has taught at the University of Minnesota, the California State University at Fullerton and, since 1985, at the Pennsylvania State University.

Selected Publications:

"Gender Differences in Perceptions of Media Reports of the Gulf and Afghan Conflicts," with Bob Baukus, in *Communication and Terrorism*, Bradley S. Greenberg, ed. (2002). Cresskill, NJ: Hampton Press, Inc.

"The Black Press and the Black Community: *The Los Angeles Sentinel's* Coverage of the Watts Riots," in *Framing Friction: Media and Social Conflict*. Mary S. Mander, ed. (1999). Urbana and Chicago: University of Illinois Press.

S. Shyam Sundar

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Research Interests:

Social and psychological effects of technological elements (e.g., interactivity, modality) in digital media, from websites to mobile devices to robots. Current research pertains to social media effects, online privacy, bandwagon effects of ratings, conflict between user agency and machine agency, persuasive aspects of human-computer interaction, and the strategic use of communication technologies for motivating human behaviors.

Biography:

S. Shyam Sundar (PhD, Stanford University) is distinguished professor and founding director of the Media Effects Research Laboratory (<http://www.psu.edu/dept/medialab>) in the College. Sundar was among the first to publish refereed research on the effects of digital media interfaces in leading communication journals, and has been identified as the most published author of Internet-related research in the field during the medium's first decade. His research is supported by the National Science Foundation (NSF), Korea Science and Engineering Foundation, MacArthur Foundation and Lockheed Martin Information Systems and Global Services, among others. A frequently cited source on technology, Sundar has testified before the U.S. Congress as an expert witness and delivered talks at universities in several countries. He is editor-in-chief of the Journal of Computer-Mediated Communication (JCMC), having previously served as associate editor of Human Communication Research and on the editorial boards of 17 other journals. He was elected chair of the Communication & Technology division and Vice-President of the International Communication Association, 2008-2010.

Selected Publications:

Sundar, S. S., Bellur, S., Oh, J., Jia, H., & Kim, H. S. (2016). Theoretical importance of contingency in human-computer interaction: Effects of message interactivity on user engagement. *Communication Research*, 43 (5), 595-625.

Sundar, S. S., Waddell, T. F., & Jung, E. (2016). The Hollywood robot syndrome: Media effects on older adults' robot attitudes and adoption intentions. *Proceedings of 2016 ACM/IEEE International Conference on Human-Robot Interaction (HRI'16)*, 343-350.

Sundar, S. S., Jia, H., Waddell, T. F., & Huang, Y. (2015). Toward a theory of interactive media effects (TIME): Four models for explaining how interface features affect user psychology. In S. S. Sundar (Ed.), *The handbook of the psychology of communication technology* (pp. 47-86). Malden, MA: Wiley Blackwell

Yael Warshel

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Research Interests:

Peace communication and social change; comparative and global African and Middle Eastern media (including systems, ethics, practices, uses, reception, effects and contexts); children and ethnopolitical conflict; ethnography of violence; public opinion; citizenship/human rights; borderlands and (forced-) migration; social-psychology; assessment and evaluation.

Biography:

Yael Warshel is an Assistant Professor of Telecommunications and Co-Funded Faculty of the Rock Ethics Institute. She works at the intersection between international media, child, and conflict analysis, practice and policy. She is fluent in and/or has studied five languages and conducted fieldwork in the Middle East, North and Sub-Saharan Africa, the Balkans and Latin America. An award-winning scholar, she is the recipient of three top dissertation awards, including two in international communication and one in peace studies. She is advancing a book manuscript assessing the reception of peacebuilding versions of Israeli and Palestinian Sesame Street; continuing fieldwork to analyze North West African youth's uses of digital media to construct their citizenship, and about the comparative determinants of international coverage of conflicts. She serves as the Digest of Middle East Studies Chair of E-Book Reviews and had been quoted by a broad range of international media sources. Before joining Penn State, Dr. Warshel taught at UCLA, UCSD and American University as an Assistant Professor of International Communication and Associate Faculty of International Peace and Conflict Resolution. She coordinated communication policy for UNESCO, worked as photojournalist with the Zimbabwe-Inter-Africa-News-Agency, and conducted policy-relevant research with the Jerusalem-based Truman Institute for the Advancement of Peace, the Center for International Development and Conflict Management, the Center for Research on Peace Education, and the Center for Middle East Development. She earned her PhD in communication from UCSD, MA in communication from the University of Pennsylvania Annenberg School, and BA from UC Berkeley, which she combined with a photography major from the USC School of Cinema-Television.

Selected publications:

It's all about Tom and Jerry, Amr Khaled and Iqra, Not Hamas's Mickey Mouse: Palestinian children's cultural practices around the television-set. *Middle East Journal of Culture and Communication*, 5 (2) 211-245, 2012.

The contributions of communication and media studies to peace education. In E. Cairns and G. Salamon. (Eds.) *Handbook on Peace Education*. NY: Psychology Press, 2010 (with Donald Ellis).

Election Studies: What's Their Use? Boulder, Co: Westview, 2001 (Co-editor with Elihu Katz).

Bu Zhong

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Research Interests:

His research focuses on information processing on social media and new media may transform journalism, communication and business in a growingly networked society.

Biography:

Bu Zhong is an associate professor of journalism, senior research fellow of the John Curley Center for Sports Journalism, faculty affiliate of the Media Effects Research Lab, ICT4D Consortium, and Penn State Center for Advanced Data Assimilation and Predictability Techniques (ADAPT). He teaches Social Media for Social Change, News Media Ethics, and TV Reporting for undergraduates, and Social Media Research and Social Media Marketing for graduate students. His research applies decision making theories to studying how judgment and decisions may be altered by information use, ranging from news, sports information and the information shared on social media. Special attention has been paid to research projects with practical implications. His research has been published in *Journal of Communication*, *Journalism and Mass Communication Quarterly*, *Computers in Human Behavior*, *Newspaper Research Journal*, and *American Behavioral Scientist*. Before he joined the Penn State faculty, he had been a journalist for a decade in Beijing, China (*China Daily*), Washington D.C. (*CNNfn*) and Atlanta (*CNN/USA*).

Selected Publications:

Zhong, B., Yang, F., & Chen, Y.-L. (2015). Information empowers vegetable supply chain: A study of information needs and sharing strategies among farmers and vendors. *Computers and Electronics in Agriculture*, 117, 81-90. doi:10.1016/j.compag.2015.07.009

Zhong, B., & Appelman, A.J. (2014). How college students read and write on the web: The role of ICT use in processing online information. *Computers in Human Behavior*, 38, 201-207.

Zhong, B. (2013). From smartphones to iPad: Power users' disposition toward mobile media technology. *Computers in Human Behavior*, 29(4), 1742-1748.

Zhong, B., & Zhou, Y. (2012). "Under the weather:" The impact of weather on US newspaper coverage of the 2008 Beijing Olympics. *Mass Communication and Society*, 15(4), 559-577.

Zhong, B., Hardin, M., & Sun, T. (2011). Less effortful thinking leads to more social networking? The associations between the use of social network sites and personality traits. *Computers in Human Behavior*, 27(3), 1265-1271.

Academic Integrity Policy and Procedures

College of Communications Policy

On August 29, 2000, the Council of Academic Deans adopted “A Statement on Academic Integrity at Penn State,” stating:

Academic integrity mandates the pursuit of teaching, learning, research, and creative activity in an open, honest, and responsible manner. An academic community that values integrity promotes the highest levels of personal honesty, respect for the rights, property, and dignity of others, and fosters an environment in which students and scholars can enjoy the fruits of their efforts. Academic integrity includes a commitment neither to engage in acts of falsification, misrepresentation, or deception, nor to tolerate such acts by other members of the community.

Academic integrity is a fundamental value at Penn State. It must be at the heart of all our endeavors and must guide our actions every day as students and as members of the faculty, administration, and staff. Because we expect new and continuing members of the University community to meet the high standards that are the foundation of a Penn State education, this message must be clear and reinforced frequently.

The College of Communications, in agreement with these principles, seeks to foster an environment of academic trust and integrity within its student body. Consistent with Senate Policy 49-20, the College shall establish a Committee on Academic Integrity to be comprised as follows: Three faculty members (at least one tenured member with graduate faculty status who will serve as Chair) appointed by the Dean; two students chosen by the Dean from a list of nominees provided by the College; and a Department Head from within the College. The Associate Dean will provide administrative support. The faculty members shall serve two-year terms. The student members may be appointed for one or two years and should be declared majors within the College.

The Committee is charged to develop and maintain a statement of principles of academic integrity suitable for inclusion in course syllabi and consistent with Senate and administrative policies. The faculty shall be asked to include that statement of academic integrity in all course syllabi and review that policy with students during the first week of classes.

The Chair of the Committee (or designate) shall participate in all orientation programs held for new students at the beginning of each semester to review the academic integrity policies and procedures.

The Associate Dean shall ensure that all full-time and part-time faculty members are informed of the College’s statement on academic integrity and that the statement and associated policy are part of the faculty orientation and faculty development procedures.

The Committee shall hear all cases involving violations of academic integrity formally brought to its attention. The starting point for all such cases is the faculty member bringing the charge. To formally process the complaint, the faculty member shall notify the Coordinator of Undergraduate Education in the office of the Associate Dean. The Associate Dean shall convene the Committee once a formal complaint has been contested.

College of Communications Academic Integrity Procedures

The process for adjudicating a formal complaint shall be as follows:

A. When Academic Dishonesty is Suspected

1. The faculty member must communicate the specifics of the charge to the student, while taking into account the need to respect each student's privacy and the goal of maintaining an environment that supports teaching and learning;
2. The faculty member must explain to the student the specific academic integrity policies at issue;
3. The faculty member may provide a cooling-off period after presenting a student with the allegation that she or he violated academic integrity;
4. The student must be provided an opportunity to explain the conduct or respond to the faculty member's charge;
5. The faculty member must convey to the student the action to be taken (reduction in assigned grade, reduction in course grade, etc.) and ask the student to sign the College's Academic Integrity Disposition Form;
6. The faculty member must explain the options to the student (i.e., accept or contest the charges) and sanction.
7. It is preferable that the faculty member and student meet to discuss the charges, relevant academic integrity policies, proposed disciplinary action and student options. When circumstances prohibit such a meeting, however, the instructor may communicate the relevant information by email to the student's PSU access account.
8. Following the faculty student meeting or email communication, the student will have five business days to respond and to sign the Academic Integrity Disposition Form, accepting or contesting the charges and sanction(s). If the student fails to sign the form within that time period, the process will move forward as if the student had accepted responsibility for the allegation.

B. If the Student Accepts Responsibility for the Violation and the Proposed Academic Sanction

1. If the student accepts the charges and the faculty member's sanction or fails to respond within the allotted time period, the Disposition Form will be considered complete, and will be delivered to the Coordinator for Undergraduate Education for transmittal to the Office of Student Conduct. This closes the academic sanction element of the case;
2. In all cases, before submitting the Academic Integrity Form to the Office of Student Conduct for recording, it is the responsibility of the Office of the Associate Dean to determine through consultation with Student Conduct if the student has prior academic integrity violations.
3. If a prior recorded violation is discovered after the Form has been submitted to the Coordinator for Undergraduate Education, a new academic sanction may be considered. Information concerning prior academic misconduct may not be used as a basis for judging a student's guilt, but it may be used as a basis for imposing additional academic sanctions or deciding whether disciplinary action is also warranted.

4. The faculty member may opt to pursue disciplinary action in conjunction with the College Academic Integrity Committee and the Office of Student Conduct.
5. Throughout the academic integrity process, grading authority remains the responsibility of the instructor.

C. If the Student Does Not Admit Responsibility for an Academic Integrity Violation

1. If the student contests the charges and/or academic sanction(s), then the faculty member forwards the case to the Academic Integrity Committee, which shall be convened to hold a hearing on the charges;
2. Bringing the case is the responsibility of the instructor of record. If the charges are based in whole or in part on evidence or reports provided by a teaching assistant, the instructor must have reviewed the evidence or report and be willing to personally stand behind it, and it becomes part of his or her case;
3. The student shall have the right to at least ten days' notice of the hearing. The student shall have the right to appear before the Committee to contest the charges and/or to provide additional relevant information. Such information must be submitted to the Committee at least five business days in advance of the hearing. The student will have the right to be accompanied by an adviser; to examine all relevant documents; to take notes; and to be heard in response to witnesses or evidence presented;
4. The student may waive his or her right to attend the hearing, in which case the Committee may proceed with an administrative review based on the written record, including submissions by the student, to reach a conclusion;
5. The faculty member shall have the right to appear before the Committee to discuss the charge.
6. In reaching its conclusion with respect to a violation, the Committee shall be guided by the standard of clear and convincing evidence;
7. The Committee will reach its conclusion and issue its report within ten days of the conclusion of the hearing and the submission of all relevant evidence;
8. The student may at any time during this process revoke his or her decision to contest the allegation and accept the academic sanction imposed by the instructor, at which time the hearing process will terminate;
9. The Committee may concur in the academic sanction proposed by the instructor or it may suggest a different sanction. In case of the latter, the Committee may meet with the instructor to discuss its suggestion. If the Committee does not find sufficient evidence to support the allegation of a violation of academic integrity, it shall recommend that no sanction be applied.
10. The results of that hearing (and any sanction imposed) shall be reported to the Associate Dean who will, in turn, transmit the information to the Office of Student Conduct.

D. Disciplinary Sanctions and the “XF” Grade

1. In any instance in which the instructor believes disciplinary sanctions are warranted, and whether or not the student has admitted responsibility, the case is forwarded to the College Academic Integrity Committee for administrative review and determination of possible academic sanctions. The case then is forwarded to the Office of Student Conduct for appropriate fact finding and judgment and possible disciplinary action, including the XF grade;
2. An “XF” grade is a formal University disciplinary sanction;
3. “XF” sanctions are only recorded with the concurrence of the instructor, the College Academic Integrity Committee, and the Office of Student Conduct. Reliance on the “XF” should be a rare occurrence and reserved for the most serious breaches of academic integrity;
4. If an “XF” grade has been given and placed on the student’s permanent transcript, the student may subsequently appeal to the Committee for its removal (and replacement with an academic “F”) based on additional information not reasonably available to be provided at the original hearing. The Committee will receive and review such information, and will forward it to the Office of Student Conduct with its recommendation.

Nothing in this Policy or Procedure shall be contrary to the policies and procedures outlined in Research Administration Policy RA-10 or Administrative Policy AD-47 which set forth statement of general standards of professional ethics within the academic community, and which provide procedures to follow in cases of alleged misconduct in research or other scholarly activities that are normally handled through research administration channels.

College of Communications Adopted Language on Academic Integrity For College of Communications’ Syllabi

Academic Integrity: Academic integrity is the pursuit of scholarly and creative activity in an open, honest and responsible manner, free from fraud and deception, and is an educational objective of the College of Communications and the University. Cheating – including plagiarism, falsification of research data, using the same assignment for more than one class, turning in someone else’s work, or passively allowing others to copy your work – will result in academic penalties at the discretion of the instructor. In serious cases, it could also result in suspension or dismissal from the University or in the assignment of an “XF” grade (failed for academic dishonesty).

As students studying communications, you should understand and avoid plagiarism (presenting the work of others as your own). A discussion of plagiarism, with examples, can be found at:

www.tlt.psu.edu/plagiarism/student-tutorial/.

The rules and policies regarding academic integrity should be reviewed by every student, and can be found online at: <http://studentaffairs.psu.edu/conduct/AcademicIntegrity.shtml>, and in the College of Communications document, “Academic Integrity Policy and Procedures.” Any student with a question about academic integrity or plagiarism is strongly encouraged to discuss it with his or her instructor.

Updated August 2013

College of Communications

Access and Security Agreement (Rev. 7/14/13)

Employees of the College of Communications who wish to have access to network resources must agree to abide by Penn State University, and College of Communications, Policies. Employees (paid or unpaid) are defined as full-time or part-time permanent staff, temporary staff, student interns, work-study students, guests and alumni. The HR Director will keep a copy of the signed "Access and Security Agreement" on file.

Terms of the Agreement

- The employee must read, understand and agree to abide by the conditions set forth in the following Penn State and College of Communications policies:
 - ADG-1: Glossary of Computer Data and System Terminology
 - ADG-2: Computer Facility Security Guideline
 - AD19: Use of Penn State Identification Number and Social Security Number
 - AD11: Confidentiality of Student Records
 - AD20: Computer and Network Security
 - AD23: Use of Institutional Data
 - AD53: Privacy Statement
 - College of Communications IT Equipment and Support Guidelines
 - University Policy Manual: <http://guru.psu.edu/policies/>
- The employee understands that use of Penn State computers and network resources for private or profit-making enterprises is not permitted.
- The employee agrees not to share any account passwords, nor allow another user to access a computer under his/her credentials.
- For each account, the employee agrees adhere to secure password criteria and request semi-annual changes.
- The employee agrees not to attempt to obtain or view any electronic institutional data that is not intended for use in her/his job function.
- The employee agrees not to install, modify or remove any hardware or software on the College network or on any departmental computer, without the prior consent of the IT office
- The employee agrees not to introduce malicious code into departmental computer systems, either as a result of willful intent or as a result of the employee's unsafe computing practices.
- The employee understands that use of the College of Communications network account constitutes his/her continued agreement with the conditions set forth above.
- The employee understands that violations of computer policies may result in the immediate suspension of College of Communications network privileges and the notification of his/her supervisor.

Print and return to the Graduate Office

Date: _____ Department: _____

User ID: _____ Phone: _____

Full Name: _____ Signature: _____

APPLICATION FOR DIRECTED STUDY COMM 594

Normally COMM 594 should not be used for work directly related to thesis research and writing. 600-level credits should be used for that purpose.

One copy of this form is required. An approved copy will be returned to the student. The original will be placed in student's file in 201 Carnegie

In consultation with your proposed faculty mentor, you should include a description of the proposed study including:

- Description of the faculty research topic
- Relevant research to be reviewed
- The primary objective of the directed study
- The nature of the scholarly work you are expected to do (will there be a paper, a project, a detailed literature review, and experiment etc.)
- How will your work be assessed?

Student Name

Student Number

Semester of Directed Study

Date

Topic of Directed Study Project:

Number of credits proposed for the project _____ (Note: Each credit earned represents a commitment of 40 hours' work on the project during the 15-week semester.)

Name of faculty mentor _____

Ordinarily, each directed study project will carry 1-3 credits at the discretion of the professor.

Approval: _____ Date: _____
Directed study faculty mentor

Approval: _____ Date: _____
Adviser/Chair

Approval: _____ Date: _____
Associate Dean

Date registration entered: _____

(Approval from Associate Dean needed before registration can be added to student's schedule.)

Updated 7/7/13

APPLICATION FOR INDEPENDENT STUDY COMM 596

Normally COMM 596 should not be used for work directly related to thesis research and writing. 600-level credits should be used for that purpose.

One copy of this form is required. An approved copy will be returned to the student. The original will be placed in student's file in 201 Carnegie

In consultation with your proposed faculty mentor, you should include a description of the proposed study including:

- Main topic(s) to be covered
- Relevant research to be reviewed
- The primary objective of the study and its relationship to your overall program of study
- The nature of the scholarly work you are expected to do (will there be a paper, a project, a detailed literature review, and experiment etc.)
- How will your work be assessed?

You must receive approval from your faculty mentor and the graduate dean before you begin an independent study project. Once approved, you will automatically be registered. In most cases this means that you should seek approval one semester prior to the semester in which you do the work.

<hr/> <i>Student Name</i>	<hr/> <i>Student Number</i>
<hr/> <i>Semester of Independent Study</i>	<hr/> <i>Date</i>

Topics of Independent Study Project:

Number of credits proposed for the project or course _____ (Note: Each credit earned represents a commitment of 40 hours' work on the project during the 15-week semester.)

Name of faculty supervisor _____

Ordinarily, each independent study project or course will carry 1-3 credits at the discretion of the professor. No more than SIX credits of independent studies may be used in any student's program of study.

Approval: _____ Date: _____
Independent Study supervisor

Approval: _____ Date: _____
Adviser/Chair

Approval: _____ Date: _____
Associate Dean

Date registration entered: _____

(Approval from Associate Dean needed before registration can be added to student's schedule.)

Updated 2/6/13

M.A. Committee Appointment Signature Page
College of Communications
Media Studies Program

By placing my signature on this document, I am agreeing to serve as a chair/committee member for:

<hr/> <i>Student Name</i>	<hr/> <i>Student Number</i>
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Student: <hr/>	<hr/>
<i>Signature</i>	<i>Date</i>

Committee Chair: <hr/>	<hr/>
<i>Printed Name</i>	<i>Signature</i>
	<i>Date</i>

Co-Chair: <hr/>	<hr/>
<i>(If applicable)</i> <i>Printed Name</i>	<i>Signature</i>
	<i>Date</i>

Thesis Supervisor: <hr/>	<hr/>
<i>(If not Chair)</i> <i>Printed Name</i>	<i>Signature</i>
	<i>Date</i>

Major Field Member(s): <hr/>	<hr/>
<i>Printed Name</i>	<i>Signature</i>
	<i>Date</i>

<hr/>	<hr/>
<i>Printed Name</i>	<i>Signature</i>
	<i>Date</i>

<hr/>	<hr/>
<i>Printed Name</i>	<i>Signature</i>
	<i>Date</i>

Outside Member: <hr/>	<hr/>
<i>Printed Name</i>	<i>Signature</i>
	<i>Date</i>

Minor Field Member: <hr/>	<hr/>
<i>Printed Name</i>	<i>Signature</i>
	<i>Date</i>

Special Member: <hr/>	<hr/>
<i>Printed Name</i>	<i>Signature</i>
	<i>Date</i>

NOTE: If the composition of the committee changes, a new committee appointment signature page must be resubmitted to the Graduate Staff Assistant in 201 Carnegie.

Updated 7/9/2014

Integrated Undergraduate-Graduate Degree Program Proposal

(Deadline: by the end of first semester in IUG program)

Student Name: _____ Student Number: _____

Date of Proposal Meeting: _____ Date Student Started Program: _____

Student's Committee

Names:

Signatures:

_____, *Chair*

_____, *Thesis Supervisor*
(If not Chair)

_____, *Undergraduate Adviser*

Total number of credits must be at least 30 credits of coursework to meet MA degree requirements (not counting thesis credits).

*IUG semester report must be filled out at the end of each semester

Schedule of courses approved by committee:

Required: COMM 506 _____ and/or COMM511 _____
 COMM 515 _____ COMM 590 _____

Supporting Courses (please indicate course, credits and semester courses are to be taken). Any change in proposal requires approval in writing by the committee chair.

Graduate courses only

Course	Credits	Semester
--------	---------	----------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Courses to double count, up to 12 credits (6 credits must be at the 500 level)

Course	Credits	Semester
--------	---------	----------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

COMM 600 (6 Thesis credits) _____

**M.A. Media Studies
Program Proposal**

(Deadline: immediately after completion of 9-12 credits, early in second semester)

Student Name: _____ Student Number: _____

Date of Proposal Meeting: _____ Date Student Started Program: _____

Student's Committee

Names:

Signatures:

_____, *Chair*

_____, *Thesis Supervisor*
(If not Chair)

Schedule of courses approved by committee:

Required: COMM 506 _____ and/or COMM511 _____
 COMM 515 _____ COMM 590 _____

Supporting Courses (please indicate course, credits and semester courses are to be taken). Any change in proposal requires approval in writing by the committee chair.

Course	Credits	Semester	Course	Credits	Semester
_____			_____		
_____			_____		
_____			_____		
_____			_____		
_____			_____		

COMM 600 (6 Thesis credits) _____

Integrated Undergraduate/Graduate Semester Report

Office of Graduate Enrollment Services, The Pennsylvania State University, 114 Kern Building, University Park, PA 16802-3396; (814) 865-1795; (814) 863-4627(fax)

This form **MUST** be completed each semester and submitted to Graduate Enrollment Services for final approval once all the signatures have been obtained.

The course information listed below relates only to _____ / _____
Semester/Year

Last Name First Name Middle Initial PSU ID

Undergraduate Degree Undergraduate Major Anticipated Semester/Year of graduation

Graduate Degree Graduate Major Anticipated Semester/Year of graduation

Are you a Schreyer Honors Scholar? ☐ Yes ☐ No

Double-Counted Undergraduate/Graduate Courses

The following course(s) should be counted toward both the baccalaureate degree and the master's degree. A maximum of 12 credits may be double-counted throughout the duration of the program and at least half of all shared courses must be at the 500/800 level. Check with your program to determine how many credits you are permitted to double-count.

Course abbreviation and number

Credits

_____	_____
_____	_____
_____	_____
_____	_____

Graduate Courses Only

The following course(s) should be counted toward the master's degree ONLY. (NOTE: These courses cannot count toward honors credits.)

Course abbreviation and number

Credits

_____	_____
_____	_____
_____	_____
_____	_____

Signature of Student

Printed Name

Date

Signature of Graduate Program Head

Printed Name

Date

Signature of Undergraduate Program Adviser

Printed Name

Date

Signature of College Associate Dean for Undergraduate Education
(From the College of the student's undergraduate major)

Printed Name

Date

Signature of Graduate School/Graduate Enrollment Services

Printed Name

Date

CC: Schreyer Honors College
Registrar's Office
Graduate Program

PENNSTATE



The GRADUATE SCHOOL

Rev 12/12/13

**M.A. Media Studies
Thesis Proposal**

Student Name: _____ Student Number: _____

Date of Thesis Proposal Meeting: _____ Date Student Started Program: _____

Student's Committee

Names:

Signatures:

_____, *Chair*

_____, *Thesis Supervisor*
(If not Chair)

PLEASE ATTACH A COPY OF THE APPROVED PROPOSAL.

Committee Decision

_____ The thesis proposal has met the approval of the committee.

_____ The thesis proposal has not met the approval of the committee.

If not approved, recommendation for revision:

M.A. Media Studies
Oral Examination for the Master of Arts Degree

Student Name: _____ Student Number: _____

Date of Oral Exam: _____ Date Student Started Program: _____

Thesis Title: _____

Student's Committee

Names:

Signatures:

_____, Chair	_____
_____, Thesis Supervisor (If not Chair)	_____
_____	_____
_____	_____
_____	_____

Committee Decision

_____ Passed (unanimous decision)	_____ Failed (unanimous decision)
_____ Passed (divided decision)	_____ Failed (divided decision)

Recommendation in case of failure on this examination:

Comments:

Doctoral Student Annual Assessment

The College of Communications

GRADUATE STUDENT:
ADVISER/CHAIR:
SEMESTER & YEAR:
CREDIT HOURS EARNED TOWARD THE DEGREE:

Indicate the date completed or expected to be completed

CANDIDACY:
DEGREE PROGRAM PLAN:
COMPREHENSIVE WRITTEN & ORAL EXAM:
DISSERTATION PROPOSAL:
FINAL DISSERTATION DEFENSE:

Evaluation of academic progress and performance

Is the graduate student making normal academic progress in completing degree requirements? (Student transcripts are available to advisers on LionPATH or in hard copy from the College's Graduate Office)

YES ☐
NO (IF NO, PLEASE EXPLAIN) ☐

Please assess the quality of the graduate student's academic performance to date:

SUPERIOR ☐
VERY GOOD ☐
SATISFACTORY ☐
UNSATISFACTORY ☐
INSUFFICIENT INFORMATION ☐ (Please use this response only for the first-year assessment.)

What courses is the graduate student prepared to teach, based on his or her content expertise? (Please feel free to list any undergraduate course offered by the College, although some may not be available to graduate students during any given semester).

1.
2.
3.

How would you assess the graduate student's written and oral English language skills in terms of suitability to teach in the undergraduate classroom?

EXCELLENT ☐
VERY GOOD ☐
GOOD ☐
POOR ☐
VERY POOR ☐

Other comments by adviser/chair:

Comments by the graduate student in response to this assessment:

Signatures

Adviser/Chair

Date

Graduate Student

Date

Assoc. Dean for Graduate Studies and Research

Date

College of Communications Graduate Program The Pennsylvania State University

Ph.D. Candidacy Examination and Program Meeting

See "Guidelines for the Candidacy Exam" under "Doctoral Policies and Procedures" in the College of Communications Handbook for Graduate Students and Faculty.

Candidate: _____ Date of Oral Candidacy
and Program meeting: _____

1. Candidacy Exam

- ___ Recommend student for advancement to doctoral candidate status
- ___ Do not recommend student for advancement to doctoral candidate status
Reason: _____
- ___ Recommend student for advancement to doctoral candidate status upon
fulfillment of the following additional requirements: _____

2. Program Plan

- ___ The candidate's attached program plan has been approved by the undersigned
members of the committee.

3. English Competence

- ___ The student demonstrates a high-level competence in the use of the English
language (both written and oral)
- ___ The student did not demonstrate a high-level English language competence
and remediation is recommended. This may be a basis for conditional admission into
candidacy.

Undergraduate courses in the College
the candidate should be prepared to teach:

List the areas for comprehensive examination
and responsible faculty member

Committee Members

Name

Signature

_____	_____
_____	_____
_____	_____
_____	_____

College of Communications

Ph.D. Mass Communications Program Plan

Student Name: _____ Student ID: _____

Date of Meeting: _____

Although there are few specific requirements, all doctoral program plans should strive to include the following important elements while leaving the specific categorization of coursework to the discretion of individual committees:

INTRODUCTION: A broad introduction to the field. Summative survey of the various ideological, theoretical and methodological traditions in mass communication scholarship, especially as represented in the proseminars and methods seminars. Goal: Mastery of basic ideas, concepts and values underlying the work of College faculty.

Core:

COMM 501.1 _____

COMM 501.2 _____

COMM 590 (Colloquium) _____

COMM 590 _____

Communications Research Methods: A minimum of two research methods courses, at least one of which must be COMM 506 or COMM 511. This requirement should be fulfilled in relationship to the Language/Research Skill Requirement below to ensure both depth and breadth of research skills learned.

COMM 506 _____
and/or

COMM 511 _____

Ethics and Professional Responsibility: Develop good academic citizenship. Learn the core values of the discipline and the codes of ethical scholarship.

Human Subjects Research certification (*online IRB training*)

Responsible Conduct of Research certification
(*Collaborative Instructional Training Initiative*)—*social/behavioral or humanities online training*)

5 additional hours of Responsible Conduct of Research education (*see policy statement for details*)

Other ethics and professional responsibility education

IMMERSION: Define an area of concentration and develop a focus. This is where the candidate moves from a breadth experience to a depth experience and attempts an advanced understanding of specific, rather than general, sets of theories and methods.

Goal: Comprehensive knowledge of a specialized area of communication.

List Communications coursework in area of specialization:

_____	_____
_____	_____

EXPLORATION AND INTEGRATION: Look beyond one’s area of specialization to find courses and influences that hold intellectual appeal for the candidate, being always mindful of their implications for one’s primary research focus. To this end, candidates should take communications coursework outside their specialization to ensure, as appropriate, a breadth of understanding of mass communications. Further, at least some of these courses should be from outside the College. Develop the ability to integrate knowledge across disciplines and subfields and to explore the social consequences of discovery and research. Goal: Drawing meaningful connections between ideas and concepts in other disciplines and subfields and understanding how one’s subfield fits into a larger framework of knowing.

List Communications coursework outside specialization:

_____	_____
_____	_____

Coursework in related areas:

_____	_____
_____	_____
_____	_____

Language/Research Skill Requirement: Proficiency in applying an appropriate set of tools for studying mass communications and familiarity with other methodologies used in the field.
Goal: Obtain a superior capability of inquiry and advancement of knowledge.

Intermediate knowledge of a foreign language, an equivalent research skill, or cluster of related courses outside the major. Twelve credits are normally required. Courses in Communications may not be used to fulfill this requirement. The means of fulfilling the language/research requirement should be reasonable related to the candidate's program plan and area of research.

List courses:

_____	_____
_____	_____
_____	_____

CONTRIBUTION: *Specialized expertise is brought to bear on a particular issue, the investigation of which will lead to advancement of knowledge in that area, or should be an original inquiry with the clear goal of adding to the existing literature.* Goal: *Candidate's dissertation makes a significant contribution to advancement of knowledge in the field.*

Dissertation:

COMM 600/610 _____

COMM 601/611 _____

Pedagogy: Conceptual knowledge of and practical preparation in pedagogy in communications along with supervised experience in college teaching. Goal: Becoming an effective teacher. (See "Supervised Experience in College Teaching")

COMM 502 (or other appropriate coursework in pedagogy determined by committee)

Required of Graduate Assistants and Fellows:

COMM 602 _____

COMM 602 _____

List undergraduate course or courses in the College that the candidate should be prepared to teach by the end of his/her doctoral program:

(The coursework in this program plan should prepare the candidate to teach said courses.)

Committee Members

A doctoral committee will consist of four or more members of the graduate faculty, the majority of which are members from the College of Communications faculty and at least one outside member. Committee members are appointed by the Dean of the Graduate School upon recommendation of the College Associate Dean for Graduate Studies.

Chair: _____

Adviser: _____

Members: _____

Outside Members: _____

Required Meetings

For any of the required meetings of a student's doctoral committee to be official, all members must be present and participate. The only exception to this requirement is the candidacy meeting which may preclude the inclusion of an outside member because it takes places so early in the student's program. Consequently, at the candidacy meeting, all members except the outside member must be in attendance. See provisions for electronic attendance. **Important note: The comprehensive Oral and Final Oral Examinations are authorized by the Graduate School and therefore must be scheduled at least 3 weeks in advance.**

Enter the actual or expected dates for these required meetings:

Candidacy Evaluation: _____

Comprehensive Oral Exam: _____

Dissertation Proposal: _____

Final Oral Defense: _____

Areas for Comprehensive Examination

Purpose of the Comprehensive Examination:

- To demonstrate comprehensive knowledge of the field of mass communications and an area of specialization as defined by the committee.
- To evaluate the ability to integrate knowledge across subfields, understand how one's subfield fits into a larger framework of knowing, and to explore the social consequences of discovery and research
- To determine whether the graduate student is ready for dissertation research.

At the candidacy examination, the committee, in conversation with the candidate, should decide on the general areas in which the candidate will be examined at the time of comprehensive examination, and assign each member of the committee an area of responsibility. It is important that the coursework in this program plan adequately prepare the doctoral candidate to successfully answer comp questions drawn from these areas. If this is not the case, the program plan should be appropriately revised. Please list the areas of examination and responsible faculty:

Updated 7/11/2014

**Ph.D. MASSC
Dissertation Proposal**

Name of Candidate: _____ Date: _____

Title of proposed dissertation: _____

Committee Decision:

_____ The dissertation proposal has met the approval of the committee.

_____ The dissertation proposal has **not** met the approval of the committee.

If not approved, recommendation for revision:

Committee Members:

Names

Signatures

_____, *Chair*

_____, *Adviser*

Comments:

Please attach a copy of the approved proposal.

Outside Field and Unit Members Rationale College of Communications

Doctoral students in the College of Communications are guided by a committee of four or more active members of the Graduate Faculty, according to the University Policy:

<http://www.gradschool.psu.edu/faculty-and-staff/faculty/ctaadc/>

One regular member of the doctoral committee “must represent a field outside the candidate’s major field of study in order to provide a broader range of disciplinary perspectives and expertise.” The Outside Field and Unit Member’s expertise should enhance, complement and broaden the student’s area of inquiry.

Doctoral students should choose an Outside Field and Unit Member in close consultation with their adviser and must justify, in writing at the time the name is submitted to the Associate Dean, the choice as one that fulfills the role of the Outside Field and Unit Member described in the University Policy. The rationale can use one or more of the following factors:

The outside member has a terminal degree in another field. (J.D., an MFA, or a doctorate outside of mass communications)

The outside member has an established record of scholarly work in a field outside the students’ major field of study (example: published in law and policy journals)

The outside member’s demonstrated approach to scholarly inquiry is in contract to that of other members on the committee (e.g., humanistic v. social science, for example).

The outside member is a member of the faculty of another graduate program.